

Mountain Creek State High School Queensland State School Reporting 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Mountain Creek State High School has the reputation as a high demand school because of the innovative approach to organisation and teaching, which results in high standards of academic performance, an environment conducive to learning and the school's capacity to cater for the needs of a diverse clientele enrolled through the school's Enrolment Management Plan.

The 2015 School Annual Report provides information about the school's profile as it relates to teaching and learning and outcomes achieved, as well as expected outcomes for the future. The annual report provides vital information for parents wishing to enrol students in a coeducational secondary school on the Sunshine Coast, including key information on the performance of the school in achieving state and national priorities for education. Specific information includes:

School Progress towards its goals in 2015

- School Profile
- Curriculum Offerings
- ICT and learning
- School climate
- Parent Involvement
- Staff Profile
- Performance of Students

School progress towards its goals in 2015

Implementing and taking forward into 2016 

Implemented and maintaining 

Priority 1 – Successful Learners

Students engaging in learning and achievement, and successfully transitioning to further education, training and employment

- Improving Literacy and Numeracy and Year 12 outcomes via Great Results Guarantee strategies
- Reading intervention programs Year 7, 8 & 9 (Whole School Approach to Teaching Reading)
- Improving the U2B and QCS outcomes through Higher Order Thinking skilling embedded across the curriculum
- Using an outside provider to analyse Year 7 and 9 NAPLAN data – identifying target areas for improvement and differentiated intervention strategies for Year 7, 8, 9 and 10 students.
- Junior Secondary Curriculum Plan implementation.
- Progressing the Closing the Gap strategy by reviewing individual student data and mapping success and engagement with the range of programs available through indigenous support.
- Implementing an explicit improvement – targeting Higher Order Thinking Skills, Literacy and Numeracy and test readiness for QCS and NAPLAN.
- Unrelenting focus on VET completion 100% - regularly monitoring competency completion.

Priority 2 – Teaching Quality

Teachers employing high quality, evidenced based teaching practices focused on success for every student

- Fourth year implementation of whole school curriculum and pedagogy framework (ASOT instructional framework), observational rounds.
- Full implementation of an integrated framework of professional learning to support an Explicit Improvement Agenda (AITSL & PDP)
- Implementation of a framework for integration of ICT (digital pedagogy) as a support for learning across the curriculum
- Continuous data analysis for learning, of learning, to ensure focussed and individualised learning goals – focus on data driven teaching.
- Explicit development of teachers' literacy, numeracy, higher order thinking skills through targeted PD
- Full implementation of classroom observation and feedback to inform professional development needs.

Priority 3 – Engaged Partners - Local Decision making

Ensuring that our school community needs are central to decision making processes, autonomy and accountability:

High level of student, staff, parent and school community confidence in the school's performance and achievement:

- Parent School engagement – clearly documented procedures and processes for strengthening parent support in student learning/outcomes
- Extending community partnerships to provide additional resources/facilities
- Enhance the operations of the P&C and School Council to extend autonomy
- Strong Community Engagement –Partnerships with business, community groups, educational institutions to enhance outcomes for students.

Priority 4 – High Standards - School Performance

Success through an intentional approach to improving the progress of every student.

- Instructional leadership with an unrelenting focus on improvement - knowing our data and using explicit strategies to improve the data.
- Continue Whole School Strategy for improvement in every class through short cycle data teachers know precisely what students don't understand and then modifying plans for differentiated teaching - setting targets and learning goals
- ASAA reaccreditation 2015 – extended to 2016 due to School Improvement Unit Review October 2015.
- Use of a differentiated model of Performance Development targeted at priority performance development and personal performance development for all administration, teaching and non-teaching staff

Future outlook

Performance Data and Target	School Improvement strategy
QCE - 98% 2016 100% 2017	<p>Feedback Cycle specifically Formative feedback: Ensuring whole school application of RRR as base data review to inform teaching and learning, implementation of Learning Journals (whole school) and implement a school wide feedback cycle of written and verbal feedback to enable students to create and update learning goals, and to improve student ownership of their learning.</p> <p>Feedback The school provides professional feedback to support teachers to understand their practice and lift the quality of instruction. Teachers provide on-going targeted feedback to support student understanding of achievement and inform individual reading learning goals.</p>
Differentiation	All teachers will use student learning data to set goals and plan specific differentiation strategies – this follows naturally from the use of RRR and feedback

95% NMS 2017 20% U2B 2017	Specific skilling of all staff to teach Reading – reviewed through instructional rounds and delivered by Literacy (reading Coach) teacher through mentoring reciprocal reading. Intensive reading for students identified TORC testing >3 years below age level
95% NMS 2017 20% U2B 2017	Specific skilling of all staff to teach Writing - – reviewed through instructional rounds and delivered by Literacy (Coach) through mentoring writing intervention Intensive writing intervention for all classes following identification of key skills for improvement (NAPLAN specific data)
QCS – 20% A 85% - A-C U2B – 20% 2017 95% A-C all subjects - 2017	Specific skilling of all staff to teach Higher Order Thinking Skills through PLCs and reviewed through Instructional rounds PDP and senior teacher co-ordinators.
Improved SOS Data 98% QCE 2016 100% QCE - 2017	Strengthen the Parents as Partners in Learning through collaborative strategies Strengthen partnerships to provide alternatives for senior students to QCE attainment
20% U2B NAPLAN 2017 20% A's QCS 2016 85% A-C QCS - 2016	Through the establishment of the Coding and Innovation HUB (STEM) coding and entrepreneurship will be embedded as a strategic priority in school programs and the HUB will provide professional development to feeder state schools. Reviewing of subject planners to include focussed coding and problem solving activities.

Our school at a glance

School Profile**Coeducational or single sex: Coeducational****Independent Public School: Yes****Year levels offered in 2015: Year 7 - Year 12****Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1782	911	871	34	92%
2014	1716	902	814	31	94%
2015	1955	1020	935	50	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

The school ICSEA index is above the national average at 1037 where the average ICSEA index is 1000. The variables that make up an ICSEA value use family background information provided to schools directly by families, including parental occupation, and the school education and non-school education levels they achieved. In some cases, where this information is not available, ICSEA uses Australian Bureau of Statistics (ABS) Census data on family background to determine a set of average family characteristics for the districts where students live.

The cohort of students enrolled at the school is representative of 38 nationalities with the following groups being the most representative: Australian, New Zealanders, South African, Scottish, German, Canadian, Japanese, Welsh, American, Italian, British, Brazilian and Zimbabwean.

The International Student Program provides an additional 55 – 65 students each Semester from a range of countries including, Belgium, Germany, France, Brazil, China, USA, Italy, Japan, Mexico, Switzerland, Sweden and Norway.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	23	23	24
Year 11 – Year 12	19	19	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	161	111	158
Long Suspensions - 6 to 20 days	11	2	1
Exclusions	3	1	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

Our distinctive curriculum offerings :

- International Baccalaureate Diploma Years 11& 12
- International Baccalaureate Diploma preparation program Year 10
- Young Scholars' Program Year 6 & 7 – application process applies
- Young Achievers Program Year 7 – links with Mountain Creek SS
- Sport Development Programs – AFL, Rugby League, Basketball, Volleyball, Netball – Years 8 – 12
- Health and Wellbeing Focus at all levels in years 11 & 12 – Chemistry, Physics, Biology,
- Psychology, Certificate III courses in Allied Health, Fitness, Child Care, Business, Allied Health Assistant

Our distinctive curriculum offerings include a differentiated curriculum for all year levels :

1. **Years 8 & 9** – stranded as identified at enrolment through entrance standardized testing and through use of relevant data such as NAPLAN testing data and Year 7 data. The stranding emphasizes potential movement for students between bands.

The strands include :

- ZENITH for high achieving students targeting university entrance
- ASPIRE classes for student who are achieving targeted pass rates and have a desire to access tertiary study or apprenticeships/traineeships
- FOCUS classes – smaller in size to provide intensive support for students experiencing difficulties with their core study.

Within the elective components of years 8 & 9 students have access to:

- Academy programs in Creative Industries – Drama, Dance, Music and Art.
- Students also have access to Sport Development programs in Volleyball, Basketball, AFL, Rugby League

2. **The Year 10 preparation program** has as its focus completion and success at pre-requisites for future study in Years 11 & 12. As such it is the entrance program of Senior Schooling. Students enrolling in Year 10, have the opportunity based on year 9 results to study one of three programs:
- Year 11 & 12 Tertiary Preparation Program – QCAA or IB Diploma
 - Year 11 & 12 Alternate Tertiary Preparation Program
 - Year 11 & 12 VET preparation programs
- Students identifying a **possible IB pathway** will follow an IB preparation program in Year 10 to determine suitability for this program in years 11 & 12.
 - Students studying the **tertiary preparation program**, have identified this as their potential career pathway and will study prerequisite QCAA OP subjects providing them with an OP or a combination of OP and non-OP subjects to achieve an OP or a Selection Rank at exit
 - Students studying a **VET preparation program** are students who have identified through career education a technical pathway through apprenticeships or traineeships. Students currently have access to a school VET program which provides opportunities to complete at least two (2) Certificate II or III courses.

Extra curricula activities

Extra curricula activities that support the social and emotional development of our students include:

The Arts - Music

- Jazz Band, Wind Symphony, Concert Band, String Ensemble, Vocal Group and Choir.
- Dance Company – Junior and Senior

Public Speaking and Debating

- Legacy Junior Public Speaking Award
- Queensland Plain English Speaking Competition
- Lions Youth of the Year
- Queensland Debating Union Competition
- Sunshine Coast Debating Competition
- Rostrum Voice of Youth Competition
- Neighbourhood Watch Public Speaking Competition
- Inter-sub-school debating

Leadership

- Year 7 – 11 Leadership Program
- Student Forums – each term which involve Year 7, 8 & 9 Junior Secondary Leaders, Yr. 10 Aspiring Leaders and Year 11/12 Senior Leaders.

Academic

- National ICAS English, Mathematics, Science, and Geography, LOTE Engineering Challenge
- STEM Challenge, Titration Competition, UQ Young Scholars, Robotics competitions,
- Chess

Sport

- Year 7 - 12 Rugby League Development Program
- Volleyball, AFL, Netball and Basketball Development programs
- Summer and Winter Interschool Sport year 7,8 & 9
- Cross Country, Swimming and Athletics
- Open Soccer, Netball, AFL, Rugby Union, Basketball, Volleyball, Water Polo, Cricket

Careers

- Careers Expo, Faculty Expo and Sun Skills Expo
- University Experience Days Years 7 - 12.
- Work Experience, Work Placement

How Information and Communication Technologies are used to improve learning

Technology is provided for students in Years 7 through an allocation of 90 laptops and 60 iPads. Studnets also have access to 11 full labs of 30 computers including for FTV, ART and CAD suites. To ensure full implementation, students in years 9 – 12 have access to laptops as a **take home option** or as a **stay at school option** managed through our Technology Centre and in Term 4, 2015, Year 9 Zenith student trialled the introduction of BYOx with the whole school offered this option in 2016 with a take up of 1200 BYOx devices from Year 7 - 12.

An Information Technology Levy of \$80 per student was introduced in 2016 to support the whole school use of BYOx. This fee is embedded in the cost of continuing the 'take home' laptop program for Years 11 & 12.

At all levels, teachers are encouraged to embed Information and Communication technologies into all key learning areas, through unit plans and through teaching strategies. In Junior Secondary Years 7 & 8 Digital Technology is core and In the senior years this policy is continued with the addition of specific subjects which teach advanced Information and Communication eg. Information Technology Systems, Information Processing and Technologies, Software, Design and Development, Film, Television and New Media.

The school has provided data projectors to 100% of all general classrooms, and to specific Science Laboratories, Dance Studio, Performing Arts Theatre and Library research and media rooms, 45 of these are interactive data projectors .

All students have access to the Internet and email for curriculum use. Staff have access to professional development to ensure the effective use of digital pedagogy in classrooms. In 2016 the school dedicated a faculty HOD to the role of Coding and Innovation and STEM to promote coding, robotics and STEM.

Social Climate

Our school community values the strong sense of belonging encouraged by positive partnerships between students, staff, parents and community members. The school has a reputation for the provision of an excellent learning environment in safe and supportive surroundings. This had been achieved through:

- a distinctive pastoral care program which is supported by four sub-schools and 24 Heads of School,
- a comprehensive Student Services faculty, a comprehensive Education and Career Planning program and
- a Student Management Framework which outlines the roles and responsibilities of the school community in relation to management of students.

Our 800 students in the Junior Secondary are divided into four groups of approximately 200 students and are taught by a group of teachers in each Sub-School. These Sub-Schools are semi-autonomous units that are self-directing and self-governing within an whole school environment. They are responsible for the monitoring of behaviour and progress of students, communication with parents and provision of pastoral care.

They are jointly led by three Heads of Department (in each sub-school) who assume the multi-dimensional role of Head of Sub–School and Head of Faculty and are supported by three other Heads of Sub-School who are jointly responsible for the monitoring of behaviour and progress of students in the sub-school.

Heads of Sub-School have their own mobile telephones which makes them accessible to the staff they support and which allows speedy contact with parents when the occasion arises. Parents appreciate this level of contact between school and home and realise that problems and difficulties can be swiftly addressed and resolved. In the 2015 School Opinion Survey, parent response to every question about their child’s education at this school was above 90%.

Sub-Schools improve student learning outcomes through the promotion of positive student- teacher relationships. They encourage and support communication among teachers in improving their teaching and enhance collaboration among teachers in addressing school-wide problems. The sub-school structure supports the view that an organisation’s structure can enhance the working environment for students and teachers

- That a consistent Whole of School Approach to Effective Teaching and Learning is essential to the development of an effective school that seeks to maximise student learning outcomes (i.e. academic, social and personal)

- That teaching strategies and curriculum should focus on the maturity level of students. The more individualised instruction can be, the more it meets the psychological needs of students, particularly young adolescents

- That only through the collective efforts of teachers can schools operate effectively.

- Teacher Accountability/Responsibility is achieved through ownership, commitment and collegiality rather than through supervision

Sub-Schools foster student growth and development and a deeper sense of belonging for all involved in the school community.

Issues relating to student management are dealt with through the School’s Responsible Behaviour Plan for Students which outlines acceptable behaviour and consequences for non-compliance. Current issues relating to bullying, cyber bullying and inappropriate use of technology are addressed as part of the Responsible Behaviour Plan which is provided to all parents as an online document at enrolment, on the website and as a hard copy upon request. When further intervention is required the sub-schools are the first point of referral to Student Services.

The following student responses will be reviewed at Student Forum as they are inconsistent with the student response to they feel safe at school (98%) and they like being at the school (91%):

they can talk to their teachers about their concerns (S2042)	75%	76%	77%
their school takes students' opinions seriously (S2043)	82%	81%	79%
student behaviour is well managed at their school (S2044)	78%	83%	78%

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	86%	97%	95%
this is a good school (S2035)	81%	94%	96%
their child likes being at this school (S2001)	91%	93%	94%
their child feels safe at this school (S2002)	86%	95%	98%
their child's learning needs are being met at this school (S2003)	91%	93%	94%
their child is making good progress at this school (S2004)	86%	94%	93%
teachers at this school expect their child to do his or her best (S2005)	91%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	81%	84%	92%
teachers at this school motivate their child to learn (S2007)	81%	89%	90%
teachers at this school treat students fairly (S2008)	80%	93%	92%
they can talk to their child's teachers about their concerns (S2009)	86%	87%	95%
this school works with them to support their child's learning (S2010)	81%	91%	92%
this school takes parents' opinions seriously (S2011)	83%	87%	90%
student behaviour is well managed at this school (S2012)	71%	91%	94%
this school looks for ways to improve (S2013)	89%	95%	98%
this school is well maintained (S2014)	100%	99%	99%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	95%	97%
they like being at their school (S2036)	91%	85%	91%
they feel safe at their school (S2037)	96%	94%	98%
their teachers motivate them to learn (S2038)	90%	91%	89%
their teachers expect them to do their best (S2039)	98%	96%	98%
their teachers provide them with useful feedback about their school work (S2040)	91%	88%	88%
teachers treat students fairly at their school (S2041)	84%	85%	82%
they can talk to their teachers about their concerns (S2042)	75%	76%	77%
their school takes students' opinions seriously (S2043)	82%	81%	79%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	78%	83%	78%
their school looks for ways to improve (S2045)	97%	95%	92%
their school is well maintained (S2046)	97%	95%	95%
their school gives them opportunities to do interesting things (S2047)	94%	94%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	98%	97%
they feel that their school is a safe place in which to work (S2070)	98%	98%	99%
they receive useful feedback about their work at their school (S2071)	88%	92%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	89%	85%
students are encouraged to do their best at their school (S2072)	98%	98%	98%
students are treated fairly at their school (S2073)	96%	98%	98%
student behaviour is well managed at their school (S2074)	93%	97%	97%
staff are well supported at their school (S2075)	88%	93%	88%
their school takes staff opinions seriously (S2076)	89%	90%	84%
their school looks for ways to improve (S2077)	95%	96%	95%
their school is well maintained (S2078)	98%	99%	98%
their school gives them opportunities to do interesting things (S2079)	94%	94%	90%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

The school endeavours to engage parents in their child's education by providing the following:

- Enrolment interviews
- Induction Night Year 8
- Parent information nights – Year 11 & 12, year 10 Subject Selection, IB information nights, YEAR 12 QCS, QTAC
- Career Expo
- Education and Career Planning: Twice a year in Terms 2 & 3 the 2000+ student and parents are scheduled for an Education and Career Planning interview. On these days, the school does not operate a traditional school day and staff commence work at 1.00 pm and conduct interviews with the 2000 students and at least one parent between 1pm – 8 pm. Parents are provided with an individualised semester assessment planner for each child at the school which outlines the program of study and the assessment and timelines for assessment.
- Special Events - Cyber Bullying, PPP, Grand Parenting Program, Study Skills Presentations, Study Skills Handbook Online
- Communication with home is extensive – electronic notice board, newsletters, magazines, yearbook, term reports, Newsletters, Attendance SMS,
- The school has also purchased an online study skills program for student use at home. Strategies for parents assisting in the use of the program are outlined in newsletters.

- The school provides opportunities for parents to be involved in their child's education through a Parents and Citizens' Association and through a School Council. The P&C Association meets 3rd Monday of every month at 5.30 pm.
- The School Council includes 4 parents elected from the P&C.
- Parents are also involved as volunteers for sporting competitions.

Reducing the school's environmental footprint

Water retention on the school oval has been improved through additional drainage and use of top dressing during the summer vacation. Water usage has been decreased due to emergent work to fix a leak detected underground in the 25m swimming pool. The school has engaged with ERM to track and to respond to peak electricity usage in the final month of the school year.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	552,451	11,706
2013-2014	984,879	12,409
2014-2015	855,749	9776

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

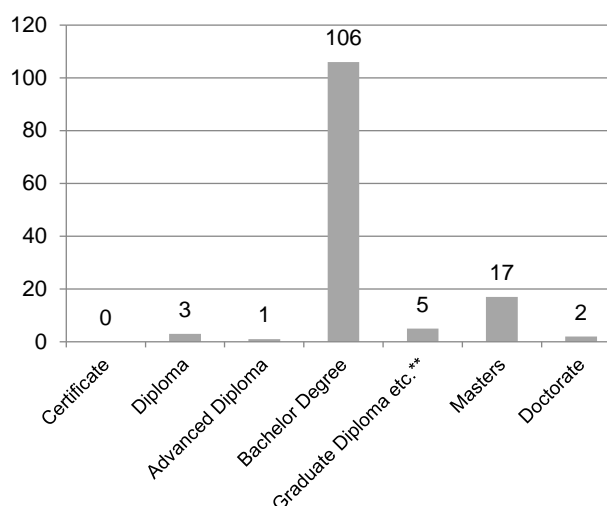
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	150	51	<5
Full-time equivalents	134	40	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	1
Bachelor Degree	106
Graduate Diploma etc.**	5
Masters	17
Doctorate	2
Total	134



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 101 629.24

The major professional development initiatives are as follows:

- ASOT and Instructional Rounds
- Numeracy across KLAs and lesson starters
- Reading Intensive and Reciprocal Reading
- Higher Order Thinking Skill development
- QCAA Assessment and curriculum development
- QCAA Program Writing – ACARA inclusions 2015

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

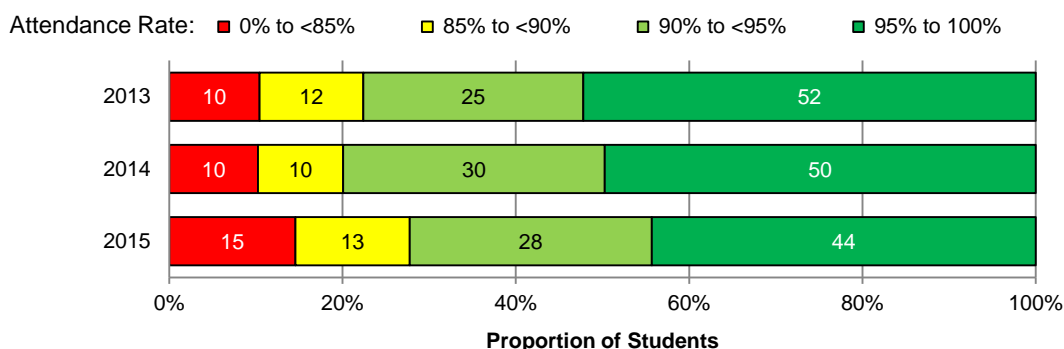
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		94%	92%	92%	93%	93%
2014		95%	93%	92%	93%	93%
2015	93%	93%	92%	89%	92%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Mountain Creek State High School student attendance is managed through the first period roll mark using an attendance monitoring system ID Attend and Oneschool. Teachers mark rolls digitally or send

a hard copy attendance sheet to the sub-school for entering when access to computers is not available (relief teachers). Parents of non-attending students, who have not notified the school of their student's absence that day, receive a SMS message.

Teachers mark rolls every period and this is recorded on ID attend as well. Truancy is quickly identified through a system of daily reports generated by the Heads of School in ID Attend and through the classroom teacher reporting persistent absences form class to the HOD or the HOSS.

Through the sub-school system 20 Heads of School each manage 4 form classes within their sub-school eg 12A, B, C, D and the Head of School together with the classroom teacher is responsible for following up truancy and unexplained absences for this group of students. Parent contact is made before 3 consecutive absences, meetings with student services staff (Guidance, SBYHN and Chaplains) are scheduled for students with chronic absences and DET policies are implemented for persistent and chronic absences.

Alternate programs or exemptions for modified programs are developed in consultation with the students, parents and support services.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	83%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	138%	113%	60%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	341	336	312
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	179	193	166
Percentage of Indigenous students receiving an Overall Position (OP)	25%	33%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	38	64	62
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	183	180	170
Number of students awarded an Australian Qualification Framework Certificate II or above.	176	170	161
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	304	290	297
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	33%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	22	13	26
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	74%	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	94%	95%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	94%	95%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	30	46	54	42	7
2014	31	51	58	48	5
2015	20	39	58	43	6

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	11	140	92

2014	29	114	106
2015	33	117	73

As at 16 February 2016. The above values exclude VISA students.

Students at Mountain Creek have the opportunity to study VET through our registered training organisation accreditation or through external providers as an RTO.

Certificates include:

Certificate I in: Vocational Pathways, Hospitality

Certificate II: Hospitality, Manufacturing (Furnishing), Engineering Pathways, Business, Volunteering, Tourism,

Certificate III: Child Care Services, Business, Fitness, Allied Health, Volunteering,

As well as a variety of individual School Based Apprenticeships and courses offered concurrently with senior school study.

The vocational pathway program provides students with the opportunity of studying 2/5 of their course of study in a significant qualification each day resulting in completion and certification at exit.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Where the exit is known to the school, the destinations of young people who left the school after completion of Year 10 are recorded as part of the exit process. Students who do not reenrol in the senior school and whose exit is not reported to the school are recoded as destination unknown. However, prior to this occurring, the school follows up non-enrolment for senior school through contact by phone and mail to complete the enrolment process or to provide information to parents and students regarding alternatives to senior schooling. Students at risk of not completing the Participation Phase of schooling are provided with alternate education options and pathway counselling and support through the school's student services often resulting in an alternate education pathway.

Students who are 'at risk' of not completing are managed through our Student Service faculty and are provided with support to determine the alternate education or work related pathway to support early exit from school. These students are advised to provide evidence of their proposed pathway prior to exiting Secondary School. The school also manages the Exemption process to allow students to engage in alternative education programs and students who are in the compulsory years are tracked each semester to ensure maintenance of the exemption program.