Mountain Creek
State High School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

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School Overview

Mountain Creek State High School has a 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 2016 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. It provides key information on the performance of the school against state and national priorities for education. Specific information includes:

- ➢ School progress towards its goals in 2016
- ➢ School Profile
- ➢ Curriculum Offerings
- ➢ ICT and Learning
- ➢ School Climate
- ➢ Parent Involvement
- ➢ Staff Profile
- ➢ Performance of Students

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Priority 1- Successful Learners

- Continued tracking of all students, including initial tracking of Junior Students.
- Students' ownership of their learning

- Targeted Writing Improvement – with Collins Writing
- Closing the Gap – monitoring Indigenous students to ensure attendance and outcomes
- We expect high attendance and we track attendance.
- Improved outcomes in upper 2 bands in NAPLAN
- Increased percentage of students meeting NMS in NAPLAN
- Improved percentage of students achieving A – C in English, Maths and Science
- Pervasive tracking and high attainment of QCE
- Increasing % of Senior students gaining a 1 – 15 OP
- Increasing the number of non- op students with a Certificate III or better
- Strong commitment to Pastoral Care and the wellbeing of all students
- Leadership program for students

Priority 2 – Teaching Quality

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

- PD – in line with Strategic Plan: Collins Writing, ASOT, Growth coaching
- Instructional Rounds
- HOD release to provide targeted staff supervision
- PLCs
- Continued development of curriculum to meet individual needs
- Developing an understanding for new Senior Secondary Curriculum and Assessment (external assessment)
- Using technology as an amplifier for learning – staff/student skilling.
- We are progressing the development of resources using Moodle
- We use trained Profilers and mentors in the school for beginning teachers and targeted intervention
- We are all engaged in authentic PDP and develop action plans
- We have implemented targeted use of DATA to make informed decisions about pedagogy and practice.

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- Succession planning - Aspiring Leaders Program, Mentoring, HR

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:

- We are strengthening our Parents as Partners in Learning focus
- Our Skills Centre use partnerships to ensure students have life skills for future pathways
- Our Student Services continue to engage an extensive support network
- We are engaging parent expertise for Junior Secondary Pastoral care and career talks
- We use extensive university links for careers and making learning a high priority
- We are actively engaging as range of RTOs to provide VET options
- Increase engagement with QParents – currently 33%
- We are progressing our Master plan for additional specialist facilities

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
- 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 - 96% 2016 98% 2017	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. Feedback The school provides professional feedback to support teachers to understand their practice and lift the quality of instruction. Teachers provide ongoing targeted feedback to support student understanding of achievement and inform individual reading learning goals.
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.
90% A – C 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.
90% A – C 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 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 96% QCE 2016 98 % QCE - 2017	Strengthen the Parents as Partners in Learning through collaborative strategies Strengthen partnerships to provide alternatives for senior students to QCE attainment.
Implemented Stem Plan	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 focused 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 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1716	902	814	31	94%
2015*	1955	1020	935	50	93%
2016	2040	1092	948	55	94%

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

Overview

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 bacgrouind 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, ISEA 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	24	25
Year 11 – Year 12	19	20	19

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

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

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➢ 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 :

   o ZENITH for high achieving students targeting university entrance

   o ASPIRE classes for student who are achieving targeted pass rates and have a desire to access tertiary study or apprenticeships/traineeships

   o 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:

   o Year 11& 12 Tertiary Preparation Program - QCAA or IB Diploma o

   o Year 11& 12 Alternate Tertiary Preparation Program

   o 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.

Co-curricular 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.

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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 Assist Learning

Students have the ability to use their own devices in our BYOD Program.

Technology is provided for students in Years 7 – 12 through access to over 500 devices including specific software for FTV, ART and CAD suites.

To ensure full implementation, students in years 10 - 12 have access to laptops as a take home option or as a stay at school option managed through our Technology Centre.

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

Overview

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 1050 students in the Junior Secondary are divided into four groups 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.

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.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	95%	97%
this is a good school (S2035)	94%	96%	96%
their child likes being at this school* (S2001)	93%	94%	95%
their child feels safe at this school* (S2002)	95%	98%	97%
their child's learning needs are being met at this school* (S2003)	93%	94%	91%
their child is making good progress at this school* (S2004)	94%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	92%	86%
teachers at this school motivate their child to learn* (S2007)	89%	90%	91%
teachers at this school treat students fairly* (S2008)	93%	92%	88%
they can talk to their child's teachers about their concerns* (S2009)	87%	95%	90%
this school works with them to support their child's learning* (S2010)	91%	92%	87%
this school takes parents' opinions seriously* (S2011)	87%	90%	80%
student behaviour is well managed at this school* (S2012)	91%	94%	90%
this school looks for ways to improve* (S2013)	95%	98%	95%
this school is well maintained* (S2014)	99%	99%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	97%	97%
they like being at their school* (S2036)	85%	91%	91%
they feel safe at their school* (S2037)	94%	98%	91%
their teachers motivate them to learn* (S2038)	91%	89%	88%
their teachers expect them to do their best* (S2039)	96%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	90%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	85%	82%	80%
they can talk to their teachers about their concerns* (S2042)	76%	77%	78%
their school takes students' opinions seriously* (S2043)	81%	79%	85%
student behaviour is well managed at their school* (S2044)	83%	78%	79%
their school looks for ways to improve* (S2045)	95%	92%	90%
their school is well maintained* (S2046)	95%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	97%	97%
they feel that their school is a safe place in which to work (S2070)	98%	99%	99%
they receive useful feedback about their work at their school (S2071)	92%	91%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	85%	90%
students are encouraged to do their best at their school (S2072)	98%	98%	99%
students are treated fairly at their school (S2073)	98%	98%	99%
student behaviour is well managed at their school (S2074)	97%	97%	98%
staff are well supported at their school (S2075)	93%	88%	91%
their school takes staff opinions seriously (S2076)	90%	84%	86%
their school looks for ways to improve (S2077)	96%	95%	98%
their school is well maintained (S2078)	99%	98%	100%
their school gives them opportunities to do interesting things (S2079)	94%	90%	90%

* Nationally agreed student and parent/caregiver items
# '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 - 8pm. Parents are provided with an individualised semester assessment planner for each child at the school which outlines the program of stud 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, Magazines, Yearbook, Term Reports, Newsletters, Attendance SMS

➢ The school has also purchased an online study skills progra for student use at home. Strategies for parents assisting in the use of the program are outlined in newsletters

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- 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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Respectful relationships are a cornerstone of Mountain Creek State High School's Responsible Behaviour Plan for students. The sub-school model of student management provides a mechanism to make staff / student relationships more personal and when paired with the use of a range of leadership management strategies including technological tools such as "Stimie", the school is able to provide an environment that does not tolerate relationships that are not respectful.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	111	158	269
Long Suspensions – 6 to 20 days	2	1	6
Exclusions	1	0	3
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.

Environmental Footprint

Reducing the school's environmental footprint

Water usage has continued to decrease through management of water levels in the school swimming pool and is also attributed to the above average rainfall in South East Queensland in 2016.

Electricity usage has fallen with the introduction of peak notification system which alerts the school when they have reached their daily maximum. Strategies are then employed to reduce usage at peak times.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	984,879	12,409
2014-2015	855,749	9,788
2015-2016	831,936	8,313

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

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Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	155	58	<5
Full-time Equivalents	141	43	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	16
Graduate Diploma etc.**	70
Bachelor degree	146
Diploma	22
Certificate	2

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $74 818.00.

The major professional development initiatives are as follows:

- ASOT and Instructional Rounds

- Essential Skills to classroom management

- Collins Writing Program

- Professional Learning Communities

- VET in schools updates

- Mandatory online training

- 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 2016

The proportion of the teaching staff involved in professional development activities during 2016 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	88%	85%

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									95%	93%	92%	93%	93%
2015								93%	93%	92%	89%	92%	91%
2016								93%	91%	89%	90%	90%	92%

*Attendance rates effectively count 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:
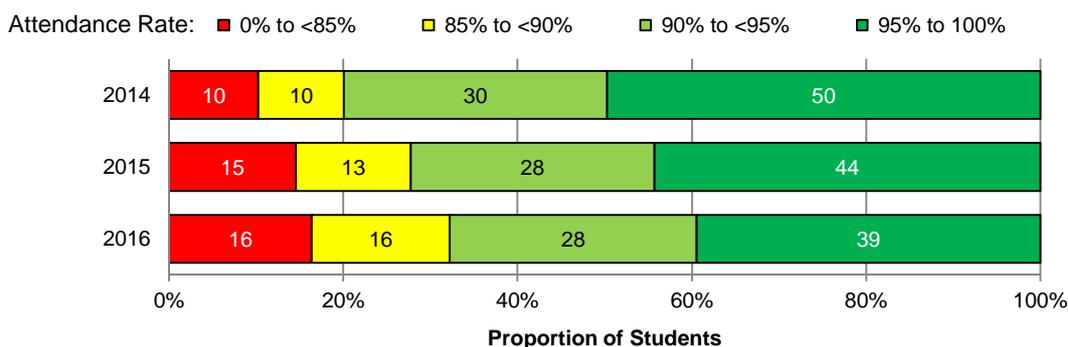
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording 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.

NAPLAN

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.

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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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	336	312	334
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	193	166	152
Percentage of Indigenous students receiving an Overall Position (OP)	33%	33%	10%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	64	62	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	180	172	180
Number of students awarded an Australian Qualification Framework Certificate II or above.	170	164	173
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	290	298	317
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	33%	100%	90%
Number of students awarded an International Baccalaureate Diploma (IBD).	13	26	15
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	74%	74%	75%
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.	95%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	95%	91%

As at 3rd February 2017. The above values exclude VISA students.

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OUTCOMES FOR OUR YEAR 12 COHORTS				
Description		2014	2015	2016
OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	31	51	58	48	5
2015	20	39	58	43	6
2016	23	44	49	32	4

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014	29	114	106
2015	33	123	74
2016	32	113	90

As at 3rd February 2017. 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.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	86%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	113%	60%	125%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.mtncreekshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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.

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However, prior to this occurring,the school follows up non-enrolment for senior school through contact by phone and mailto 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.

Conclusion

Mountain Creek State High School is a high performing school where we value quality, opportunity and excellence. We strive for continual improvement and place the needs of our students at the centre of all that we do.