



Mackay District Special School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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School overview

Mackay District Special School values inclusion through the belief that it is about learning not place. The school engages in the Ways of Working and Knowledge and Understanding reflected in the Queensland Education P to 12 Curriculum Framework. Emphasis is given to Learning Statements and Concepts described in the Early Phase of Learning and expanded upon and developed as students demonstrate potential and achievement. Students' Individual Curriculum Plans identify areas of learning within the Essential Learnings which require special attention to assist the student to succeed. Transition to post school options is guided by the Senior School Curriculum which focuses on Enterprise and Vocational Education along with Functional skilling. For each individual student these are guided by the development of their Senior Education Transition Plan in consultation with their families. All senior students exit with a Queensland Certificate of Individual Achievement. The school has close links with the community and is strongly supported through the parent group and organisations such as Variety Queensland.

School progress towards its goals in 2018

From 4 to 6 June 2018 our school underwent a school priority review conducted by a team from the School Improvement Unit. The team evaluated the school's performance against the nine domains of the National School Improvement Tool. The subsequent report identified findings across the nine domains and highlighted the following key improvement strategies.

- Collaboratively develop, implement and regularly communicate a narrow and sharp Explicit Improvement Agenda (EIA) to staff members and the wider community.
- Develop and implement Positive Behaviour for Learning (PBL) to establish expected practices to manage and support student behaviour.
- Develop a school-wide curriculum plan aligned to the delivery of the Australian Curriculum to enable the development and tracking of units, alignment of assessment and moderation processes, and sharing of resources.
- Build a culture of collaborative practice in the school including regular opportunities for teachers to be released to meet to develop curriculum and share pedagogical practice.

With the support of key Regional Office personnel, we engaged in a planning process with all staff and key stakeholders to develop a twelve month action plan to develop the key improvement strategies of implementation of PBL and the Australian Curriculum. The resulting action plan was approved and enacted from July 2018. At the three month (September) and six month (November) timeline, the Lead Reviewer revisited our school to assess our progress and provide support. On both occasions she was able to identify evidence of our actions and outcomes as we worked through the School Action Plan. The following tables summarise our progress toward the identified goals for the latter part of 2018.

Key Improvement Strategy 1: Develop and implement Positive Behaviour for Learning (PBL) to establish expected practices to manage and support student behaviour.

Actions to Address Strategy – 12 months	Timelines and Targets Developed During 2018	Responsible Officers
<ul style="list-style-type: none"> • Establishment of a cross phase PBL team that is teacher led, admin supported and includes a parent representative. • Times for PBL meetings are established and integrated into the school meeting schedules. • Introduction of a whole school reward system. • Introduction of a visual behaviour matrix. • Establishment of common language derived from PBL. • Documentation of PBL tiers in Information booklet. • PBL incorporated into school induction processes for new staff. <hr/> <ul style="list-style-type: none"> • Sharing of strategies and successes in PBL is a standing agenda item at staff and phase meetings. • Teachers teach expected behaviour every fortnight. • Leadership team and all staff model PBL practices. • Develop a process for response to critical incidences in the school. • ESCM - teachers and teacher aides are coached and given feedback re ESCM. • Develop processes for writing IBSP based on FBA training. • Review the school's Responsible Behaviour Plan to align to the school's PBL work. • Recording of major behaviour incidents on OneSchool. • Recording of minor behaviour incidents on weekly checklist. • Establish coaching and feedback protocols for ESCM and PBL. • Training in behaviour management, developing knowledge and collaboratively sharing skills. 	<p>At three months (September 2018):</p> <ul style="list-style-type: none"> - PBL team established and meeting regularly, with set agenda- SET, EBS, student data, positives records, feedback to staff. - Parent representative on PBL team. - Student Support Committee established and meets regularly to discuss case management of specific students – plans to be sent to all staff. - Tier 2 and 3 students identified. - All major behaviour incidents recorded on OneSchool. - Incidents resulting in injury recorded on MyHR WH&S. - Information booklet - articulates Tier 1. - Consequences for minor behaviour are clearly defined for individuals. - Consistent visual artefacts present in all classrooms. - PBL section include in newsletter. - Allocated time in staff meetings and phase meetings for PBL – including data updates such as triangle data. - SET for 2018 is completed. <p>At six months (November 2018):</p> <ul style="list-style-type: none"> - Plan for PBL and ESCM training and inductions on pupil free days for 2019. - TRS folders to include PBL information. - Teachers and teacher aides have regular scheduled opportunities for professional development and feedback re using ESCM skills in staff and phase staff meeting. - The Tier 2 team are supporting specific teachers in using the data collection package and IBSP are written (trial). - IBSP data is monitored regularly and plans are modified through a case management approach. - Consistent fortnightly behaviour focus explicitly taught and ESCM skill evident in daily practices. - Consequences for major behaviour are clearly defined for individuals (Tier 3) – as shown on IBSPs, Risk Management and escalation graphs. Parents/carers part of case management team to endorse. - Information booklet - articulates Tier 2 & 3. - Critical incidents response plan documented and communicated to all staff. 	<p>Principal Deputy Principal Regional PBL Coach PBL Committee Classroom Teachers Teacher Aides</p>

Key Improvement Strategy 2: Develop a school-wide curriculum plan aligned to the delivery of the Australian Curriculum to enable the development and tracking of units, alignment of assessment and moderation processes, and sharing of resources.

Actions to Address Strategy - 12 months	Timelines and Targets Developed During 2018	Responsible Officers
<ul style="list-style-type: none"> • Appropriate students moderated on the Communication Matrix. • Systematic delivery of mentoring and training in Communication Matrix. • Collaborative planning days with clear purpose i.e. products to be produced: units of work, assessment tasks, GTMJ. • Learning expectations are evidently based on individual student's capability and interests and linked to ICPs and SET plans. • High levels of understanding of assessment processes i.e. Diagnostic, formative and summative. • Emerging system of lesson observation and feedback. • Lessons reflect the learning expectations, using a range of sensory inputs and learning modalities. • Teacher aides understand the learning expectation as well as their role to support the students in their learning experience. • Staff and community value the Australian Curriculum and express a strong belief that it will enhance the student's life after school. • Actively work to develop and maintain a 'Growth Mindset'. • Parents understand the relationship between shared learning expectations and report cards. <p>Collections of evidence of achievement at C Level for Achievement Standard Statements at Levels 1a – 1d developed by AC team.</p>	<p>At three months (September 2018):</p> <ul style="list-style-type: none"> - Establishment of AC team. <p>At six months (November 2019):</p> <ul style="list-style-type: none"> - HOC and AC team PD on communication Matrix (leading toward every student moderated). - AC team teachers write learning Expectations based on students capability and interests. - AC team meet with relevant therapists to: <ul style="list-style-type: none"> o target the learning to Extended General Capabilities, o target therapy to learning. - AC team to model/observe/feedback on a range of sensory inputs and learning modalities. - Whole School (including teacher aides) training re: <ul style="list-style-type: none"> • Assessment; summative/ formative/ diagnostic, • Australian Curriculum/ Extended General Capabilities (SFD 22nd October 2018). - Share planning process created by AC team for deeper understanding: <ul style="list-style-type: none"> • Unit. • Assessment. • GTMJ. <ol style="list-style-type: none"> 1. Leadership/Phase meeting – teachers. 2. PD sessions with teacher aides. <ul style="list-style-type: none"> - AC with EGC. - Learning Expectations. - Roles. - Growth Mindset, Shared Clear Purpose: <ul style="list-style-type: none"> • PEAC to deliver on Growth Mindset (SFD October); • Leadership and AC team to workshop Whole School re: purpose and beliefs in the AC. 	<p><i>Principal</i> <i>HOC</i> <i>Regional PEAC</i> <i>Curriculum Committee</i> <i>Classroom Teachers</i></p>

Future outlook

In 2019 we look forward to continuing to focus our work on the actions and timelines identified at the nine month and twelve month timelines in the School Improvement Action Plan.

Key Improvement Strategy 1: Develop and implement Positive Behaviour for Learning (PBL) to establish expected practices to manage and support student behaviour.
<p>Nine month Targets:</p> <ul style="list-style-type: none"> - EBS to be completed to plan for 2019 (end of Term 1 2019). - ESCM skill focus/ PBL lesson check -feedback given individually for walk throughs. - Patterns in students' behaviour are accurately recorded and used as a prevention, so the behaviour does not increase. Incorporated into both agendas. - Positives are recorded and used as data collection for whole school data and IBSPs. - Consequences for major behaviour are clearly defined for individuals (Tier 3) – as shown on IBSPs and escalation graphs. Parents/carers to endorse. <p>Twelve month Targets:</p> <ul style="list-style-type: none"> - Parent information sessions re PBL held. - Reduction of behaviour incidents (OneSchool). - Increase of parent satisfaction in the SOS on questions re behaviour. - RBP includes PBL. - Induction process explicitly includes PBL.

Key Improvement Strategy 2: Develop a school-wide curriculum plan aligned to the delivery of the Australian Curriculum to enable the development and tracking of units, alignment of assessment and moderation processes, and sharing of resources.

At nine months (April 2019):

- Every student moderated on Communication Matrix – where appropriate.
- All staff to write Learning Expectation on planning days (Week 3 T1 2019).
 - Adjust units, assessment tasks, GTMJ.
- Communicate with parents/community re. more highly targeted/informed ICP goals (learning intent) and how it will be reported on:
 - Parent letter.
 - School info session (Week 2/3 T1 2019).
 - Learning Expectations reflected in reports.
 - AC as the focus/purpose.

At twelve months (June 2019):

- AC team write units of work, assessment, GTMJ by the end T2 2019 –share at whole school level, across phases through staff meetings and planning days.
- Whole School to model/observe/feedback on a range of sensory inputs and learning modalities.

Within and across phase moderation at the end of Semester 1 to inform student end of semester reporting to parents and carers

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	93	98	94
Girls	28	30	26
Boys	65	68	68
Indigenous	17	19	21
Enrolment continuity (Feb. – Nov.)	99%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Mackay District Special School is a co-educational campus providing individualised educational programs for students with a disability aged between 5-18 years (Years P-12). Classes are determined by the age of students, taking into consideration the individual learning needs of the students, and the data collected that identifies their levels of achievement. Students are in one of four cohort levels: Early Years (5-8 years), Upper Primary (9-12years), Junior Secondary (13-15 years) and Senior Secondary (16-18 years). Students

are required to have a verified diagnosis of an intellectual disability to be able to enrol at Mackay District Special School. A number of the students attending our school have a dual or multiple diagnosis, with other disability area/s including Autistic Spectrum Disorder, hearing impairments, physical impairment and visual impairments.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	4	5	5
Year 4 – Year 6	5	6	6
Year 7 – Year 10	5	5	6
Year 11 – Year 12	5	5	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Mackay District Special School curriculum caters for a range student need; including students who are pre-intentional in their learning and are working within the General Capabilities Areas of the Australian Curriculum. All teachers use the Australian Curriculum to plan, whilst referring to the C2C SWD documents for the specific teaching and learning cycle.

The Communication Matrix is used to collect data, which is then used to identify student's access level into the Australian Curriculum. This Communication Matrix is aligned to the General Capabilities within the Australian Curriculum and enables teachers to develop student Learning Goals. Student data is also collected to develop Individual Curriculum Plans using Early Start Testing, Literacy Continuum, PM Benchmarking and the sight word program M100.

All students have an Individual Curriculum Plan that is developed and Endorsed in collaboration with parents and carers. These plans inform the teaching for the semester and are assessed and reported on twice a year.

Senior students in grade 10-12 have a Senior Education and Training Plan (SET Plan) that has been cooperatively developed by teachers, students and their parents/carers. All students have access to community programs. Year 11 and 12 student's access work experience and TAFE courses. All transition students have a QCIA Curriculum Plan, which is the forerunner to their receipt of a Queensland Certificate of Individual Achievement at the end of their schooling.

Our school Pedagogical Framework has been developed based on the principles of the Explicit Teaching Model. It outlines the underlying principles behind the way our teachers teach. These are:

- Student-centered planning
- High expectations
- Evidence-based decision making
- Alignment of curriculum, pedagogy and assessment
- Targeted and scaffolded instruction
- Safe, supportive, connected and inclusive learning environment

We ensure all our students have access to high quality learning opportunities, focused on their individual needs. Our students' outcomes are maximized by engaging them in learning, and developing their skills for the future. To support this we:

- Ensure teachers have the support and training they need, and
- Respect and embrace parents and families as partners in their child's education.

Co-curricular activities

Over the year, students have engaged in the following activities:

Easter Fair, School Discos, School and Sports Captain Induction, ANZAC Parade, Under 8's day, Mother's Day activities and afternoon tea, Old McDonalds Farm visit, Premiers Reading Challenge, Disability Action Week, Father's Day Activities, Sailing with Sailors with Disabilities, Religion, Sports Carnival, Senior Graduation, Book Fair, Townsville Challenge Games, Riding for the Disabled, Crossroad Arts, Rugby League and the School Christmas Concert.

How information and communication technologies are used to assist learning

Assistive technology may be classified as a device or system that provides people with practical solutions to everyday life activities. They promote greater independence and safety by enabling people to perform tasks that they had difficulty with or were unable to accomplish on their own.

The range of technologies used at Mackay District Special School include:

- Augmentative and Assistive Communication (AAC) technologies which are divided into low technology systems- communication boards, key sign, books and cards; and high technology systems such as Proloquo2Go, Tobii Eye Gaze and computers.
- Access equipment: switch devices, touch screens, adapted mouse, on screen keyboards and enlarged keyboards
- Assistive listening devices and visual aids.
- Mobility and positioning aids such as wheelchairs, adapted classroom chairs, slant boards and wedges (support students in a good position for learning to occur effectively).
- All classrooms have access to an interactive whiteboard, which are used within all teaching and learning programs across the week to engage the students and present the curriculum content in an interactive and supportive way.

Social climate

Overview

It is important to staff at Mackay District Special School that our students feel safe and secure at school and recognise the school as a place where they feel a strong sense of belonging. Mackay District Special School has a positive school climate where each day our focus is on building positive relationships. We do this by showing respect for each other and establishing learning experiences that are aimed toward the student experiencing success.

All staff implement positive behaviour support strategies that encourage the development of positive relationships and appropriate interactions between school, students and home. Staff across the school work together to develop the behavioural, social and emotional skills that will lead to the execution of positive interactions and relationships between students. Mackay District Special School is a place where every child can learn and where that learning is recognised and celebrated in a variety of ways.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	71%	100%
• this is a good school (S2035)	96%	77%	100%
• their child likes being at this school* (S2001)	96%	86%	100%
• their child feels safe at this school* (S2002)	100%	77%	100%
• their child's learning needs are being met at this school* (S2003)	96%	57%	100%
• their child is making good progress at this school* (S2004)	92%	64%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	92%	83%	89%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	64%	100%
• teachers at this school motivate their child to learn* (S2007)	96%	64%	100%
• teachers at this school treat students fairly* (S2008)	100%	71%	100%
• they can talk to their child's teachers about their concerns* (S2009)	96%	86%	100%
• this school works with them to support their child's learning* (S2010)	96%	71%	100%
• this school takes parents' opinions seriously* (S2011)	88%	64%	89%
• student behaviour is well managed at this school* (S2012)	96%	69%	100%
• this school looks for ways to improve* (S2013)	92%	71%	100%
• this school is well maintained* (S2014)	100%	79%	100%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	87%	81%
• they feel that their school is a safe place in which to work (S2070)	87%	87%	61%
• they receive useful feedback about their work at their school (S2071)	96%	70%	65%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	80%	83%
• students are encouraged to do their best at their school (S2072)	100%	96%	94%
• students are treated fairly at their school (S2073)	100%	96%	93%
• student behaviour is well managed at their school (S2074)	93%	74%	68%
• staff are well supported at their school (S2075)	89%	74%	61%
• their school takes staff opinions seriously (S2076)	88%	78%	55%
• their school looks for ways to improve (S2077)	93%	83%	90%
• their school is well maintained (S2078)	93%	91%	81%
• their school gives them opportunities to do interesting things (S2079)	96%	78%	71%

* 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 teacher and parents are partners in the child's education. Parents are encouraged to meet twice a year with their child's class teacher to collaboratively develop and review the student's Individual Curriculum Plan (ICP). Communication between parents and teachers occurs on a daily basis through the students' communication books. Informally, staff meet with parents at various times throughout the year according to the needs of the child. Parents are also invited to come to the school for various activities throughout the year, including weekly parades, sports events and other occasions to celebrate their child's achievements. Fortnightly school newsletters are also utilised to display classroom achievements and activities, to keep parents informed and advertise opportunities to

become involved with school-related activities. We also highlight news events and school achievements on our school website and Facebook page.

Respectful relationships education programs

Through the school wide implementation of Positive Behaviour for Learning, the school has identified three rules - Stay Safe, Make Good Choices and Be Respectful. The rules have been developed into specific and appropriate behaviours across all settings of the school. Behaviours are then taught through explicit lessons in all classrooms. These behaviours are consistently rewarded through a scheduled, school wide reward system. The implementation of PBL has enabled a focus on appropriate, respectful social relationships throughout the school. The school has also collaboratively developed a staff matrix which identifies the expected staff behaviours consistent with the rules of Staying Safe, Being Respectful and Making Good Choices.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	5	4
Long suspensions – 11 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Our school does endeavour to reduce our environmental footprint. However, this does present challenges given an increase in the size of the school, the all-year use of a heated therapy pool and the need to use air-conditioners in classrooms to enable learning in conditions that address health and behaviour needs of our students. The school does have solar panels and rainwater tanks fitted to assist with our use of electricity and water.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		89,730	155,796
Water (kL)	739	3,879	1,299

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	23	31	0
Full-time equivalents	22	21	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	1
Bachelor degree	12
Diploma	8
Certificate	

*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 2018 were \$20 567

The major professional development initiatives are as follows:

- Using AAC with students - PECS, PODD, IPADS.
- Austswim
- Positive Behaviour for Learning – Problem Solving Teams
- MAPA
- Essential Skills in Classroom Management
- Visits to other like schools
- Other Regional Development Opportunities
- High Performing Teams
- Mandated Training – Student Protection, Code of Conduct, Keys to Managing Information, CARA.
- Specialised Health Care
- Occupational Safety
- First Aid/ CPR

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Special schools was 87%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	90%	84%
Attendance rate for Indigenous** students at this school	91%	88%	80%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	82%	81%
Year 1	91%	88%	78%
Year 2	97%	88%	84%
Year 3	93%	94%	81%
Year 4	90%	94%	82%
Year 5	84%	89%	86%
Year 6	87%	84%	78%

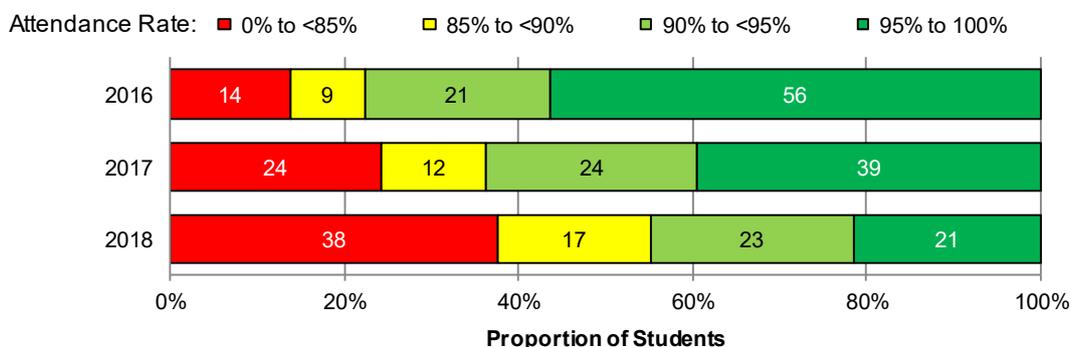
Year level	2016	2017	2018
Year 7	97%	89%	81%
Year 8	96%	91%	86%
Year 9	94%	92%	85%
Year 10	98%	92%	87%
Year 11	97%	93%	88%
Year 12	89%	94%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Class rolls are marked twice a day using the Rollmarker program. When unexplained absences are recorded, at 9:30 am an automatic SMS is sent to parents/carers. At the end of each fortnight, outstanding unexplained absences are followed up with a note home and, if required, a phone call. Teachers also communicate with parents, on a daily basis via a communication book and/or email.

Many students attend private therapy sessions during school hours that results in part-day absences, and, a number of students have medical and health related issues, which also affects attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	8	7	9
Number of students awarded a QCIA	8	5	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%		
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%		
Number of students awarded one or more VET qualifications (including SAT)	0	0	1
Number of students awarded a VET Certificate II or above	0	0	0
Number of students who were completing/continuing a SAT	0	0	1
Number of students awarded an IBD	0	0	0

Description	2016	2017	2018
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	0%	0%	11%
Percentage of QTAC applicants who received a tertiary offer.			

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	0
Certificate II	0	0	0
Certificate III or above	0	0	0

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort		113%	100%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			100%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.mackaydistrictspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>