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.

The 2010 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 2010
- Future Outlook
- School Profile
- Curriculum Offerings
- ICT and learning
- School climate
- Parent Involvement
- Staff Profile
- Performance of Students
**School progress towards its goals in 2010**

In mid 2009 the school implemented a Teaching Certificate for all staff which was fully implemented by the end of 2010. This certificate addresses the goals for learning relating to literacy and numeracy, skilling staff to identify learning needs and to ensure effective teaching across all key learning areas.

Results in NAPLAN testing indicate improvements in 4 of the 5 areas of literacy and numeracy and improvements in the top 2 band for all 5 areas. Significant implementation of QCAR has been across all key learning areas achieved by end 2010.

A fully differentiated curriculum was implemented in 2010 in the senior school providing distinct pathways for the diverse range of students enrolled at the school. This is supported by a similar differentiation in Years 8, 9 and 10. This process promotes continuity of learning across the phases of middle and senior school in both QSA and the International Baccalaureate Diploma Program.

The delivery and embedding of ICTs in the curriculum has been enhanced by providing all staff with digital pedagogy training and through the implementation of a 1-1 laptop program for students in Year 10 and Year 9 Zenith classes which commenced in Term 1, 2011.

The school has achieved reaccreditation at Level 2 with EQI International to support the vibrant International Student Program.

Facilities development included completion of an outdoor assembly area and extensive covered walkways providing extensive sun protection – Creeker Central; the addition of 18 toilets in 4 sub-schools to meet the requirements of the Department; refurbishment of the 4 sub-schools with painting and airconditioning and airconditioning of the administration block and the Resource Centre. $550,000 of P&C funding was used to achieve three of these projects. The toilet additions were funded by the DET.

Goals for student achievement in year 12 - that is an improvement in the number of students achieving and OP 1-15, the number of students achieving at least one level of certification; the number of students achieving a QCE and the number of students achieving at tertiary offer were met.
The enrolment predictions for Mountain Creek State High School takes into consideration current development in the new estate of Brightwater which lies within the Mountain Creek catchment area. This suggests that the current enrolment of 1930 will continue and will be a key consideration, together with the Flying State agenda for future development of facilities and support services for the school.

Mountain Creek State High School continues to be a high demand school. We are committed to providing a rigorous academic program for students, as well as providing alternate programs for students with a vocational education focus.

In 2011 the school is committed to a renewal of an accreditation process to quality assure the operations and to inform the strategic directions of the school. A review of accreditation programs is underway to assess the value of the current accreditation program.

Research, development and innovation are key components of our school’s operations. We are committed to building industry links to facilitate work experience to further enhance the success of our Education and Career Planning program and to support the increase in Certificate III courses and SATS in the senior cohort. Facilities development is also a high priority to accommodate the specialist and excellence programs in the current planning phase.

The school has a prioritised facilities development plan which takes into account Health and Safety (outdoor covered shelter), National Secondary School Computer Fund Program (NSSCF); the increase in Certificate III and IV courses and DET (A Flying Start) priorities. To this end the school will:

**Teaching and Learning**

- Advance the improvement agenda which focuses on improving the performance of all students in literacy and numeracy.
- Strengthening the capabilities of teachers through full implementation of a whole of school teaching certificate and an enhanced Performance Development Program.
- Targeted teaching for the NAPLAN tests and QCS through a whole of school accountability framework for NAPLAN and QCS.
- Early identification of Indigenous students and tracking of attendance/literacy/numeracy through Special Education Faculty as well as core classes
- Improve completion rates and attendance rates in the senior school through setting minimum attendance for graduation and improved Year 12 reporting data to ensure 100%
Queensland State School Reporting - 2010

MOUNTAIN CREEK STATE HIGH SCHOOL

- Continue to implement a whole of school education and career planning program to align outcomes and career plans and ensure completion of OP, QCE, IB, VET or SAT
- Provide a relevant curriculum for all students enrolled at MCSHS
- Support and maintain outstanding results in Development Programs and Academy Programs
- Provide relevant professional development to support the whole of school teaching and learning focus
- Continue to support university/school pre-service training program

School Improvement

- Continue to review the curriculum offerings to support the focus on retaining and attracting the full range of students
- Complete a school self-study and apply for accreditation with an external accreditation program, to continue to quality assure the school’s operations.
- Continue to implement PDP (staff development program)
- Continue to dedicate 10% of school budget to PD
- Continue to provide opportunities to enhance communication with parents.
- Review the current accreditation process and complete reaccreditation by end 2011.
- Continuous Improvement – attendance monitoring and using data to inform teaching and learning

Health & Wellbeing

- Enhancing the opportunities for success through Whole of School Health and Well Being strategy.

ICT’s for Learning

- Complete the purchase and installation of computers to meet the 1:1 ratio of computers to students by Dec 2011.
- Increase the digital literacy of staff to utilise ICT in the design of teaching and learning

Facilities Development

- To complete the 2010 facilities plan as endorsed by the P&C and Finance Committee
  - Additional shade and seating
  - Additional storage facility for Technology Faculty
  - Provision of underground storage for water on the oval
Refurbishment of the remaining 3 science laboratories and the addition of a lecture theatre

- Continue the process of accessing external funding for outdoor courts and additional shade

Finance

- Focus on collection and appropriate use of Resource and User Pays Fees
- Budget management to ensure priorities in DET Strategic Plan
- Budget management to ensure compliance with Health & Safety

International Perspective

- Continue to support curriculum related international study tours
- Maintain a vibrant international student program through continued participation in EQI accreditation program.
School Profile

Coeducational or single sex:   Co-educational

Year levels offered:       8 - 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>1046</td>
<td>994</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the Student Body

The cohort of students enrolled at the school represents 36 nationalities with the following groups being the most representative: English, German, Italian, Japanese, New Zealanders, Scottish, South African, Sri Lankan, American, Swiss, French and Brazilian.

The International Student Program provides an additional 55 to 60 students each Semester from a range of nationalities including, German, French, Brazilian, American, Italian, English, Japanese, Fijian, Samoan and English.

Class sizes – Proportion of school classes achieving class size targets in 2009

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On or under target</td>
<td>Under Target</td>
</tr>
<tr>
<td>Year 8 – Year 10</td>
<td>21.3</td>
<td>93.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>15.6</td>
<td>85.2</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.9</td>
<td>90.2</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>224</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>15</td>
</tr>
<tr>
<td>Exclusions</td>
<td>5</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

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

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
- **MIDDLE** 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, Rugby Union and Netball.

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 at MCSHS.

Students have the opportunity based on Year 9 study to participate in one of two programs:

- Year 11 & 12 tertiary preparation program – QSA or IB Diploma
- Year 11 & 12 TECH preparation programs

Students studying the tertiary preparation program have identified this as their potential career pathway and will study prerequisite Authority subjects for the Senior QSA1 providing them with an OP or a combination of Authority and non-authority programs QSA 2 to achieve an OP or a Selection Rank at exit.

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 identifying a TECH preparation program are students who have identified through career education a technical pathway through apprenticeships or traineeships. Students currently have access to a school TECH program which provides opportunities to complete at least two (2) Certificate II or III courses. Students who currently access the TAFE TECH strand are enrolled at the school but study their complete course at TAFE through a combination of TAFE teachers and MCSHS teachers.

Within the elective components of year 10, 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, Rugby Union and Netball.
Extra curricula activities Extra Curricular Activities

The Arts

- Jazz Band, Wind Symphony, Concert Orchestra, String Ensemble, String Quintet, Vocal Group, Choir, Junior and Senior Dance Company.
- Dance Company – Junior and Senior
- Vocal group and choir
- Musical – alternate years

Public Speaking and Debating

- Legacy Junior Public Speaking Award
- Queensland Plain English Speaking Competition
- Lions Youth of the Year
- Queensland Debating Union Competition
- Rostrum Voice of Youth Competition
- Neighbourhood Watch Public Speaking Competition
- Rotary competition: District finals
- Inter-sub-school debating

Leadership

- Students have been involved in Year 8 Induction/Orientation Program
- Year 11 Leadership Program and Careers Expo, Faculty Expo and Sun Skills Expo.
- Student Forums – each term which involve Year 8 & 9 Peer Counsellors, Yr 10 Aspiring Leaders and Year 11 senior leaders.

Academic


Sport

- Year 8 - 12 Rugby League Development Program
- Volleyball, Rugby Union, AFL and Basketball Development programs
- Champion School Summer Interschool Sport
- Champion School Winter Interschool Sport
- Champion School Interschool Sport
- Open Soccer, Netball, AFL, Rugby Union, Basketball, Volleyball, Water Polo
Our school at a glance

- Regional Cross Country Champions
- Queensland representatives AFL, Rugby Union, Swimming, Surf Lifesaving, Volleyball, Basketball, Netball
- Australian Champions in Basketball and Volleyball

Achievements 2010

Skills Centre

**CATAPULT Program (Community And Tertiary Partnerships Underpinning Lifelong Transition)** – this program develops students’ transition opportunities by developing partnerships with community agencies, TAFE, work experience providers and work providers to enhance the outcomes of students in the senior phase of learning. The aim of the program is to ensure that all students with a disability have a sustainable Transition Pathway upon leaving school.

Term 4 saw the SKILL Centre Grand Opening and Breakfast

Student Services

Twelve year 11 students attended the world vision “Global Leadership Conference

In 2010, the school raised over $5500.

‘No Limits’ program. It is an action-based adventure learning program that ran in Term 2 for Grade 10 students.

Technology:

Cert II Furnishing students spent ten days at work experience with five reporting that they had been offered apprenticeships or traineeships as a result an excellent outcome.

Social Science

5 High Achievements in National Geography Comp.

Science

PICSE/USC Science Investigation Awards - Ziggy Alberts 1st place and David Brown - 2nd place in the Biology Division.

Brett Dray and Tim Burke gained 1st - Chemistry Division. Cameron White and Jesse Gesch - recognised with the People’s Choice Award.
Our school at a glance

Peter Doherty Awards for Excellence in Science and Science Education – one of 10 state winners – Tristan Burns

2 High Distinctions (which places them in the top 1% of the state), 48 Distinctions

Science and Engineering Challenge 2010 - Inter-regional finals competition in Brisbane third out of eight teams - 25 year 10 and 7 year 9 students

International

IB – Young Volunteers Abroad Award – Josh Halverson

Cambodia Overseas Study Tour – Orphans in Cambodia Project

Mexican Cultural lunch – Mexican IB Study Abroad Group

International Students – over 100 throughout the year

Japanese Study Tour – 26 students

Japanese Language Program Award - $20 000 award

Maths

Year 9, 10, 11 and 12 teams competed in the Sunshine Coast Mathematics Tournament - 2 medals. A bronze medal in Year 11, Bronze medal in year 9.

4 High Distinctions in the National NSW University Comp – 61 students received Distinctions

Australian Maths competition - 3 students high distinction Year 8 – Emma Walsh, Year 11 – Kelly Shroff and Year 12 student – Mingshi Chen. 3 students Sam Philp, Stuart Stevenson and Brian Pearson were only 1 point from the High Distinction cut off.

English

Year 12 Film and TV, Kristen Gamble and Year 11 student Yani Webber, who were each awarded places in the Griffith University’s Master classes as a result of winning a competition held by Cinesparks,

Writer in Residence 2010 - Michael Gerard Bauer - Winners of meet the writer competition - Jak Hardy, Georgina Auton, Brooke MacNab and Laura Courtney.

The Neighbourhood Watch, public speaking competition - 9G Olivia Bateup

Year 10 debaters Georgina Auton (captain), Melanie Power, Chloe Woodward, Maddy Congerton
and Jacqui Sprott – semi-finalists QDU Debating

Sport

Australian School team selections: Cameron Patrick for Rugby Union, Seth Turner for Basketball and Stuart Stevenson for Volleyball.

40 Sunshine Coast Regional School Sport representatives.

AFL

Senior Girls' Sunshine Coast Champs went on to win the State Final.

Senior Boys' Team – runner-up Grand Final

Netball

Chelsea Hayward selected in the 2010 Queensland team for National Championships.

Open C (1) and Intermediate A Reserve Netball Teams were premiers in their respective divisions

Rugby Union

Cameron Patrick, one of our 1ST XV players, named in the starting team for Australia A

James Thompson, also a member of our 1ST XV team, made the Queensland U16 team.

U14 second division – Sunshine Coast Premiers

Rugby League

Once again MCSHS qualified in all year levels for the Broncos Challenge.

League students joined forces with the Rotary Club of Alexandra Headlands to participate in community activities such as “Clean up Australia day” and “the Mooloolaba Triathlon”. Then, during the month of October our brave year 11 and 12 boys put their hand up to donate blood through the Red Cross.

Beau Walker (Yr 12) selected for the QLD President's 13

Lachlan Timm (Yr 9) was named Wide Bay player of the QLD State Carnival

Sam Cumerford signed a 2 year contract with NRL club the Cronulla Sharks.
Soccer
Girls B Soccer team defeat Sunshine Coast Grammar School 4-1 in the final
Senior boys Soccer won Sunshine Coast School Boys Soccer Competition.

Creative Industries

Headstart:
13 students are commended for successfully completing two subjects in the Headstart Program through the University of the Sunshine Coast:

How Information and Communication Technologies are used to assist learning:
In the middle school, Information and Communication technologies are embedded into all key learning areas through unit plans and through teaching strategies. 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 82% of all general classrooms and to specific Science Laboratories, Dance Studio, Performing Arts Theatre and Library research and media rooms.

All students have access to the Internet and email for curriculum use. The NSSCF has provided 1:2 access to computers for all students which is further enhanced by the benefits of the split shift.
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, 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 830 students in the Middle school are divided into four groups of approximately 210 students and are taught by a group of about 30 teachers in each Sub-School.

These Sub-Schools are semi-autonomous units that are self-directing and self-governing. 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 who assume the multi-dimensional role of Head of Sub–School and Head of Faculty and are supported by two other Heads of Sub-School who are jointly responsible for the monitoring of behaviour and progress of students in the senior school.

This unique organisation of students and staff has required the redesignation of the roles of a range of people in the school, the establishment of new positions and the re-allocation of resources.

Each Sub-School has its own Sub-School staff amenities building which is staffed by a Sub-School Officer. Sub-Schools have their own reprographic resources, dedicated telephones and computers for teachers are provided for each staff member connected to the administration network. Scanners, printers, 2 dedicated phone lines for staff and a photocopier are available in each sub-school.

Heads of Sub-School have their own mobile telephones which make them accessible to the staff they support and which allows speedy contact with parents when the occasion arises. Students 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 traditional school organisation minimises collective, collegial behaviour on the part of teachers. “It leads to bureaucratic, rule-prone direction from the top but then creates autonomous teachers who, behind their classroom doors, can readily ignore much of the top-down direction.” Mountain Creek High has been deliberately structured to avoid this.
Central to the concept of Sub-Schools are a number of other beliefs:

- 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.

For example: a lone teacher can impart phonics, fractions and grammar, or the periodic table, but only through teachers’ collective efforts will schools produce educated graduates who can read and compute; apply scientific principles; comprehend the lessons of history value others’ cultures and speak their languages; and conduct themselves responsibly as citizens. Such accomplishments are the product of a corporate venture.

- Teacher Accountability is achieved through ownership, commitment and collegiality rather than through supervision
- In a shared-influence setting, such as a sub-school, teachers have less individual autonomy because the pressure to do things differently comes from a source they need to respond to — their peers. This loss of individual autonomy is offset, however, by the collective ability to do things on behalf of student learning that the teacher is not able to do in isolation
- Learning partnerships are generated
- Sub-Schools foster student growth and development and a deeper sense of belonging for all involved in the school community.

Parent, student and teacher satisfaction with the school

Staff morale at MCSHS is very high, 82% of staff indicated they were engaged in PD however only 42% indicated that they were satisfied with access to PD. 73% of parents indicated that the school was a good school and thought that their child was getting a good education.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>42%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>83%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education.

Communication with home is extensive – newsletters, magazines, yearbook, term reports, information nights and Education and Career Planning Interviews twice per year. 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.

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.

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 the 3rd Monday of every month at 5.30 pm.

The School Council includes in its membership 4 parents elected from the P&C. Parents are also involved as volunteers supervising competitions, assisting in the uniform shop, and assisting as sport coaches.
# Our staff profile

## Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>138</td>
<td>45</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>129.7</td>
<td>35.6</td>
<td>0</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>125</td>
</tr>
<tr>
<td>Diploma</td>
<td>8</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $62194.53

The Major professional development initiatives are as follows:

- Professional development of staff to upgrade to teach Certificate II, III & IV courses in the new TECH strand.
- Professional development of staff to meet the QSA Senior School certification, moderation and verification requirements
- Conferences, workshops (school and external)
- International Baccalaureate Diploma Training workshops and online workshops
- Workplace Training
- First Aid
- Intensive Literacy Training
- Beginning Teacher PD
- Induction Programs
- Erica & Productive Pedagogy Training
- Student Management Workshops
- Aspirant Training
- Panel Training
- IT workshops and Digital Pedagogy training
- Faculty based training

100% of staff was involved in mandatory student free day professional development. All staff have access to professional development opportunities as outlined in their Performance Development Action Plans provided the Professional development does not impact on teaching time and provided that the budget allows for personal professional development. Staff are encouraged to source PD online and through the Learning Place as well as taking personal responsibility for their ongoing professional development as part of their QCT registration.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96.8%.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 96.9 % of staff was retained by the school for the entire 2010 school year.
Key student outcomes

Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>92.9%</td>
<td>90.8%</td>
</tr>
</tbody>
</table>

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.
- Parents of non-attending students, who have not notified the school of their absence for 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.
- 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 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 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.
## Achievement – Year 9

### National Assessment Program – Literacy and Numeracy (NAPLAN) results

<table>
<thead>
<tr>
<th>Domain</th>
<th>Measures</th>
<th>Yr 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Average score for the school in 2010</td>
<td>574.6</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>573.7</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2009 94%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 94%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2009 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 21.5%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Average score for the school in 2010</td>
<td>577.9</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>567.7</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2009 89%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 92.8%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2009 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 24.0%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Average score for the school in 2010</td>
<td>578.7</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>578.5</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2009 93%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 92.5</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2009 23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 20.3%</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>Average score for the school in 2010</td>
<td>584.6</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>578.9</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2009 92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 94.1%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2009 20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 26.5%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Average score for the school in 2010</td>
<td>587.5</td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010</td>
<td>585.1</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td>2009 98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2010 95.3%</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students in the upper two bands</td>
<td>2009 19%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2009 21.0%</td>
</tr>
</tbody>
</table>
Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 95.9%

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort of 2009</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>379</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>4</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>218</td>
</tr>
<tr>
<td>Number of students completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>50</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications</td>
<td>190</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>143</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>318</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>29</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>68.8%</td>
</tr>
<tr>
<td>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.</td>
<td>93.7%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>91%</td>
</tr>
</tbody>
</table>
Performance of our students

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>61</td>
<td>77</td>
<td>56</td>
<td>17</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>54</td>
<td>143</td>
<td>16</td>
</tr>
</tbody>
</table>

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.