



Mountain Creek State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 827 Mooloolaba 4557
Phone	(07) 5457 8333
Fax	(07) 5457 8300
Email	principal@mountaincreekshs.eq.edu.au
Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Darrin Edwards

From the Principal

The 2018 Executive Principal's Awards Night School Report

Mountain Creek's Core Purpose is to "*Inspire a Love of Learning*" for all members of our school community. Our goal is **individual success locally, nationally or internationally for all students**. In 2018, Mountain Creek State High School continued to build its reputation on the Sunshine Coast, across Queensland, within Australia and internationally as a great school. This report will provide a snapshot of the amazing achievements and highlights for the year and will be presented under the areas of Leadership, Curriculum, Teaching and Learning, and Facilities and will capture a range of the outstanding achievements of the school across the areas of academia, culture and sport. As with any report, it can only be a snapshot of the range of achievements and highlights and, as such, not every aspect of 2018 has been captured.

Leadership Program Report

Mountain Creek State High School continues to be recognised for its outstanding leadership within the educational community. The school is one of just 200 schools in Australia that delivers the International Baccalaureate Diploma as part of its differentiated curriculum offerings and is accredited with Education Queensland as an International Studies Program School and as one of only 250 Independent Public Schools across Queensland. Mountain Creek SHS is also accredited by Australasian Schools Accreditation Agency (ASAA) as an International School, again, one of only a few schools in Australia with this accreditation.

These leadership innovations are supported by Mountain Creek's School Council and Parents and Citizens Association which have been very active again in 2018 by providing advice and counsel on the major infrastructure needs of the school. They have also been working with the school on the preparation of the 2019 strategic priorities. The School Council and P and C were involved in the selection and recruitment processes for the 2018/2019 Student Captains as well as monitoring the progress of the school against its financial budget and improvement priorities. The school acknowledges the enormous contribution of our School Council Chairperson, Virginia Brooker and her fellow Council members, the P and C President, Jason Law and his Executive and members as well as the School Captains and Student Leaders for ensuring that students, staff and parents are engaged with the school's operations and its future directions.

The school's leadership teams throughout 2018 has been planning strategically for the continuing growth in student numbers for Mountain Creek State High School. Our "Growth towards 2020 Action Plan" identifies the planning to be undertaken to manage this growth and has been a focus of the school's work for the past 18 months. The time given by parents, staff and students to this priority work has been greatly appreciated.

Curriculum Program Report

Mountain Creek State High School students have access to a huge range of curriculum offerings that are designed to cater for a full range of learners. Students can engage in over 97 different subject choices and are provided with access to the International Baccalaureate Diploma, Queensland Curriculum and Assessment Authority subjects, Vocational Education and Training subjects, Individualised Learning Program subjects and Tertiary Head Start courses. The breadth of subject choices is expanded further with the school also offering differentiated class groupings within the Junior Secondary Program for our high performing students through our Zenith Extension Program and also for those students with talents and abilities in Rugby League, Basketball, Volleyball, as well as Science, Technology, Engineering and Mathematics (STEM) through the Excellence Programs. Support is also offered to students who have identified learning needs through endeavours such as our Skills Centre and Reading Success program.

A priority focus for Mountain Creek State High School for 2018 has been the planning, redesign and implementation of the Year 10 Curriculum Program for 2019 to prepare students for the transition to a new Senior Assessment and Tertiary Entrance (SATE) system. Staff from Mountain Creek State High School have participated in parent and student consultation and feedback sessions with regards to the new senior national syllabuses to ensure our school community has clear information about the introduction of the Australian Curriculum and the new Tertiary Entrance processes. A significant amount of professional development has been provided to prepare staff for the new national curriculum and the new Queensland SATE program.

The school continues to receive positive feedback from the Queensland Curriculum and Assessment Authority's Monitoring and Verification Panels about the standards being assigned to student work and for the consistency of teacher judgement with regards to the application of standards. This ensures that our last Year 11 and 12 students who receive an Overall Position in 2018 and 2019 will be accessing an excellent curriculum and high standard assessment tasks.

Academic Highlights and Extension Opportunities

- One of North Coast Region's and Queensland's Highest Performing Secondary Schools
- 34 students awarded an **OP or IB/OP equivalent** between 1 and 5 in 2018
- 88% of **OP/IB** eligible students with an **OP or IB/OP equivalent** between 1-15 in 2018
- An outstanding 99% of students in Year 12 awarded a **QCE / VET or IBD** qualification in 2018
- 97% of OP eligible students with a **QTAC** tertiary offer
- **Above Queensland** results in **29/30 NAPLAN** Domains and equivalent to Queensland in the other domains
- **Above Australia** results in **23/30 NAPLAN** Domains and equivalent to the nation in all others
- An outstanding 98.1% of Year 9 students achieved at or above the **National Minimum Standard** in Numeracy with 27.5% in the upper two bands
- An outstanding 97.8% of Year 7 students reached or exceeded the **National Minimum Standard** in Numeracy, with an amazing 32.1% achieving in the upper two bands
- An outstanding 95.4% of Year 9 students achieved at or above the **National Minimum Standard** in Reading
- An outstanding 97.8% of Year 7 students achieved at or above the **National Minimum Standard** in Reading with 26.2% in the upper two bands
- An outstanding 96.3% of Year 7 students achieved at or above the **National Minimum Standard** in Grammar and Punctuation with 29.2% in the upper two bands
- Amelia F, Ricardo B and Alex C received Distinctions in **International Science Olympiads**

- Connor C and Angharad G were both awarded \$5000 **Peter Doherty STEM Excellence Scholarships** by the Director General of Education
- Mountain Creek students took out 1st, 2nd, 3rd and Highly Commended at the **USC STEM Awards** with Angharad (1st), Connor (2nd), Jayden (3rd) and Zrinka (HC)
- Tom Jarrett, Alumni, received the **Endeavour Australia Cheong Kong Award** from the QLD Premier
- Sam W, awarded the **Order of Australia Association, Secondary Schools Citizenship Award**-one of only 12 awarded. Senior Debating Team has had a magnificent year with Connor, Chloe and Lachlan making the **Queensland Debating Union State** quarter-finals
- Connor C and Chloe B - Grand-finalist in **Evatt Mock UN Competition**
- Year 7 Debating Team -**State finalists**
- Year 8 **Readers Cup State Competition** Runners-up, just ONE point behind St Anthony's Catholic College, Townsville.
- **Awarded Best Movie Trailer Trophy**
- 12 winners/runners up at **MLTAQ Languages Contest** at USC
- **Regional Champions/State Finalists** - Year 7/8 **Queensland Association of Mathematics Teachers (QAMT) competition**
- **District Finalist - Lions Youth of the Year – 3 contestants** Serifina M, Alorah P and Emma M. Alorah making it through to the District finals
- Currently 14 individual students have been awarded a **VHA10 at verification**

Effective Teaching and Learning Program Report

Mountain Creek State High School, Mountain Creek State School, Buderim Mountain State School and Brightwater State School are all implementing the same pedagogical framework-The Art and Science of Teaching (ASOT) - as their tool for consistency of teaching and learning strategies. This means that students from Preparation Year through to Year 12 will be familiar with similar teaching styles and expectations as they progress through their schooling and it also allows teaching staff across the schools to engage in professional conversations utilising a consistent professional language.

Another avenue of improving educational outcomes for students is through the school's significant investment of funds from the Investing for Success funding with a focus on improving teacher quality. Staff have been coached, mentored, professionally developed and monitored with regards to agreed expectations from our pedagogical framework. In addition, staff professional development days have consistently focused on building all staff understanding of ASOT and to expand staff understanding of our signature writing improvement strategy.

To support this priority, senior staff within the school utilise the Students in Action strategy to undertake school-wide observations of teaching and learning expectations and provide feedback with regards to the commitment to standards and expectations across the school.

This school has a strong belief that by improving teacher quality, we will sustainably improve the teaching and learning in our classrooms and we will see continuous improvement in student learning outcomes.

Cultural Highlights/Community Service and Extension Opportunities

- Georgina D, Max B, Jessie R represented Australia at **The Evolution, GAME! 2018 International Youth Forum on Environmental Sustainability and Cultural Exchange Project** in New Taipei City
- Student excursion to **Argentina** in 2018
- Stage Band, Concert Band and the String Ensemble competed in the Regional Fanfare Festival, where the Stage Band received a bronze. The Stage Band and Concert Band also competed in the **Sunshine Coast Junior Eisteddfod** with Stage Band awarded Highly Commended
- Rising Voices competed in the **Sunshine Coast Junior Eisteddfod**.
- Stage Band and Rising Voices **Music Performance Tour** to the Bunya Mountains, performing for Kilcoy SS, Kingaroy SS and Kumbia SS.
- Eloise G, Ebony N and Layni C were selected to be a part of the **State Honours Ensemble Program (SHEP) 2018**
- Junior and Senior Dance Company competed at the **Sunshine Coast and Brisbane Eisteddfods, Get The Beat Competition and The Australian Pinnacle Competition**, receiving first place in the student choreography. The Juniors placed 2nd in the Jazz section
- Amber F winner of the **Immerse High Virtual Reality Art Competition**
- Senior Art and Drama students went to Sydney on a combined **Art / Drama Cultural trip**
- Eloise G received the runner up prize in the **2018 USQ Get Songwriting Competition** for her composition *Breathe*
- **ROADCRAFT Driver Training Program**
- **NO LIMITS / SUNDAY CREEK TREK**
- Laura M was awarded **QLD Class Clown** for 2018 and competed at the Melbourne Comedy Festival
- **Creative Writing Soiree** in which Josh C and Francesca T are our inaugural winners
- Year 12 Marine Aquatic Practices students and staff travelled to Elliott Heads, undertaking **practical marine research of our Great Barrier Reef**
- Year 11 **Leadership Camp** at Emu Gully
- **Student Leaders Induction** for 2018 – 2019
- **Community Activity Service** – Volunteering at Mooloolaba Triathlon/Ironman, \$18000 raised during Shave for a Cure, Relay for Life, \$2000 raised for Drought Angels, Anzac Day Services, Police Remembrance Day
- **Robotics Club and Coding Club** catering for STEM students
- Former **Leaders' Changeover Luncheon**
- Amber F winner of the **Immerse High Virtual Reality Art Competition**
- \$7500 raised and donated to **World Vision**
- **Boomerang Bags Sustainability Project**
- **Indigenous Perspectives Bunya to Bay camp**
- **Keeping it Local Program:** Strengthening partnerships with USC through the advanced chemistry program utilising the Cave, Engage/Immerse labs and research laboratories

Facilities Program Report

Demographic data supplied to the school early in 2018 set the scene for a year where significant time and thought has been invested into future facilities planning. The demographic data for Mountain Creek State High School indicates that the school will grow to a student population of 2800 students by the Year 2020. Subsequently the school undertook a broad consultation process throughout the year to provide advice on the type of facility required to position Mountain Creek as a school of educational excellence for the next twenty years and beyond. Our new multi-level building contains four dedicated Science, Technology, Engineering and Mathematics (STEM/Robotics) specialist rooms, three additional Science Laboratories, a fifth Sub-school Staffroom, student and staff amenities, two large collaborative spaces and sixteen additional general classrooms.

Alongside this exciting development, the school Parents and Citizens Association have worked with the school staff and Administration Team to build a \$1.5 M Covered Sport Courts Complex for our students. The new building has provided an additional 3 covered outdoor courts for Basketball, Netball and Health and Physical Education Classes. This facility is large enough to accommodate our total school population and in April, 2018 Mountain Creek High School held its first whole school assemblies, since the year the school opened, with over 2400 students and staff seated for assembly.

There is new work also planned for the last part of the year with a new front entrance to the school being planned and the sports sheds being relocated to accommodate our new building.

The facilities at Mountain Creek provide a fantastic ambience for student learning and the maintenance and presentation of the grounds are a credit to the non-teaching team of the school.

Sporting Highlights and Extension Opportunities

- Swimming Carnival Champion Moreton Sub-school
- Track & Field Champion Bribie Sub-school

Team Achievements

- Open Boys Rugby League – **Andrew Gee Shield Champions**
- Volleyball – 5 Medal winning teams at **Queensland Schools Cup competitions**
- Junior Girls Netball - 5th Place **Vicki Wilson Queensland Championships**
- Junior Boys AFL – 3rd in **Queensland Schools Championships**
- Oztag – 2 x **Queensland Champion teams** – Year 9 Girls and Year 9 Boys

Individual Achievements

- Hailey L represented Australia in Sailing at the **Youth Olympic Games** in Argentina
- Trent L represented Queensland at the **National Schools Rugby League**
- Tahlia P represented Queensland at the **National Schools AFL**
- Joel P represented Queensland at the **National Schools AFL**
- Georgia B and Tom C were named as Shadows for the **Queensland Schoolgirls and Schoolboys Basketball teams**
- Max M represented Queensland at the **National Schools Hockey**
- Alex Le S and Jake E represented Queensland as Umpires for the **National Schools AFL**
- Lange C-P and Amber M represented Queensland Volleyball at the **Australian Junior Championships** and both won Gold Medals. Lange was named in the All-Star 7 at the tournament
- Lucy and Millie S represented Australia at the **World U19 Outrigger Championships** in Tahiti

School Achievements

- 78 students selected in **Sunshine Coast School Sport Representative Teams** – most for any one school in the Region
- Year 8 & 9 **Coastal District Winter Sport Champions**
- Second Place **Coastal District Swimming**
- Third Place **Coastal District Track & Field** and **Coastal District Cross Country**
- **Champion School** in **North Coast Schools Basketball Competition**

Student Service Program Report

Mountain Creek State High School articulates in its core values its aspiration to ***be an innovative and socially responsible school maximising learning outcomes for young people in a safe, secure and well-ordered environment to prepare them for the productive future of citizenship and employment in a global society.*** As evidenced from the successes celebrated at the 2018 Awards Night, the students at Mountain Creek have continued to excel locally, nationally and internationally across a wide range of activities and fields. A quick look through the Academic, Cultural and Sporting Highlights in this Principal's Report will provide you with clear evidence of the outstanding results being achieved by our students.

Further evidence is highlighted through the Senior Outcomes Data and NAPLAN results which continue to improve and are testimony to the school's focus on continual improvement. When this is added to the numbers of students who are achieving their International Baccalaureate Diploma whilst studying at Mountain Creek, you have evidence of the school meeting its core purpose to ***"Inspire a Love of Learning"*** for all members of our school community.

Whilst this Principal's Report is only a snapshot of the achievements of the students and staff of Mountain Creek State High School, the Academic Highlights, Sporting Highlights and Cultural Highlights listed within this report certainly demonstrate how our students have accessed an enormous range of quality opportunities to demonstrate their own personal excellence. The other point of celebration in these highlights is how well Mountain Creek students perform against local, state, national and international standards.

In addition, the role of our Student Leadership Team is critical in setting a standard of expectation for the school that cannot be overlooked. Congratulations to our newly appointed and our outgoing School Captains, Program of Excellence Captains and Sub-School Captains for their leadership across the school. These teams provide opportunities for students to be engaged in fun activities throughout the year and to participate in a myriad of fund-raising and charitable events. It is these opportunities that build the school's positive reputation for active citizenship and this year's leaders can be justifiably proud of their work throughout 2017 and 2018.

Conclusion

For anyone to successfully make their way through school is a fantastic achievement and is not something that the majority of young people across the world get to experience. We would like to congratulate all our students on what we hope has been a successful year and give special acknowledgement to our graduating Seniors of 2018 for reaching this milestone in their lives. It is rarely completely smooth sailing for students or their families as they negotiate assessment dates, training and rehearsal commitments and the rocky road of adolescent friendships / relationships. We would like to thank and acknowledge the role families have played in supporting students to be successful and to reinforce the importance of the partnership between home and school throughout the year.

Thank you also to the dedicated teaching, non-teaching and student support staff who have assisted in providing a safe, secure and well-ordered environment to support our students to learn and reach their potential. The skills, abilities and professionalism of the staff of Mountain Creek State High are widely acknowledged and we would like to thank them on behalf of our students and their families for their commitment to the students in their care.

We are looking forward to celebrating the achievements of individual students and teams throughout our Awards Night presentation. This report demonstrates why we have every reason to be proud of the achievement of our students and the school. We hope the format we have used to share the achievements of our students and the school during our Awards Night has been informative, complete and engaging.

We would like to conclude by congratulating each and every award recipient and performer attending our Awards Night and encourage you to keep striving for your own personal excellence.

2018 NAPLAN Performance Measures Summarised for Mountain Creek State High School (2190)

For All Students

(Preliminary Data for 2018)

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	7		541.5	26.7	94.0	505.3	13.5	86.9	545.2	30.5	92.7	543.9	29.0	92.1	548.2	28.0	95.5
	9		583.8	20.7	93.4	542.3	11.7	79.5	583.3	23.8	90.3	580.1	20.1	91.4	595.6	25.7	95.5
Queensland	7		537.5	24.5	94.0	493.5	10.3	83.7	541.9	28.3	93.2	542.2	28.8	92.5	541.7	26.0	95.4
	9		577.5	19.8	91.9	527.0	8.6	74.0	580.1	22.3	90.4	579.6	21.1	91.3	588.6	22.6	95.2
Mountain Creek State High School (2190)	7	325	540.9	26.2	97.9	506.2	13.3	91.7	545.8	31.4	94.2	553.8	29.2	96.3	551.4	32.1	97.8
	9	309	590.0	20.7	95.4	543.4	10.1	86.7	586.5	21.6	93.6	594.5	24.6	93.6	600.2	27.5	98.1

NOTE:

- This report is generated based on the student demographic information provided on the NAPLAN tests and may differ from the information recorded at the school.
- Max n: maximum number of students for whom there is a score. This excludes students who were absent, exempt, or withdrawn from the test.
- Top 2 Band %: Percentage of students achieving in the top two bands for each year level.
- NMS %: Percentage of students performing at or above the National Minimum Standard.
- Pending: The data is currently not available for release.
- Percentage figures are calculated by including exempt students and excluding students who were absent or withdrawn. The percentages of students represented in the table have been rounded and may not sum to 100.
- In 2007, a half cohort of Prep was introduced. 2008 was the first year of a full cohort of Prep students. These students are, on average, 3 months and 6 months older than previous cohorts, respectively. They have both participated in one more year of schooling. These factors should be considered when interpreting NAPLAN results from 2010 onwards.
- Please refer to the Explanatory Notes for further information about the report.
- Writing results from 2011 should not be compared with those from 2008 to 2010.

Tuesday, 11 December 2018 9:02:49 AM

Ref: OBCR_NAPLAN_SchoolTop2Bands R2 1.0.0 - 2190

OneSchool

User: dedwa40

Page: 1 of 1

Colour Key Legend	
	Above the National Cohort
	Similar to the National Cohort
	Below the National Cohort

SCHOOL OPINION SURVEY – Parent/Caregiver school report by relevant benchmarks, 2018.
(2190) Mountain Creek State High School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in this school:	TOTAL AGREEMENT (%)				
		School	Like Schools Group SXXX	School Group Secondary	Geographic Region Incr	State
S2001	My child likes being at this school.	88.1	91.8	90.9	93.7	94.2
S2002	My child feels safe at this school.	85.4	92.7	91.1	93.0	93.9
S2003	My child's learning needs are being met at this school.	90.0	90.0	89.8	90.5	91.3
S2004	My child is making good progress at this school.	85.9	91.7	90.7	91.2	92.3
S2005	Teachers at this school expect my child to do his or her best.	85.0	85.9	85.4	86.6	86.9
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	85.9	89.5	88.1	90.7	91.4
S2007	Teachers at this school motivate my child to learn.	86.7	88.0	87.5	91.2	91.8
S2008	Teachers at this school treat students fairly.	83.3	86.5	84.5	87.6	88.9
S2009	I can talk to my child's teachers about my concerns.	88.5	92.7	92.5	94.2	94.6
S2010	This school works with me to support my child's learning.	85.6	88.6	88.6	90.5	91.3
S2011	This school takes parents' opinions seriously.	85.7	85.4	84.6	86.0	86.9
S2012	Student behaviour is well managed at this school.	92.1	82.6	78.8	81.5	84.2
S2013	This school looks for ways to improve.	90.7	91.4	90.1	91.3	92.1
S2014	This school is well maintained.	93.7	93.5	92.9	94.0	93.8
S2015	This school gives my child opportunities to do interesting things.	93.8	92.5	91.8	92.9	93.0
S2016	My child is getting a good education at this school.	90.8	93.4	92.2	93.3	93.9
S2017	My child's English skills are being developed at this school.	90.0	92.3	91.6	93.0	93.7
S2018	My child's Mathematics skills are being developed at this school.	89.4	91.1	90.2	91.6	92.7
S2019	I understand how my child is assessed at this school.	91.9	90.6	90.1	89.9	90.5
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	93.1	89.9	89.2	89.2	89.3
S2021	Teachers at this school are interested in my child's wellbeing.	89.9	90.5	89.9	92.4	93.4
S2022	Staff at this school are approachable.	87.8	92.0	92.1	93.1	93.7
S2023	Staff at this school are responsive to my enquiries.	86.9	90.3	90.3	92.0	92.3
S2024	This school asks for my input.	69.3	78.2	77.5	80.2	82.0
S2025	This school keeps me well informed.	82.3	88.9	86.7	87.5	88.6
S2026	This school encourages me to take an active role in my child's education.	78.8	86.7	85.1	86.5	89.8
S2027	This school encourages me to participate in school activities.	68.7	78.7	77.0	85.8	88.0
S2028	This school provides me with useful feedback about my child's progress.	81.1	86.9	86.4	88.2	88.9
S2029	This school provides useful information online.	83.9	90.1	88.1	87.6	87.9
S2030	This school is environmentally friendly.	79.8	86.9	86.9	91.3	91.4
S2031	This school is well organised.	89.0	89.1	87.0	88.3	89.6
S2032	This school has a strong sense of community.	86.3	89.2	88.7	90.1	91.2
S2033	This school celebrates student achievements.	93.5	94.3	93.8	94.5	95.1
S2034	I would recommend this school to others.	88.5	91.2	89.6	90.9	91.8
S2035	This is a good school.	90.6	92.4	90.7	92.3	93.2

SCHOOL OPINION SURVEY – Student school report by relevant benchmarks, 2018.
(2199) Mountain Creek State High School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree. School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements.	TOTAL AGREEMENT (%)				
		School	Like Schools Group S-MV	School Group Secondary	Geographic Region HCE	State
S2036	I like being at my school.	88.7	85.9	82.9	88.9	88.9
S2037	I feel safe at my school.	89.5	90.1	86.5	90.3	90.2
S2038	My teachers motivate me to learn.	89.6	85.3	85.0	91.2	91.6
S2039	My teachers expect me to do my best.	97.3	96.0	95.0	97.0	96.9
S2040	My teachers provide me with useful feedback about my school work.	87.6	88.8	85.5	91.0	91.0
S2041	Teachers at my school treat students fairly.	71.7	73.5	71.3	82.2	81.7
S2042	I can talk to my teachers about my concerns.	60.2	70.3	69.0	80.4	80.4
S2043	My school takes students' opinions seriously.	69.0	73.5	71.3	81.3	81.4
S2044	Student behaviour is well managed at my school.	73.2	69.8	64.8	74.9	75.1
S2045	My school looks for ways to improve.	85.8	88.7	87.5	92.6	92.3
S2046	My school is well maintained.	92.0	84.3	81.0	89.1	88.2
S2047	My school gives me opportunities to do interesting things.	89.4	88.0	86.2	90.4	90.6
S2048	I am getting a good education at my school.	92.9	90.2	90.2	93.6	93.4
S2049	My English skills are being developed at my school.	90.3	88.6	87.8	91.9	91.8
S2050	My Maths skills are being developed at my school.	94.6	88.2	86.9	90.9	91.4
S2051	I understand how I am assessed at my school.	90.1	87.9	86.2	90.3	90.5
S2052	I can access computers and other technologies at my school for learning.	95.5	92.4	91.7	94.2	94.1
S2053	I am encouraged to use computers and other technologies at my school for learning.	91.1	89.0	87.0	90.1	89.7
S2054	I use computers and other technologies at my school for learning.	88.4	91.3	89.2	92.3	92.4
S2055	I enjoy using computers and other technologies at my school for learning.	90.2	88.2	87.3	90.9	91.8
S2056	I feel accepted by other students at my school.	81.1	78.5	75.4	80.8	81.5
S2057	My schoolwork challenges me to think.	94.7	92.0	90.0	93.1	92.8
S2058	My teachers challenge me to think.	91.2	91.1	89.3	93.2	93.3
S2059	My teachers encourage me to do my best.	91.4	91.3	90.3	94.4	94.4
S2060	My teachers clearly explain what is required in my school work.	81.4	83.1	81.9	89.3	89.5
S2061	My teachers help me with my school work when I need it.	87.6	87.6	86.1	91.7	91.4
S2062	My teachers use a variety of resources to help me learn.	86.3	86.3	85.0	90.6	90.9
S2063	My teachers care about me.	78.9	79.3	77.9	86.9	87.0
S2064	My school encourages me to participate in school activities.	92.0	88.8	87.2	92.5	92.4
S2065	My school encourages me to be a good community member.	95.8	88.0	86.0	91.7	91.4
S2066	My school celebrates student achievements.	94.7	90.6	89.2	92.8	92.4
S2067	I would recommend my school to others.	88.2	85.0	79.0	86.9	86.6
S2068	This is a good school.	92.0	85.0	80.8	88.1	87.8

SCHOOL OPINION SURVEY – Staff school report (all staff items) by relevant benchmarks, 2018.

(2190) Mountain Creek State High School

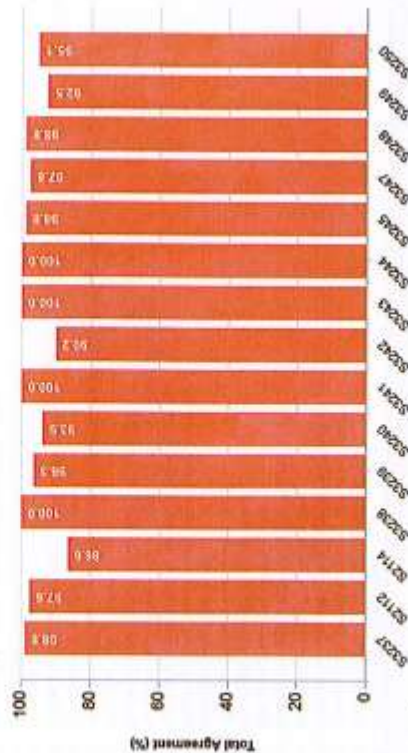
Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. School level data are unweighted. Non-school level data are weighted to relevant benchmarks.

Item Code	Staff were asked to think back over the school year and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace.	TOTAL AGREEMENT (%)				
		School	Likes Schools Group 2-XXV	School Group Secondary	Geographic Region NCH	State
S2069	I enjoy working at this school.	99.1	93.4	92.9	94.3	94.5
S2070	I feel this school is a safe place in which to work.	99.1	94.5	93.0	94.3	94.1
S2071	I receive useful feedback about my work at this school.	91.2	83.6	83.6	86.5	86.7
S2072	Students are encouraged to do their best at this school.	97.3	95.4	94.7	96.7	96.9
S2073	Students are treated fairly at this school.	97.4	93.2	91.5	93.1	93.2
S2074	Student behaviour is well managed at this school.	92.0	82.0	77.2	82.1	83.2
S2075	Staff are well supported at this school.	93.0	78.9	79.4	82.9	83.8
S2076	This school takes staff opinions seriously.	93.8	78.4	78.9	82.9	83.6
S2077	This school looks for ways to improve.	100.0	91.9	91.7	93.3	93.9
S2078	This school is well maintained.	97.3	90.4	87.7	91.7	91.5
S2079	This school gives me opportunities to do interesting things.	94.7	86.3	86.8	89.0	89.2
S2081	Students with a disability are well supported at my school.	100.0	94.9	94.3	95.3	94.8
S3202	My school has an inclusive culture where diversity is valued and respected.	96.1	93.2	93.2	95.2	95.1
S3203	People are treated fairly and consistently at my school.	92.9	79.0	78.8	82.8	83.0
S3204	My school is well managed.	100.0	83.3	82.9	86.3	87.0
S3207	I am confident that poor performance will be appropriately addressed in my school.	86.6	74.6	72.7	79.7	80.2
S3208	I have choice in deciding how to do my job.	94.7	87.0	88.6	89.4	89.7
S3209	I have the authority necessary to do my job effectively.	94.7	88.4	88.7	90.7	91.1
S3210	My school inspires me to do the best in my job.	96.5	86.1	86.3	89.2	89.7
S3211	My school encourages me to take responsibility for my work.	99.1	94.0	94.6	96.5	95.9
S3212	My school encourages me to undertake leadership roles.	92.7	81.4	81.5	84.8	84.8
S3213	My school encourages coaching and mentoring activities.	96.4	87.8	87.0	88.6	89.1
S3214	I am satisfied with the opportunities available for career development.	92.9	79.9	79.7	83.6	83.5
S2098	I have access to quality professional development.	92.0	83.8	83.8	86.4	86.8
S3215	Staff at my school are actively involved in Developing Performance discussions.	94.5	86.0	85.2	89.2	88.8
S3216	I can access necessary information and communication technologies to do my job at my school.	94.7	89.9	87.6	90.4	90.9
S3217	Information and communication equipment is well maintained at my school.	93.8	85.2	82.9	87.2	87.5
S3218	My school provides useful information online.	100.0	91.6	90.2	90.3	92.7
S3219	My school keeps me well informed about things that are important to my work.	97.3	85.1	85.2	87.7	88.5
S3220	There is good communication between all staff at my school.	92.9	72.9	72.0	76.3	77.4
S3221	Staff at my school work as a team to deliver improved outcomes.	100.0	86.2	84.7	87.8	88.2
S3222	I feel that staff morale is positive at my school.	93.8	74.2	73.7	77.2	78.4
S3223	Staff at my school are interested in my wellbeing.	93.7	83.4	84.0	87.8	88.0
S3224	The wellbeing of employees is a priority for my school.	91.9	75.0	76.5	82.0	82.6
S3225	I can cope with the pressures of my workload.	83.8	65.3	66.8	69.4	69.4
S3226	I am aware of occupational health and safety procedures at my school.	96.2	94.7	96.2	96.7	96.3
S3227	I am proud to tell others I work for my school.	100.0	93.2	92.1	93.2	94.0
S3228	My work has a direct positive impact on the community.	96.1	94.5	93.7	96.5	96.8
S3229	I feel a strong personal connection to my school.	96.5	86.4	88.6	91.1	91.8
S3230	I am satisfied with my job at my school.	97.3	89.2	88.5	91.2	91.5
S3231	I would recommend my school as a good place to work.	99.1	87.3	86.2	88.4	89.2
S2108	This is a good school.	100.0	92.1	90.6	92.3	93.0
S3232	My school has taken action as a result of last year's School Opinion Survey.	86.5	80.0	79.1	84.2	84.6
S3233	The last week of a school term is generally as productive as the rest of the term.	65.7	74.2	72.7	83.2	84.4

SCHOOL OPINION SURVEY – Staff school report (teaching staff only items), 2018.
(2190) Mountain Creek State High School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and O% are all displayed as zero.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S3237	I feel confident applying evidence-based teaching and learning practices.	82	0.0	0.0	1.2	12.2	53.7	32.9	88.8
S2112	I feel confident in my knowledge of the Australian and Queensland curriculums.	82	0.0	0.0	2.4	13.4	52.4	31.7	97.6
S2114	I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	82	2.4	2.4	8.5	36.6	35.4	14.6	86.6
S3238	I feel confident using student assessment data to improve student achievement at my school.	82	0.0	0.0	0.0	8.5	57.3	34.1	100.0
S3239	I feel confident engaging all of my students in learning at my school.	82	0.0	1.2	2.4	18.3	47.6	30.5	96.3
S3240	I feel confident managing the behaviour of all of my students at my school.	82	0.0	0.0	6.1	23.2	47.6	23.2	93.9
S3241	I feel that students receive a good education at my school.	82	0.0	0.0	0.0	9.8	56.1	34.1	100.0
S3242	My school has the buildings and infrastructure to support teaching and learning practices.	82	0.0	3.7	6.1	13.4	53.7	23.2	90.2
S3243	I feel confident in my knowledge of evidence-based teaching and learning practices.	82	0.0	0.0	0.0	13.4	59.8	26.8	100.0
S3244	I feel confident using curriculum support materials to enhance student learning at my school.	82	0.0	0.0	0.0	11.0	59.8	29.3	100.0
S3245	I feel that students with disability receive the same educational opportunities as all other students at my school.	80	0.0	0.0	1.3	13.8	57.5	27.5	96.8
S3247	My school motivates me to help achieve our school objectives.	82	0.0	0.0	2.4	17.1	63.4	17.1	97.6
S3248	I feel confident in my ability to work autonomously.	82	0.0	0.0	1.2	4.8	43.9	50.0	98.8
S3249	I am able to speak up and share a different view to my colleagues and the school leadership team.	80	0.0	0.0	7.5	22.5	47.5	22.5	92.5
S3250	I get the opportunity to develop new and better ways of doing my job.	82	0.0	0.0	4.9	23.2	50.0	22.0	95.1



SCHOOL OPINION SURVEY 2018 – Highlights report for (2196) Mountain Creek State High School

Agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Survey respondents may not respond to all survey items. The survey items displayed below are selected according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown below. Please refer to the relevant section of this report for further detail on the information presented below.

160 parents
participated in the
Parent/Caregiver Survey

Most positive items

Survey item	Agreement (%)
Teachers at this school expect my child to do his or her best.	86.0
This school gives my child opportunities to do interesting things.	83.8
This school is well maintained.	83.7

Least positive items

Survey item	Agreement (%)
This school encourages me to participate in school activities.	68.7
This school asks for my input.	68.3
This school encourages me to take an active role in my child's education.	70.8

Greatest positive and negative change from 2017

Survey item	Agreement 2017 (%)	Agreement 2018 (%)	Change
This school gives my child opportunities to do interesting things.	85.1	83.8	-1.3
This school is environmentally friendly.	86.4	79.8	-6.6

115 students
participated in the
Student Survey

Most positive items

Survey item	Agreement (%)
My teachers expect me to do my best.	87.3
I use access computers and other technologies at my school for learning.	85.5
My school celebrates student achievements.	84.7

Least positive items

Survey item	Agreement (%)
I can talk to my teachers about my concerns.	60.2
My school takes students' opinions seriously.	68.0
Teachers at my school treat students fairly.	71.7

Greatest positive and negative change from 2017

Survey item	Agreement 2017 (%)	Agreement 2018 (%)	Change
My Maths skills are being developed at my school.	85.9	84.6	-1.3
I can talk to my teachers about my concerns.	78.6	68.2	-10.4

114 staff
(including teaching staff)
participated in the
Staff Survey

Most positive items

Survey item	Agreement (%)
This is a good school.	100.0
I am proud to tell others I work for my school.	100.0
This school looks for ways to improve.	100.0

Least positive items

Survey item	Agreement (%)
The last week of a school term is generally as productive as the rest of the term.	68.7
I am confident that my performance will be exceptionally addressed in my school.	68.8
I receive useful feedback about my work at this school.	84.2

Greatest positive and negative change from 2017

Survey item	Agreement 2017 (%)	Agreement 2018 (%)	Change
I am satisfied with the opportunities available for career development.	88.7	80.9	-7.8
The last week of a school term is generally as productive as the rest of the term.	81.1	68.7	-12.4

82 teaching staff
participated in the
Staff Survey.

Most positive teaching items

Survey item	Agreement (%)
I feel confident using student assessment data to improve student achievement at my school.	100.0
I feel that students receive a good education at my school.	100.0
I feel confident using curriculum support materials to enhance student learning at my school.	100.0

Least positive teaching items

Survey item	Agreement (%)
I feel confident embracing Aboriginal and Torres Strait Islander perspectives across the learning and teaching.	90.9
My school has the buildings and infrastructure to support learning and teaching practices.	90.2
I am able to speak up and share a different view to my colleagues and the school leadership team.	82.5

Greatest differences between staff types

Survey item	Teaching Agreement (%)	Non-Teaching Agreement (%)	Diff
My school encourages coaching and mentoring activities.	96.0	88.7	40.1
The last week of a school term is generally as productive as the rest of the term.	81.7	77.8	-16.0

2018 Interim Headline Indicator Report

Mountain Creek State High School

(2190)

North Coast
Secondary
Year 7 - Year 12

		Calendar Year			
		2015	2016	2017	2018
Contextual Information	Enrolment (full-time students)	2109			
	Indigenous students	3%			
	Students with disability (EAP)	4%			
	Students with disability (NCCD)	11%			
	Enrolment Management Plan	Yes			
	NAPLAN participation				
	absent/withdrawn	13%			
	OP/IBD students	59%			
	School Audit Report	Sound			
	Date	3/05/2018			
State School Priorities	School Review	2015			
	Bank balance per Student FTE	\$1,271.26			
	ICSEA	1039			
	National Decile	7			
	State Schools Decile	9			
	Improve academic achievement for all students.				
	Lift the performance of our top students.				
	Improve reading and writing for all students.				
	Improve Year 12 certification rates.				
	Close the gap for Aboriginal and Torres Strait Islander students.				
Achievement and Improvement	Improve the participation and achievement of students with disability.				
	Prepare to implement the new Queensland Certificate of Education.				
	Enhance the learning opportunities of rural and remote students.				
	English				
	% A or B		↑	→	
	% C or better		→	→	
	Maths				
	% A or B		→	→	
	% C or better		→	→	
	Science				
Engagement	% A or B		↑	↑	
	% C or better		→	→	
	Literacy & Numeracy				
	% NMS		→	→	→
	% U2B		↑	↓	→
	% U2B SQSS				
	Mean Scale Score SQSS				
	Relative Gain SQSS				
	Year 12 Attainment				
	% OP 1-15 / IBD				
Confidence	% QCE, VET, IBD, QCIA				
	% QCE or QCIA				
	% Cert II+				
	% Cert III+ Non OP 1-15				
	Enrolment				
	4-year trend				
	Attendance				
	Attendance				
	Attendance <85%				
	Behaviour				
Post School Destinations	Short Suspensions				
	Exclusions				
	Cancellations				
	Satisfaction				
	Overall rating (parent, staff, student)				
	Students in education, training or employment				

Legend:

- Highest category (formerly green).
- Middle category (formerly orange).
- Lowest category (formerly red).
- Data available April 2019.
- Data not available.

↑ ↓ → Arrows represent the nature of change in the underlying data from the previous year.

Italics These indicators are relative. Because results are relative to another measure there will always be schools in each threshold category.

Cannot be compared with later results due to changes in methodology or collection.

In Confidence - Not for Distribution

Report date: October 2018



Queensland
Government

QCAA Performance Data 2018 Highlights

QCE Highlights

- ▶ 98.5% gained a QCE **(2018 Target was 100%)**

OP HIGHLIGHTS

- ▶ OP 1 (OP 1 Equivalents)

QCAA	2/112	(2%)
IBD	4/31	(13%)
MCSHS	6/143	(4%)

- ▶ OP 1-5 (OP 1-5 Eq.) **(2018 Target was 30%)**

QCAA	16/112	(14%)
IBD	17/31	(55%)
MCSHS	33/143	(23%)

- ▶ OP 1-10 (OP 1-10 Equivalents)

QCAA	66/112	(59%)
IBD	29/31	(94%)
MCSHS	95/143	(66%)

- ▶ OP 1-15 (+ Equivalents) increased from 63% in 2015 to 86% in 2017 to 94% this year **(2018 Target was 90%)**

QCAA	105/112	(94%)
IBD	30/31	(97%)
MCSHS	135/143	(94%)

2019 PRIORITIES:

1. Collins Writing
2. Performance of Boys
3. Marzano's Art and Science of Teaching (with a focus on Design Questions 3 and 4/Higher Order Thinking)
4. Inclusive Teaching and Learning
5. Excellence in student behaviour
6. Growth towards 2020
7. Senior Assessment and Tertiary Entrance

Successful Learners

1. Improve Student Performance Data with a specific focus on:
 - Improving student writing performance utilising **Collins Writing** across the school.
 - Supporting all students in all subjects achieve C or better with a focus on boys.
 - Increasing the relative gain performance data in Yr 7-9 students across Reading, Numeracy & Writing; the sharpest focus will be on the relative gain for high performing students.
 - Improve the performance of high performing students on **Higher Order Thinking** questions on standardised testing.
 - Increasing the % of students who receive an OP 1-5

High Standards

2. **Positive relationships around learning whilst promoting excellence in behaviour and performance in our community**, with a specific focus on:
 - Behaviour of boys
 - Respectful relationships
 - Improved Attendance
 - Engaged learners

Quality Teaching

3. Improve Teacher Quality (Investing for Success) through:
 - The consolidation of **Marzano's Art and Science of Teaching** as the school-wide pedagogical Framework with a focus on Design Questions 3 and 4.
 - Improving teacher capacity to teaching **Higher Order Thinking** & develop H.O.T. skills in high performing students.
 - Improve teacher capacity to plan and deliver **inclusive teaching and learning** practices in all classes.
4. Undertake whole school Curriculum Review to align our curriculum framework to ACARA and changes in State & National and International curriculum, assessment and reporting requirements. Specifically focusing on **Senior Assessment & Tertiary Entrance (SATE)** and the emerging STE(A)M agenda and 21st Century Learning Skills.

Engaged Partners

5. Strategically plan for student number **growth towards 2020** to maintain Mountain Creek as an Education & Training Hub of Excellence by:
 - Strategic facilities development aligned to Master Plan
 - Strategic selection and recruitment of staff
 - Establishing 5th Sub-School Model
 - Review workforce planning/roles and responsibilities to establish future growth requirements.

School-wide Targets for 2019 - High Standard

100% of Year 12s achieving QCE or IB

A minimum of 90% of students achieving A, B or C in all subjects

A minimum of 20% of Year 7 and Year 9 students in Upper 2 Bands in NAPLAN Writing

A 10% reduction across the school for incidents of disruption to learning and a 30% reduction in incidents involving boys

50% of applicants for student leadership positions are male

A minimum of 30% of OP eligible students with an OP 1-5

A minimum of 90% of OP eligible students with an OP 1-15

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2040	2077	2109
Girls	1092	1104	1081
Boys	948	973	1028
Indigenous	55	64	62
Enrolment continuity (Feb. – Nov.)	94%	94%	93%

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

Overview

The school ICSEA index is above the national average at 1039 where the average ICSEA index is 1000. The variables that make up an ICSEA value use family background information provided to schools directly by families, including parental occupation, and the school education and non-school education levels they achieved. In some cases, where this information is not available, ICSEA uses Australian Bureau of Statistics (ABS) Census data on family background to determine a set of average family characteristics for the districts where students live.

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

The International Student Program provides an additional 75-80 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	23	23
Year 11 – Year 12	19	20	17

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

Our distinctive curriculum offerings:

- International Baccalaureate Diploma Years 11 & 12
- International Baccalaureate Diploma preparation program Year 10
- Young Scholars' Program Year 5 & 6 - application process applies
- Young Achievers Program Year 6 - links with Mountain Creek SS
- Sport Development Programs - AFL, Rugby League, Basketball, Volleyball, Netball - Years 8 - 12
- Health and Wellbeing Focus at all levels
- Psychology, Certificate III courses in Fitness, Child Care, Tourism (Yr 12), Cert III Health Support Services (Yr 12)

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

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

The strands include :

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

Within the elective components of years 7, 8 & 9 students have access to:

- Academy programs in Creative Industries - Drama, Dance, Music and Art.
- Academy programs in Coding and Innovations – Robotics, Virtual Reality.
- Students also have access to Sport Development programs in Volleyball, Basketball, AFL, Rugby League 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. Students enrolling in Year 10, have the opportunity based on year 9 results to study a range of subjects including:

- Year 11 & 12 Preparation Subjects - QCAA or IB Diploma o
- Year 11 & 12 VET preparation subjects
- General, Applied, IB or Vocational Subjects to meet prerequisites.

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, ATAR or subjects providing them with an ATAR or a combination of ATAR and non-ATAR subjects to achieve 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

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
- Drama Groups / Musical Cast (every second year)

Public Speaking and Debating

- Legacy Junior Public Speaking Award
- Queensland Plain English Speaking Competition
- Lions Youth of the Year
- Queensland Debating Union Competition
- Sunshine Coast Debating Competition
- Rostrum Voice of Youth Competition

- Neighbourhood Watch Public Speaking Competition
- Inter-sub-school debating

Leadership

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

Academic

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

Sport

- Year 7 - 12 Rugby League Development Program
- Volleyball, AFL, Netball and Basketball Development programs
- Summer and Winter Inter-school Sport years 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

The school is transitioning toward a mandatory BYOD Program in all year levels.

Additional technology is provided for students in Years 7 – 12 through access to over 300 devices including specific software for Media, and CAD suites.

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 elective subjects which teach advanced Information and Communication skills in their specific curriculum area.

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 has been achieved through:

- a distinctive pastoral care program which is supported by four Sub-Schools and 24 Heads of Sub-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 2175 students 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.

Specifically:

- 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 available 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

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)	97%	92%	91%
• this is a good school (S2035)	96%	93%	91%
• their child likes being at this school* (S2001)	95%	90%	88%
• their child feels safe at this school* (S2002)	97%	95%	89%
• their child's learning needs are being met at this school* (S2003)	91%	91%	90%
• their child is making good progress at this school* (S2004)	93%	91%	90%
• teachers at this school expect their child to do his or her best* (S2005)	97%	93%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	90%	86%
• teachers at this school motivate their child to learn* (S2007)	91%	89%	87%
• teachers at this school treat students fairly* (S2008)	88%	83%	83%
• they can talk to their child's teachers about their concerns* (S2009)	90%	88%	89%
• this school works with them to support their child's learning* (S2010)	87%	90%	86%
• this school takes parents' opinions seriously* (S2011)	80%	87%	87%
• student behaviour is well managed at this school* (S2012)	90%	88%	82%
• this school looks for ways to improve* (S2013)	95%	93%	91%
• this school is well maintained* (S2014)	99%	98%	94%

* 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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	98%	93%
• they like being at their school* (S2036)	91%	91%	87%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	91%	97%	89%
• their teachers motivate them to learn* (S2038)	88%	94%	90%
• their teachers expect them to do their best* (S2039)	98%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	88%	88%
• teachers treat students fairly at their school* (S2041)	80%	85%	72%
• they can talk to their teachers about their concerns* (S2042)	78%	79%	60%
• their school takes students' opinions seriously* (S2043)	85%	84%	69%
• student behaviour is well managed at their school* (S2044)	79%	77%	73%
• their school looks for ways to improve* (S2045)	90%	94%	86%
• their school is well maintained* (S2046)	95%	94%	92%
• their school gives them opportunities to do interesting things* (S2047)	92%	91%	89%

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

* 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 a wide range of opportunities/strategies as articulated in the school's Parent & Community Engagement Plan:

They include:re

- Enrolment interviews
- Induction Night Year 7

- Parent information nights - Year 11 & 12, Year 10 Subject Selection, IB Parent Information, Years 10, 11 & 12, QCS/ATAR/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.
- 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, telephone and written communication
- The school provides opportunities for parents to be involved in their child's education through a Parents and Citizens' Association and through the School Council. The P&C Association meets 3rd Monday of every month at 5:30 pm
- The School Council includes two parents elected from the parent body
- Parents are also involved as volunteers for sporting competitions

Respectful relationships education 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.

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

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	269	312	246
Long suspensions – 11 to 20 days	6	1	14
Exclusions	3	2	4
Cancellations of enrolment	0	1	6

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

Even with the significant growth in student numbers in the school the growth in water usage is small.

Electricity usage has risen sharply even 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 but the growth in technology usage is also causing an increase in usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	831,936	1,024,712	898,987
Water (kL)	8,313	8,651	

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.

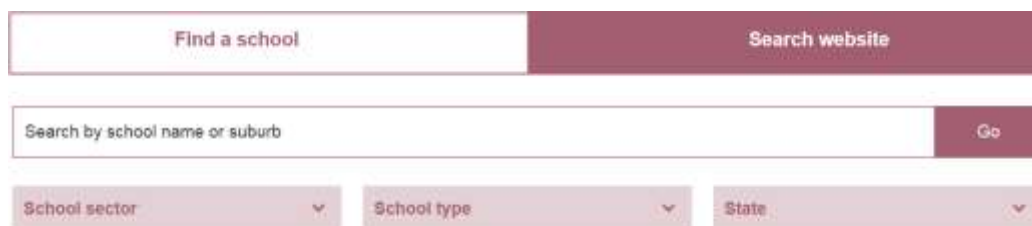
School funding

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.



The screenshot shows the 'Find a school' section of the My School website. It features a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Below the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

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



The screenshot shows a button labeled 'View School Profile'.

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



The screenshot shows a navigation menu with the following items: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and '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	166	56	<5
Full-time equivalents	150	42	<5

*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	4
Masters	17
Graduate Diploma etc.*	63
Bachelor degree	76
Diploma	6
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 \$117,575.64.

The major professional development initiatives are as follows:

- ASOT and Instructional Rounds
- Essential Skills to classroom management
- Collins Writing Program
- Classroom Differentiation
- 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 / ATAR

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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 Secondary schools was 89%.

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	91%	91%	90%
Attendance rate for Indigenous** students at this school	85%	88%	86%

* 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			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

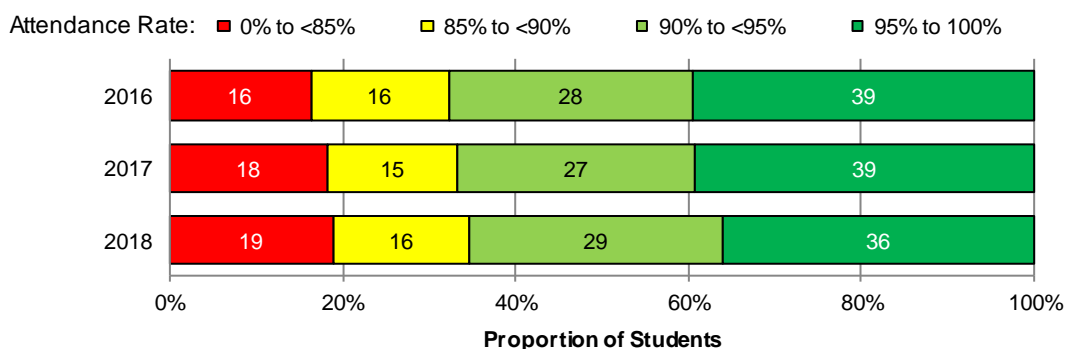
Year level	2016	2017	2018
Year 7	93%	93%	92%
Year 8	91%	91%	90%
Year 9	89%	89%	89%
Year 10	90%	88%	88%
Year 11	90%	91%	91%
Year 12	92%	91%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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 Sub-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 Sub-School together with the classroom teacher is responsible for following up truancy and unexplained absences for this group of students. Parent contact is made following three 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.

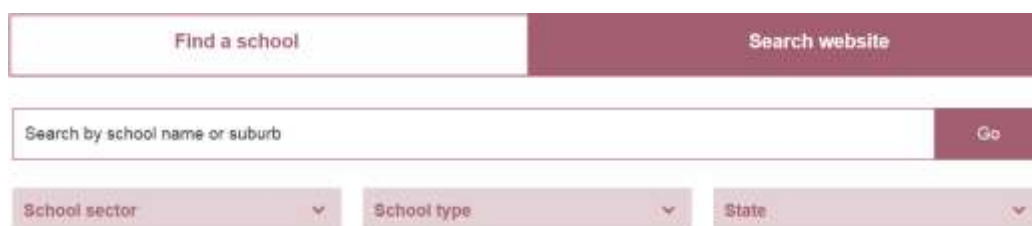
Alternate programs or exemptions for modified programs are developed in consultation with the students, parents and support services.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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	334	304	340
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	317	293	333
Percentage of Indigenous students awarded a QCE at the end of Year 12	90%	100%	100%
Number of students who received an OP	152	144	112
Percentage of Indigenous students who received an OP	10%	9%	27%
Number of students awarded one or more VET qualifications (including SAT)	180	194	244
Number of students awarded a VET Certificate II or above	173	147	208
Number of students who were completing/continuing a SAT	39	36	61
Number of students awarded an IBD	15	28	29
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	84%	94%
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	98%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	91%	97%	100%

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	23	16	16
6-10	44	51	50
11-15	49	54	39
16-20	32	20	7
21-25	4	3	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	32	128	141
Certificate II	113	116	175
Certificate III or above	90	57	93

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).

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

Cert III Basic Health Care

Cert II in Hospitality

Cert III in Fitness

Cert II in Early Childhood Education

Cert II in Tourism

Cert II in Furniture Making

Cert II in Business

Cert II in Engineering.

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	92%	88%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	125%	133%	110%

Notes:

1. 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%).
2. *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.

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 re-enrol in the senior school and whose exit is not reported to the school are recoded as destination unknown.

However, prior to this occurring, the school follows up non-enrolment for senior school through contact by phone and mail to complete the enrolment process or to provide information to parents and students regarding alternatives to senior schooling. Students at risk of not completing the Participation Phase of schooling are provided with alternate education options and pathway counselling and support through the school's Student Services faculty 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.

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.mountaincreekshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>