



Mountain Creek State High School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



Queensland  
Government

## Contact information

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



# From the Principal

## School overview

Mountain Creek State High School is the largest and most popular secondary school on the Sunshine Coast. It has had an enrolment of more than 2000 students since 2001 and is the only school on the Sunshine Coast to offer the prestigious International Baccalaureate Diploma program. The school has had a cohort of international students from countries as diverse as Germany, Mexico, Brazil, Italy, China and Nepal since 2001 and seeks to instil in its students a strong sense of international-mindedness. At Mountain Creek State High School our core business is to inspire a love of learning for all students through quality, opportunity and excellence in all programs delivered.

## Our school at a glance

### School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 – Year 12

### Characteristics of the student body

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	2077	2109	2112
Girls	1104	1081	1098
Boys	973	1028	1014
Indigenous	64	62	60
Enrolment continuity (Feb. – Nov.)	94%	93%	92%

#### Overview

Mountain Creek State High School caters for all learners through a strong inclusive philosophy to provide a love of learning for all students to achieve success.

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, ISEA uses Australian Bureau of Statistics (ABS) Census data on family background to determine a set of average family characteristics for the districts where students live. The cohort of students enrolled at the school is representative of 38 nationalities with the following groups being the most representative: Australian, New Zealanders, South African, Scottish, German, Canadian, Japanese, Welsh, American, Italian, British, Brazilian and Zimbabwean. The International Student Program provides an additional 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

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

Phase of schooling	2017	2018	2019
Year 7 – Year 10	23	23	23
Year 11 – Year 12	20	17	19

## Curriculum implementation

### 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 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

**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

## 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	92%	91%	92%
• this is a good school (S2035)	93%	91%	90%
• their child likes being at this school* (S2001)	90%	88%	91%
• their child feels safe at this school* (S2002)	95%	89%	90%
• their child's learning needs are being met at this school* (S2003)	91%	90%	87%
• their child is making good progress at this school* (S2004)	91%	90%	89%
• teachers at this school expect their child to do his or her best* (S2005)	93%	95%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	86%	88%
• teachers at this school motivate their child to learn* (S2007)	89%	87%	80%
• teachers at this school treat students fairly* (S2008)	83%	83%	86%
• they can talk to their child's teachers about their concerns* (S2009)	88%	89%	91%
• this school works with them to support their child's learning* (S2010)	90%	86%	90%
• this school takes parents' opinions seriously* (S2011)	87%	87%	80%
• student behaviour is well managed at this school* (S2012)	88%	82%	80%
• this school looks for ways to improve* (S2013)	93%	91%	92%
• this school is well maintained* (S2014)	98%	94%	93%



Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	93%	90%
• they like being at their school* (S2036)	91%	87%	83%
• they feel safe at their school* (S2037)	97%	89%	92%
• their teachers motivate them to learn* (S2038)	94%	90%	75%
• their teachers expect them to do their best* (S2039)	96%	97%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	85%
• teachers treat students fairly at their school* (S2041)	85%	72%	75%
• they can talk to their teachers about their concerns* (S2042)	79%	60%	72%
• their school takes students' opinions seriously* (S2043)	84%	69%	74%
• student behaviour is well managed at their school* (S2044)	77%	73%	79%
• their school looks for ways to improve* (S2045)	94%	86%	89%
• their school is well maintained* (S2046)	94%	92%	90%
• their school gives them opportunities to do interesting things* (S2047)	91%	89%	85%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	98%	99%	93%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	95%
• they receive useful feedback about their work at their school (S2071)	90%	91%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	87%	92%
• students are encouraged to do their best at their school (S2072)	100%	97%	96%
• students are treated fairly at their school (S2073)	99%	97%	95%
• student behaviour is well managed at their school (S2074)	91%	92%	70%
• staff are well supported at their school (S2075)	91%	93%	70%
• their school takes staff opinions seriously (S2076)	86%	94%	75%
• their school looks for ways to improve (S2077)	96%	100%	96%
• their school is well maintained (S2078)	99%	97%	98%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	90%



## School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	312	246	265
Long suspensions – 11 to 20 days	1	14	9
Exclusions	2	4	6
Cancellations of enrolment	1	6	0

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

## Environmental footprint

### Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	1,024,712	898,987	949,298
Water (kL)	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

For parents/caregivers provided with a hard copy of your school's Annual Report, you must also provide a copy of your school income broken down by funding (you may wish to copy the information from the *My School* website).

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.

### 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 image shows a search interface with a search bar containing the text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is located to the right of the "State" dropdown.

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



A rectangular button with a red border and the text "View School Profile" in red.

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



The image shows a navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a red background.

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

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 2019 were \$110,492.00.

The major professional development initiatives are as follows:

- NASOT 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 2019 was 100%.

## Performance of our students



## Key student outcomes

### Student attendance

The overall student attendance rate in 2019 for all Queensland State Secondary schools was 88%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	90%	91%
Attendance rate for Indigenous** students at this school	88%	86%	88%

\* 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	2017	2018	2019
Year 7	93%	92%	94%
Year 8	91%	90%	92%
Year 9	89%	89%	90%
Year 10	88%	88%	90%
Year 11	91%	91%	90%
Year 12	91%	91%	92%

### 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 25 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.

## NAPLAN results 2019

Please note that from 2019, the method for determining the colour coding of results changed.

	2014	2015	2016	2017	2018	2019
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 7	546	514	555	558	558	
Year 9	575	546	583	567	595	

NAPLAN participation for this school is 89%  
NAPLAN participation for all Australian students is 95%

**Interpreting the table**

Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

## 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.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	304	340	217
Number of students awarded a QCIA	0	1	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	293	333	202
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	93%
Number of students who received an OP	144	112	97
Percentage of Indigenous students who received an OP	9%	27%	50%
Number of students awarded one or more VET qualifications (including SAT)	194	244	139
Number of students awarded a VET Certificate II or above	147	208	117
Number of students who were completing/continuing a SAT	36	61	34
Number of students awarded an IBD	28	29	20
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	84%	94%	80%
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	99%	99%	97%
Percentage of QTAC applicants who received a tertiary offer.	97%	100%	98%



Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	16	16	17
6-10	54	54	26
11-15	55	41	36
16-20	21	8	21
21-25	4	0	0

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	128	141	87
Certificate II	116	175	86
Certificate III or above	57	93	68

## 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.

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 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://mountaincreekshs.eq.edu.au>

