

MacGregor State High School

# ***ANNUAL REPORT***

# 2017

***Queensland State School Reporting***

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

*Every student succeeding. State Schools Strategy 2017-2021  
Department of Education*

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## School Overview

MacGregor State High School opened in 1969 with just 203 students and nine teachers. Today it is a thriving campus of around 1400 students and 170 staff. This school community draws on its members' diverse backgrounds, experience and talent to forge success.

MacGregor is an Independent Public School. Our 'independence' gives us more latitude in curriculum offerings, staffing configuration and funding disbursement, which is developed in consultation with parents, students and staff. This gives us the advantage of being able to attune the delivery of a world-class standard of scholarship to more closely match each student's aptitude. Our teachers are unrelenting in their pursuit of excellence insisting that everyone can make progress in learning.

The curriculum has three key focus areas all underpinned by high standards, aspiration and opportunity:

**Academic:** scholarship and enterprise with integrity and altruism.

**Cultural:** appreciation, creativity and accomplishment in art, music, dance and drama.

**Sport:** health and fitness; mental and physical resilience; fellowship and fair play.

Our record speaks for itself. 1 in 5 OP eligible students receive an OP between 1 and 5, with 95% and 100% Queensland Tertiary Admission Centre applicants receiving placement while other students complete vocational traineeships.

## Principal's Foreword

### Introduction

MacGregor State High School is a school of enviable repute. Our school is renowned for its scholarship where learning is aspirational, challenging and rewarding. With a dedicated staff and innovative curriculum we strive for personal excellence. Our students are enveloped in opportunity in the academic, cultural and sporting facets of school life. We have a firm commitment to social justice, promoting a sense of community spirit and connectedness. We are proud of our school community and the strength of diversity. We are a place in which challenge and choice create opportunities for each and all students to excel to be "The Best We Can Be".

#### School Progress Towards Its Goals In 2017

During 2017, our Strategic Focus Group structure continued to enable us to collectively work on refining our actions to ensure we are establishing ourselves as a school for and of the future. The collaborative culture of these groups truly is representative of our community – one that is fair, equitable and with a great sense of purpose and direction for the school.

In our curriculum areas, a key focus for the year was to engage with the new QCE system to be delivered from 2019. We were incredibly fortunate to have a number of people involved as markers, syllabus writers and in the assessment trial pilots. By developing this clear understanding of the language, being used in the new QCAA syllabuses we have been preparing our students for the academic rigour required in Senior i.e. what is academic excellence, student centered learning and project based learning.

During this time of review, exemplary learning and teaching under the Dimensions of Learning framework is still focussed on the targeted area of reading. PAT-R testing continued in Junior Secondary to provide ongoing data to inform individual student progress and adjustments required.

This year the school further refined the development of a whole school culture of peer-to-peer observation and feedback focusing upon improving pedagogy, professional sharing across subject areas which is essential to school improvement.

As a school, we will continued to focus on the following in 2017:

- Our core business of exemplary teaching and learning for effectiveness and impact in curriculum areas
- Building a culture of high performing effective and efficient teams - a collective.
- Simplifying systems whilst maximising learning - Less and Better
- Collegial Engagement

With two areas for explicit improvement:

- Reading - inferencing and interpretation of extended text
- Attendance – every day, every lesson

### **Future Outlook**

At MacGregor State High School we have collaboratively developed our vision, Leading Education we are future focussed and all decisions are underpinned by professionalism, our collective intelligence, equity, engagement, student voice and social capital.

We will continue to be innovative in our practice while ensuring authentic progress is made by all students to live by our motto of “The Best We Can Be”.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1428	693	735	20	95%
<b>2016</b>	1415	718	697	21	97%
<b>2017</b>	1332	691	641	22	96%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Overview

With an increasing number of students from our local State Schools of MacGregor, Robertson and Sunnybank Hills we celebrate the diversity of our student population. We offer Excellence Scholarships to students in the three areas of Academic; Cultural and Sports. In Junior Secondary our Honours class is a select entry program, with UQ, QUT and GU partnerships ensuring continuity in excellence in the Senior School.

Approximately 35% of our students have English as a second language at home and a small number of Indigenous students as members of our community. The school provides specialist support through English immersion for our EAL/D students and our Special Education Program (SEP). The actions of our students, both at school and in the public arena, are clearly defined by our Behaviour motto: "Respect Others, Act Responsibly." R.O.A.R is a simple yet powerful representation of the expectations of all MacGregor State High School students.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	19	18	18

# Curriculum Delivery

## Our Approach to Curriculum Delivery

### Junior Secondary

- Year 7 – 9 students study a core curriculum with semester long electives chosen by students to ensure Junior Secondary have an element of choice in their course of study. Core subjects are year-long and with the minimum of a continuous semester engagement with electives, this ensures academic rigour across all subjects.

### Senior Secondary

- Year 10 serves as a transition year towards Years 11 and 12 with a range of subjects to prepare students for the formal rigour of senior study. Students study English and Mathematics with their choice of four year-long electives.

### Pedagogical Framework

- All curriculum is delivered within the “Dimensions of Learning” (DoL) pedagogical framework.

## Co-curricular Activities

- ANZAC Day Commemorations
- Red Shield Appeal
- Lions Youth of the Year
- Centre for Artistic Development (CAD) and Junior Aspiring CAD (JAC)
- Instrumental Music and Choral Programs
- Creative Generation
- School Musicals
- Wednesday and Saturday Sport Programs
- Representative Pathways for QSSSS Sports
- Swimming, Cross Country and Athletics Championships
- Opportunities with a number of Universities

## How Information and Communication Technologies are used to assist learning

During 2016 MacGregor continued with the roll out of our BYOx program across Junior Secondary. Take up rates were between 70 and 80 percent of students in Years 8 and 9. The take up rate in Year 7, 2017 is above 95%. The underlying philosophy with our BYOx program is to move towards a “demand driven” model where we connect students to a personal device that transitions between home and school. To assist the move to this model over time, the school maintains a fleet of over 600 computers across the school for student access, as well as device borrowing opportunities in the BYOx program.

Towards the end of 2016, MacGregor SHS engaged the services of “Daymap” to be our IT student learning platform. This initially started with basic functions such as roll marking but has since expanded into a resource used more widely across the school, especially with students. It is envisaged that “Daymap” will become our IT platform to promote communication and learning across our school. The implementation is being driven by a team of teachers formed through the IT Strategic Focus Group.

The question of how IT is to be used in the future to enhance learning at MacGregor SHS currently sits with the IT Strategic Focus Group. The group is looking at all options based on published research and the local MacGregor context, including the use of all devices in classes as a learning tool. “Daymap” will be our communication portal between staff, teachers and parents who will also drive the increased and enhanced use of digital technology at our school.

## Social Climate

### Overview

- At MacGregor SHS our population includes people from over 60 cultural backgrounds, our strength is our diversity where compassion and respect is demonstrated in our school motto of "The Best We Can Be".
- The Dimension 1 of Learning (DoL), "Attitudes and Perceptions", forms the basis of how the "stage for learning" is set at our school. We value classrooms that are high in challenge yet low in threat.
- Students are informed of high expectations in all areas such as attendance, punctuality, readiness for learning and presentation.
- The school continues to provide an extensive support network for students. The Clan program addresses a range of non-curriculum specific issues such as relationships, community awareness, cyber safety and career development.
- The school has support groups for each year level, which meet weekly to address students' specific concerns and provide this information to relevant staff.
- These groups comprise a variety of staff such as the Guidance Officer, School Nurse, Chaplain, Head of English as a Second Dialect (EALD), Head of Special Education (SEP), Youth Support Worker, Year Level Co-ordinator and Deputy Principal.
- The school pays particular attention to celebrating student diversity and success. The annual Multicultural Assembly continues to be a highlight of the year where students showcase their cultural heritage to fellow students, parents and students from our local primary schools.
- Each term we continue to celebrate our achievements across the Academic, Cultural and Sporting fields through our Spirit Assemblies.

### Parent, Student and Staff Satisfaction

#### Parent Opinion Survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	92%	96%
this is a good school (S2035)	92%	89%	94%
their child likes being at this school* (S2001)	98%	94%	96%
their child feels safe at this school* (S2002)	96%	95%	96%
their child's learning needs are being met at this school* (S2003)	94%	91%	97%
their child is making good progress at this school* (S2004)	91%	92%	96%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	89%	90%
teachers at this school motivate their child to learn* (S2007)	83%	87%	89%
teachers at this school treat students fairly* (S2008)	84%	84%	84%
they can talk to their child's teachers about their concerns* (S2009)	92%	88%	88%
this school works with them to support their child's learning* (S2010)	81%	88%	90%
this school takes parents' opinions seriously* (S2011)	85%	84%	83%
student behaviour is well managed at this school* (S2012)	90%	89%	81%
this school looks for ways to improve* (S2013)	94%	90%	94%
this school is well maintained* (S2014)	84%	91%	94%

## Student Opinion Survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	97%	90%
they like being at their school* (S2036)	85%	91%	80%
they feel safe at their school* (S2037)	93%	92%	91%
their teachers motivate them to learn* (S2038)	85%	91%	70%
their teachers expect them to do their best* (S2039)	98%	98%	93%
their teachers provide them with useful feedback about their school work* (S2040)	85%	88%	77%
teachers treat students fairly at their school* (S2041)	73%	73%	66%
they can talk to their teachers about their concerns* (S2042)	67%	77%	61%
their school takes students' opinions seriously* (S2043)	68%	76%	58%
student behaviour is well managed at their school* (S2044)	76%	80%	69%
their school looks for ways to improve* (S2045)	95%	96%	84%
their school is well maintained* (S2046)	85%	89%	70%
their school gives them opportunities to do interesting things* (S2047)	83%	86%	88%

## Staff Opinion Survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	99%	98%
they feel that their school is a safe place in which to work (S2070)	99%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	92%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	91%	87%
students are encouraged to do their best at their school (S2072)	99%	100%	100%
students are treated fairly at their school (S2073)	98%	100%	100%
student behaviour is well managed at their school (S2074)	99%	99%	99%
staff are well supported at their school (S2075)	90%	96%	96%
their school takes staff opinions seriously (S2076)	85%	93%	96%
their school looks for ways to improve (S2077)	97%	99%	100%
their school is well maintained (S2078)	81%	81%	91%
their school gives them opportunities to do interesting things (S2079)	89%	92%	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

As an Independent Public School MacGregor State High School engages with the immediate school community through both the School Council and Parents & Citizens Association.

The MacGregor Schools Business and Community Alliance is a joint schools initiative that offers local business, individuals and alumni the opportunity to engage and build a network with both MacGregor State School and MacGregor State High School. The MacGregor Schools Business and Community Alliance is committed to:

- Enriching school curriculum through business support
- Creating opportunities for business promotion and networking
- Creating opportunities for additional resource support to enhance the learning program
- Creating opportunities for early engagement with Higher Education Institutions
- Attracting work placement opportunities for students
- Providing financial incentives for families with students enrolled across both schools

## Respectful Relationships Programs

- MacGregor State High School includes respectful relationship learnings as part of the Curriculum Enhancement Program.
- MacGregor State High School provides many opportunities for students to grow and develop in a variety of areas.
- Strategies of enhancement and differentiation allow students to be supported in the achievement of their personal goals as well as achieving the ideals of our school vision and school motto for all students to be “The Best We Can Be”.
- MacGregor State High School Community Liaison Officer to help with students of African background at risk; providing a link between home, family and school.
- The school also provides support through difficult social / emotional issues; assessment inventory; collaboration with external agencies to provide intensive support e.g. CYMHS, Gallang Place, Kurbingui, Department of Communities.

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

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	153	148	115
Long Suspensions – 11 to 20 days	12	3	4
Exclusions	7	3	7
Cancellations of Enrolment	3	4	2

## Environmental Footprint

### Reducing the School's Environmental Footprint

Despite an increase in electrical equipment, MacGregor has been able to maintain a similar consumption of energy. Efficient lighting, timers and community awareness of saving power through initiatives such as "Earth Hour" have contributed. The use of water reduction valves continues to minimise water usage, as well as the use of tank and bore water supplies where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	488,756	2,571
2015-2016	476,481	4,226
2016-2017	455,064	2,126

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

## School Funding

### School Income Broken Down by Funding Source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

#### Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff Composition, Including Indigenous Staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	115	55	<5
Full-time Equivalent	108	39	<5

#### Qualification of all Teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	17
Graduate Diploma etc.**	22
Bachelor Degree	71
Diploma	2
Certificate	1

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree and Graduate Certificate

### Professional Development

#### Expenditure On *and* Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$150,215

The major professional development initiatives are as follows:

- Faculty and Curriculum Specific Professional Learning
- School Leadership Professional Development
- QCAA Subject Workshops
- Curriculum Development
- Project Based Learning

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff Attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 94% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student Attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage)	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage)	82%	82%	84%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

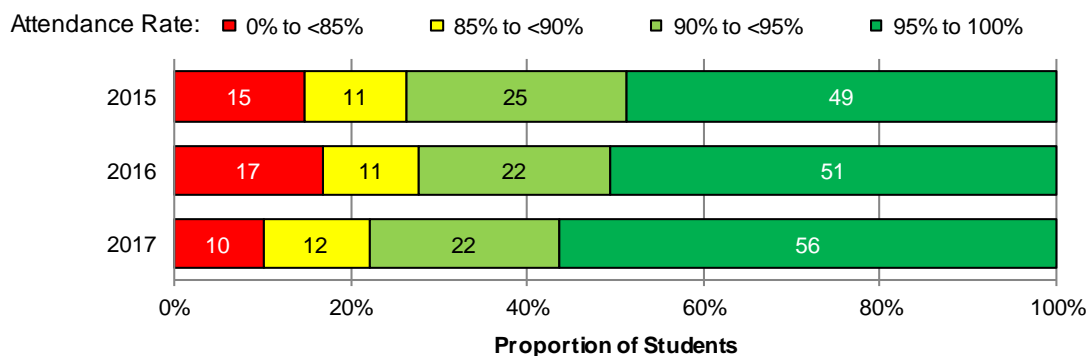
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								94%	95%	92%	93%	92%	90%
2016								94%	92%	93%	92%	92%	91%
2017								94%	93%	93%	92%	94%	93%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of How Non-Attendance is Managed by the School

Non-attendance is managed in state schools in line with the 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.

All student attendance is monitored at various levels in the school starting with the Clan teacher (Pastoral Care) who marks the clan roll each morning at 8.55. If a student is absent, cross checks are made using "Daymap" and any student still unaccounted for triggers a text to their parent/caregiver informing them of the absence. Students in Out Of Home Care are monitored in accordance with notification protocols. Rolls are also electronically marked for each student in every lesson.

Together with immediate daily notification by text of an absence, if a student is absent for three consecutive days, a phone call is made home to contact parent/caregivers to establish a reason for the absences. Students with significant attendance issues are referred to a Deputy Principal. During Year Level Assemblies students are recognised for having excellent attendance and all students are encouraged by their Year Level Deputy Principal to attend regularly.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

**Find a school**

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	229	245	265
Number of students awarded a Queensland Certificate of Individual Achievement	0	2	2
Number of students receiving an Overall Position (OP)	75	97	150
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT)	36	18	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT)	197	116	147
Number of students awarded an Australian Qualification Framework Certificate II or above	71	97	139

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	227	243	263
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD)	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	85%	85%	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	91%	98%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	8	35	21	8	3
2016	20	40	22	15	0
2017	15	51	51	30	3

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	185	48	25
2016	31	88	16
2017	9	86	76

As at 14th February 2018. The above values exclude VISA students.

During 2017, we had 37 Year 12 students complete the Diploma of Business and a number of others students completing a variety of vocation programs through TAFE Brisbane, TAFE SkillsTech and Private Providers. The number of students completing a Certificate II and above has been steadily growing throughout the year.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	96%	91%	94%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	133%	100%	67%

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

## Student Destinations

### **Post-school Destination *Information***

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### **Early Leavers Information**

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

Each cohort is managed by a support team of staff lead by the Year Level Deputy Principal. This team accesses, tracks and connects data to monitor the holistic welfare of each student. A variety of internal and external programs support and maintain student enrolment at the school. The school is the pathway guardian for all of its students and takes every step necessary to ensure smooth transitions to other education, industry placement or further training.

## Conclusion

The name MacGregor comes from an early Queensland Governor, Sir William MacGregor, a Scotsman of strong humanitarian principles. We uphold his legacy valuing each individual's self-worth and engaging with others in a respectful and considered way. The Scottish association is carried through in the tartan of the school uniform and the way the school is organised into Clans.

We are proud of our school and will keep it in the forefront of high school education.