



# Maleny 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

*Learning for Living* is Maleny State High School's motto. The purpose of Maleny State High School is to inspire, educate, guide and support the adolescents of the hinterland by providing a school community which promotes learning for living. All members of our school strive to meet and maximise each student's individual potential by preparing them for life after school, where students leave as positive contributors to a sustainable society. This is achieved through developing positive relationships, safe and supportive environments, high expectations and effective teaching and learning.

Teachers are committed to pursuing excellence by providing exceptional learning experiences for students. We aspire to provide school leadership that is supportive, collaborative, motivational, enthusiastic and accountable. Ancillary staff contribute to the school's efficient operation and its safe, positive and pleasant environment. We implement a curriculum that is relevant, challenging, enjoyable, rewarding, flexible and balanced. Parents and our community are informed and involved, responsive and supportive, and committed to the value of their children's education.

## Principal's Foreword

### Introduction

#### School Progress

In 2017 the school identified three areas for improvement: QCE Attainment, Reading, and improving Higher Order Thinking Skills and Attendance.

Improvement Strategy 1: **QCE Attainment.** The following progress has been made:

- Providing Professional Development for staff on Queensland Certificate of Education (QCE) requirements
- Involving Year Level Coordinators (YLCs), Heads of Department (HODs) and the Administration team in the monitoring of at-risk students
- Using software programs (e.g. TrackEd) and reporting data to assist in the monitoring of students
- More effective monitoring of students at the school's off-site campus (Flexi School)
- Increased Vocational Education and Training (VET) course options for students (e.g. 'dual' courses such as Tourism and Hospitality, Hair and Retail Make up, Construction)
- QCE attainment increased from 94% in 2016 to 99%. All students who attended the Flexi School graduated with their QCE.

Improvement Strategy 3: **Higher Order Thinking**. The following progress has been made:

- Maleny High has committed to the New Pedagogies for Deep Learning (NPDL) pedagogical strategy
- Staff have attended regional PD as part of the school's NPDL commitment
- Staff have volunteered to be part of the NPDL group and meet twice a term
- Developed a STEaM (Science, Technology, Engineering and Mathematics) program that will challenge students in the U2Bs (identified via the Upper Two Bands of NAPLAN) as a Year 9 program.
- Continuing to implement the Reading to Learn (R2L) strategy with an additional ten staff being trained
- Continuing to employ a Literacy Coach to support teachers in the delivery of the R2L program
- Reading results in NAPLAN have improved for Year 7 and Year 9 slightly with marginal improvement made in numeracy
- 

Improvement Strategy 3: **Attendance**. The following progress has been made:

- Students who achieve attendance targets are acknowledged with certificates on House/Year Level parades
- Continuing to identify students in the 80-90% range and working with families to increase attendance
- Attendance has reached 89%.

### Future Outlook

#### School Improvement Priorities 2018

##### **Well-Being & School Culture Improvement priority**

ACTIONS	TARGETS	TIMELINES
Develop a well-being program across the school		
Deliver the 'Reboot' program across school	Years 7-12	Weekly lessons
Strengthen student support services		
Survey students using the ACER well-being survey to identify priority areas	Years 7-9	Term 1
Support priority areas with programs and personnel	Years 7-9	Terms 1-4
Establish house culture		
Develop school House Leader teams through weekly meetings and House parades	12 HLs	Ongoing
Strengthen school culture by providing community and charity focussed activities and events to encourage student participation	1 per term	Ongoing
Develop a points system to contribute to 'House of the Year' award (focus on academic, attendance and cultural aspects)	92% attend	Ongoing

##### **Senior Schooling Improvement priority**

ACTIONS	TARGETS	TIMELINES
<b>QCE – 100% attainment</b>		
Continue to monitor student results Develop QCE plans to ensure success Development and expansion of the QCE team	Students who are not 'on track'	Terms 1-4
Strengthen the House Leaders'/YLC's QCE knowledge	3 HL	Term 1
<b>VET expansion</b>		
Expanding VET options by two courses (Business and Arts)	2	Terms 1-3
Developing Cert. III courses in Ag., Event Management and Business	2	Semester 1
Expanding staff qualifications to deliver Cert. IIIs	2-3 staff	Semesters 1&2
<b>Preparing for 2019 and the implementation of SATE (Senior Assessment and Tertiary Entrance)</b>		

Develop a school common template for staff to use when planning their units	Template developed	Term 1
Units 1 & 2 are fully developed, incorporating the following pedagogies: R2L, Gradual Release of Responsibility (GRoR) and NPDL (where appropriate)	40 units developed	Terms 2&3
Work with our cluster schools for staff Professional Development (Nambour State College and Meridan State College) to expand professional networks	45 staff	Student Free Days (January and April)
Begin to establish an assessment culture by completing a cognitive verb audit of our assessment items	Assessment items reviewed	Terms 1-4
Increase number of staff as QCAA E(Queensland Curriculum and Assessment Authority) Endorsers, Markers and Validators	5-10 across school	Ongoing

### ***Junior Secondary Improvement priority***

<b>ACTIONS</b>	<b>TARGETS</b>	<b>TIMELINES</b>
<b>Continue staff development of pedagogy delivery</b>		
Continue to make R2L, GRoR and NPDL a priority All staff to be trained in R2L, and new group of staff with GR, 4 new units to be developed using NPDL	R2L GRoR NPDL	Ongoing
<b>Begin to develop the school's digital presence</b>		
Complete an ICT (Information and Communications Technology)/Technology audit of junior programs	Year 7&8 units	Term 1
Collaborate with teams and support teachers to embed digital pedagogies into units	Years 7&8	Term 2: English Term 3: Science Term 4: Humanities
Explore the implementation of e-text books for 2019, including cost analysis	Years 7-12	End of Sem. 1
<b>Further development of the STEaM program</b>		
Continue to refine the program, by including STEaM activities into the Year 6 transition program between Maleny High and our feeder schools	Run 6 workshops	Visit Semesters 1&2
Implement third year of program and review		HODs Sci, Tech and MAT
<b>Improve NAPLAN results</b>		
Continue to implement R2L as a major focus in junior classes Ensure all teachers have been trained in R2L	Remaining 10 staff + new staff	Ongoing
Prepare for the NAPLAN online trial Ensure our computer systems and staff are ready Run additional PD sessions, if necessary	All students	Terms 1 & 2

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb. – Nov.)
<b>2015</b>	726	377	349	31	93%
<b>2016</b>	702	374	328	20	93%
<b>2017</b>	697	368	329	20	92%

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

Maleny State High School attracts students from a large area. Most students live in, or near, the small rural townships of Maleny, Montville, Mapleton, Conondale, Kenilworth, Crystal Waters, Landsborough and the Mooloolah Valley. Our families represent a diverse range of socio-economic backgrounds. Approximately 3% of our students identify as being Aboriginal and/or Torres Strait Islander. We also have a small population of international students studying at Maleny State High School via Education Queensland International (EQI).

### 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	18	18	19

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- Students in Years 7 and 8 experience all of the Key Learning Areas (KLA).
- Year 9 students study English, Mathematics, Science, Humanities and Physical Education for the entire year. Students will also select four electives, two for each semester.

- In Year 10, all students study English, Mathematics, Science, Humanities and Physical Education for the entire year. Students will then select two year-long electives. In Year 10, students also study Career Education, which is designed to assist them to complete their Senior Education and Training (SET) plans, and make informed decisions when selecting their Senior subjects and future pathways.
- Senior students can select from a wide range of QCAA subjects. Authority subjects are usually more academically challenging than Authority-Registered subjects. Senior students also choose from a range of Vocational Education and Training courses, which are more practical and the qualification is nationally recognised. Some students choose a School-Based Traineeship/Apprenticeship as part of their study, while other students choose to study university subjects through 'Head Start' programs.
- Some Maleny State High School students choose to study through the Flexi School campus. This is an alternative program that is delivered at an 'off campus' site located near the school's main campus. This program is designed to support students who are at-risk of not completing their education through mainstream schooling options. This study is largely self-paced and is supported by 1.4 teachers and a teacher aide. Other agencies and volunteers support the Flexi students across a range of situations that are experienced by young people.
- Maleny State High School also has a Special Education Unit. Students with diverse learning needs participate in traditional classes for most of their studies.

## Co-curricular Activities

Camps and Excursions:

- Year level Coordinators organise and run a camp for different year levels which is designed to develop leadership, self-confidence and personal development.
- There are also subject-specific camps (e.g. Geography and Biology) to meet specific curriculum requirements.
- Members of the school's Cattle Show Team participate in a number of agricultural shows throughout the year.
- The school also values safe driving through participation in the 'Roadcraft' Program, which is funded through our local Apex Club.
- The school organises an annual Snow Ski Trip during the June/July holidays.
- In 2017, the school organised a cultural and language study tour of Japan. During the tour, our Japanese language students were able to visit students from Sakura City, who had participated in homestay/study tours of Maleny High previously. Our students were able to enjoy school life in Japan, and also participated in Japanese language lessons.

Camps and excursions contribute to the positive tone of Maleny State High School, and also help to develop positive relationships between students and staff.

- Sport: there are three houses in the school: Bunya, Mellum and Obi. Inter-house carnivals are held in swimming, cross-country and athletics. Trophies and shields are presented at each carnival. Inter-school sport takes place for Year 7 and 8 students. Senior students have the opportunity to play inter-school sport outside of school time.
- Performing Arts: Maleny High has a strong presence within the Arts community of the Sunshine Coast hinterland. The school has an excellent record of live performances in Music, Dance and Theatre with students from all year levels participating. In 2017, the school staff ventured onto the stage to deliver a theatre restaurant performance of *Mystery on the Maleny Express*.
- Enrichment Activities: Maleny High participates in the 'Lions Youth of the Year' public speaking competition. Other enrichment activities include: the Cattle Show team, Premier's Reading Challenge, Interact, Environment Committee, Instrumental Music, Fanfare competition and inter-school sport in Years 7 and 8.

## How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICTs) are used extensively throughout the curriculum for teaching and learning. The "Bring Your Own Device" (BYOD) program was introduced in 2015 and continues to be a priority for many of the learning strategies at Maleny State High School. A range of software programs are utilised in order to monitor achievement and attendance, and this information is used to conduct focused meetings on student progress and mentoring.

SMS messages are sent home daily to parents with updates on their student's attendance. The school also relies on email to keep parents informed. The school also maintains a strong FaceBook presence.

Our Junior STEaM class embeds a wide range of technologies into their classes and assessments.

## Social Climate

### Overview

Maleny State High School's size is definitely an advantage in recognising and encouraging the uniqueness of each individual. The school's *Code of Responsible Behaviour* has a strong impact on the social climate within the school community. In 2016 the school community re-endorsed the philosophy that underpins the school's actions: Are my actions focused on learning? Am I being respectful? Am I being responsible? Are my actions safe and legal?

Each year level (and house) has a YLC and Admin. team member assigned to them. Whenever possible, the YLCs will continue with their cohort over their time at Maleny High (Years 7-12).

The school's guidance and support team is a confidential service which is available to students, staff, parents and other school community members. A wide range of services are on offer to assist in resolving personal and educational issues which could have an impact on life and progress at school, and also into the future.

The school chaplaincy service is a very important and far-reaching program of care. The school chaplain is able to support students with encouragement, and by being a positive role model and influence. They can also help students who struggle with anxiety, loneliness, grief, anger resolution, personal relationships depression and fear.

"Stymie" was introduced to Maleny High in 2017 as an online tool that students can use to report inappropriate behaviours and concerns. Stymie provides an anonymous platform where students can report incidents of bullying or concern. This report is then directed to the appropriate YLC or Admin. team member for further investigation or action. Through Stymie, the school has been able to address an additional layer of behavior in a timely fashion, and also further support our students.

### Parent, Student and Staff Satisfaction

#### Parent Opinion Survey

Performance Measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	97%	86%
this is a good school (S2035)	91%	97%	89%
their child likes being at this school* (S2001)	87%	97%	86%
their child feels safe at this school* (S2002)	94%	94%	92%
their child's learning needs are being met at this school* (S2003)	83%	94%	82%
their child is making good progress at this school* (S2004)	87%	91%	87%
teachers at this school expect their child to do his or her best* (S2005)	87%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	90%
teachers at this school motivate their child to learn* (S2007)	83%	84%	83%
teachers at this school treat students fairly* (S2008)	88%	87%	89%
they can talk to their child's teachers about their concerns* (S2009)	85%	94%	91%
this school works with them to support their child's learning* (S2010)	89%	91%	87%
this school takes parents' opinions seriously* (S2011)	90%	93%	83%
student behaviour is well managed at this school* (S2012)	88%	83%	79%
this school looks for ways to improve* (S2013)	92%	93%	87%
this school is well maintained* (S2014)	98%	88%	96%

## Student Opinion Survey

Performance Measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	90%	88%
they like being at their school* (S2036)	92%	87%	88%
they feel safe at their school* (S2037)	94%	87%	88%
their teachers motivate them to learn* (S2038)	80%	83%	84%
their teachers expect them to do their best* (S2039)	95%	92%	95%
their teachers provide them with useful feedback about their school work* (S2040)	85%	91%	86%
teachers treat students fairly at their school* (S2041)	75%	81%	74%
they can talk to their teachers about their concerns* (S2042)	64%	73%	69%
their school takes students' opinions seriously* (S2043)	67%	68%	75%
student behaviour is well managed at their school* (S2044)	80%	79%	68%
their school looks for ways to improve* (S2045)	88%	86%	87%
their school is well maintained* (S2046)	86%	82%	83%
their school gives them opportunities to do interesting things* (S2047)	84%	84%	87%

## Staff Opinion Survey

Performance Measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	88%	93%
they feel that their school is a safe place in which to work (S2070)	93%	92%	98%
they receive useful feedback about their work at their school (S2071)	83%	74%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	61%	81%
students are encouraged to do their best at their school (S2072)	95%	87%	92%
students are treated fairly at their school (S2073)	93%	91%	95%
student behaviour is well managed at their school (S2074)	76%	87%	80%
staff are well supported at their school (S2075)	73%	74%	75%
their school takes staff opinions seriously (S2076)	79%	80%	73%
their school looks for ways to improve (S2077)	90%	87%	92%
their school is well maintained (S2078)	73%	73%	80%
their school gives them opportunities to do interesting things (S2079)	85%	83%	85%

\* 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 encourages parents to get involved in their child's education by:

- Checking school work and homework, and accessing the assessment calendar
- Reading the school's newsletter via an online link or the school's website
- Attending parent / teacher/ student interviews
- Attending various parent forums, presentations and evenings
- Attending curriculum information nights for various year levels and awards nights
- Joining the active P&C Association
- Helping at fund-raising events
- Becoming members of the various committees such as Chaplaincy
- Attending special events such as Performing Arts productions and sporting events.

The school is strongly supported by the local community and many charity organisations provide financial and in-kind support for the students of Maleny State High School.

Our parents are encouraged to communicate with their student's teachers to assist them in engaging with the curriculum. Individual Curriculum Plans are negotiated, implemented and adjusted so that students can achieve at their very best.

## Respectful Relationships Programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. The Year 9 'Rite Journey' was delivered in 2017 to provide another layer of well-being support for students. In our Years 7-10 Health and Physical Education (HPE) program, every student is taught appropriate, respectful, equitable and healthy relationships.

## School Disciplinary Absences

The following table shows the number of incidents for students for each type of school disciplinary absence reported at the school:

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	78	102	132
Long Suspensions – 11 to 20 days	3	1	6
Exclusions	0	0	2
Cancellations of Enrolment	4	0	11

## Environmental Footprint

### Reducing the School's Environmental Footprint

Maleny State High School is committed to reducing its dependence on electricity and on town water. The table below shows the school's use of electricity and water. Our school's Environmental Committee is looking at various ways of reducing our environmental footprint. Late in 2015 this committee launched their solar panel project which aims to increase the number of solar panels in our school. The Environmental Committee is continuing to fundraise for solar panels by running events and applying for grants

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	201,302	7,910
2015-2016	208,588	619
2016-2017	196,350	656

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 standardised 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

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	61	30	<5
Full-time Equivalents	56	21	<5

#### Qualification of all

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	8
Bachelor degree	45
Diploma	5
Certificate	0

\*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 was \$89,125.

The major professional development initiatives are as follows:

- Reading to Learn; Gradual Release of Responsibility; New Pedagogies for Deep Learning
- Queensland Curriculum Assessment Authority workshops/training
- Mandatory Department of Education training
- Leadership skilling
- Subject specific conferences
- OneSchool training
- Principal training days
- Vocational Education and Training Certificates
- Preservice and Beginning Teacher mentoring

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

## Staff Attendance and Retention

### Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of the staff was retained for 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)	89%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage)	79%	79%	78%

\*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%.

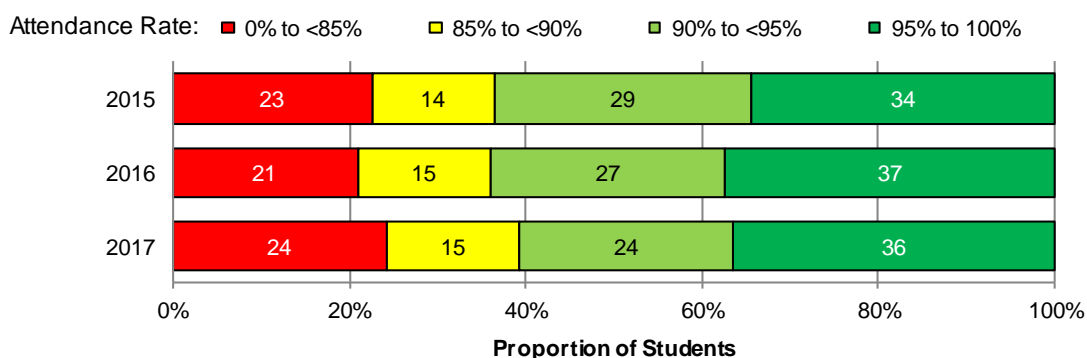
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	89%	89%	87%	91%	89%
2016								92%	89%	91%	89%	90%	89%
2017								92%	91%	87%	88%	89%	87%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester One. 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.

Daily absences are monitored and SMS messages are sent to parents when students are absent from school without the school's knowledge. Parents are also sent letters when students have had more than three days' absence. Our hard-working YLCs also contact parents to discuss attendance matters. If students in the compulsory phase of school still fail to attend school, then further consequences will occur.

Key strategies that are being used to increase attendance are: rewards days; the handing out of certificates, and the case management of individual students by the Admin. team and YLCs.

## NAPLAN

Our Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results for our Year 7 and 9 students are available via the My School website at <http://www.myschool.edu.au/>.

To access the school's 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

GO

Sector:

Government

Non-government

SEARCH

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	101	106	117
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	1
Number of students receiving an Overall Position (OP)	52	50	63
Percentage of Indigenous students receiving an Overall Position (OP)	33%	50%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT)	9	8	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT)	85	74	80
Number of students awarded an Australian Qualification Framework Certificate II or above	55	62	70
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	78	100	115
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	83%	75%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
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	81%	86%	86%
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	92%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	93%	94%	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	6	21	15	10	0
2016	8	18	17	7	0
2017	12	22	20	9	0

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	61	45	20
2016	35	60	8
2017	42	66	17

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

Certificate I courses offered at Maleny State High School include Furnishings and Computer Technology. Certificate II courses include: Music, Agriculture, Creative Arts, Computer Technology and Tourism. The school partnered with a number of external Registered Training Organisations (RTO) that delivered dual qualifications. These included Cert. II in Hospitality and Tourism and Cert. II in Hairdressing and Retail Makeup. Another RTO delivered Cert. I in Construction. Certificate III courses were completed through external Registered Training Organisations and local TAFEs.

### 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.	79%	75%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	150%	80%	75%

\* 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 five 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.malenyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

## Early Leavers' Information

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

Students who terminate their enrolment from Maleny State High School are asked to complete a Termination of Enrolment form. The reasons for terminating enrolment are followed-up upon to ensure that the reasons for the termination are genuine. The main reasons for leaving include: family moving away from the area, leaving to go to an apprenticeship or employment, transfers to another school, medically unfit to attend, or travelling overseas

## Conclusion

Maleny State High School is striving for high performance and is firmly committed to continual improvement. Our school values respect, resilience and responsibility, and places the needs of our students first in all that we do.