

Maleny State High School (2177)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Maleny High School is a unique place to learn. Much of this uniqueness stems from the willingness for delivering our curriculum and seeking to value the special qualities of each individual.

We place unequivocal emphasis on improvement in learning. Our students' academic achievements have consistently been outstanding and this can be seen in the outcomes for our Year 9 NAPLAN results and our Year 12 results of 2012. These can be seen later in this School Annual Report. The School's vocational education also provides programs that are relevant, skill-oriented and within reach of all students, regardless of their academic ability. Such programs also testify to the supportiveness of the school's wider community.

Our belief in the value of each individual also underpins our efforts to maintain a safe, supportive environment that is as free as possible from harassment or bullying. The majority of the people in our school find such behaviour highly objectionable and there are distinct policies that not only help to minimise it but instead, are designed to create a peaceful and supportive environment for learning.

Maleny High School is a "Responsible Thinking" School. Our strong belief in effective teaching and learning through a supportive environment and positive relationships. In the "Responsible Thinking" philosophy each person needs to take serious responsibility for his or her behaviour and make choices that prefer excellence and co-operative behaviour.

We aim to develop learning potential and resilience in students in two main ways: - delivering high-expectations messages and empowering students to seek excellence, and, providing opportunities for active participation and contribution to school and community life.

The following report will detail areas of achievement in a number of aspects of school life at Maleny State High School during the 2012 school year.

Brian King
Principal

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2012

Learning

- Implemented the Year 11 and 12 laptop programs across the curriculum
- Implemented the Australian Curriculum in English, Maths and Science
- Utilised C2C as a framework for units in the national curriculum
- Prepared for the implementation of National Curriculum in other KLAs

Schools

- Implemented CARA (Curriculum Activities Risk Assessment)
- Had a very good Teaching and Learning Audit in term 4, 2012
- Undertook a Quadrennial School Review and developed a four year Strategic Plan
- Used the power of One School including Set Plans, assessment planners and daily notices
- Implemented a new time table to give extra time for English, Maths and Science & Japanese
- Reduced our carbon footprint through great work by the Environment Committee.

Workforce

- Implemented the *Development Performance Framework* for all staff
- Developed better feedback loops where teachers shared with teachers sharing with teachers
- Maintained teacher aides in classrooms
- Assigned additional ICT staff to take ensure smooth transition of laptop program

Future outlook

School and Community Partnerships

- Create Positive Impact Front Doors
- Getting Ready For Secondary School
- Maintain and strengthen links with feeder schools e.g. the great transition program
- Maintain and strengthen partnerships with government and non-government support agencies
- Maintain and strengthen communication with parents
- Celebrate success

School Curriculum

- Implement the Australian Curriculum
- Extend Japanese Program into Year 9 and 10
- Continuous improvement in literacy and numeracy outcomes
- Increase access to technology: - Year 10, 11, 12 issued with laptops
- Increase the number of students in SATs (School Based Traineeships)
- Career Education in Year 10
- Explore Agricultural Science Options
- Offer more Cert III Courses through TAFE or other providers
- Increase options for FLEXI students
- Continue interschool sport for year 8 and 9 students
- Teaching of desired positive behaviours and procedures

Teaching Practice

- Use the *Art and Science of Teaching* as the Research based Pedagogical Framework in our teaching practice
- Cater for student differences
- Regularly Monitor of students work
- Setting higher expectations for each students
- Insist on 'Front End' assessment and "A" exemplars
- High attendance and participation in classes

Principal Leadership and School Capacity

- Continue to develop Principal Leadership and Capability
- Continue to develop Instructional Leaders (Principal, DPs, HODs, HOSES, ASOT Leaders)
- Developing workforce capabilities

Our staff profile

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	589	300	289	88%
2011	602	297	305	90%
2012	625	316	309	92%

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

Characteristics of the student body:

Characteristics of the student body:

Maleny State High School attracts students from a large area. Most of the students live in, or near, the small rural townships of Maleny, Montville, Mapleton, Conondale, Kenilworth, Crystal Waters, Landsborough, Mooloolah and Beerwah. Some students travel from as far away as Caboolture and Palmwoods. Our families are from the full range of socio-economic backgrounds. Approximately 3% of our students identify as being Aboriginal or Torres Strait Islander.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	21	24	23
Year 11 – Year 12	14	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	16	41	68
Long Suspensions - 6 to 20 days	2	8	13
Exclusions	1	0	0
Cancellations of Enrolment	0	2	0

Curriculum offerings

Our distinctive curriculum offerings

Students in Year 8 experience all of the Key Learning Areas (KLA). They study English, Mathematics, Science, Study of Society and Environment (SOSE), Physical Education and Japanese for the entire year. In the other KLAs of Technology and The Arts, students rotate through subjects of Manual Arts, Home Economics, Agriculture, Music, Visual Art, Drama and Dance to get a “taste” for the electives they can choose in Years 9 and 10... A Music Excellence program is also offered to Year 8 students and these students study Music Excellence for the entire year.

Year 9 students study Mathematics, English, Science, SOSE, Physical Education, for the entire year. Students in Year 9 also choose two electives per semester from subjects such as Agriculture, Visual Art, Computer Applications and Technology (CAT), Dance, Drama, Food Studies, Industrial Technology and Design (ITD), Junior Information Technology (JIT) and Music. Music Excellence is offered to Year 9 students as well, and students choosing this elective will study Music Excellence for the entire year. Students have the opportunity to study the languages of Chinese, Spanish, German, Italian and French as well as other subjects through the School of Distance Education.

In Year 10 all students study English, Mathematics, Science, Physical Education and SOSE for the entire year. Students choose elective subjects similar to the Year 9 choices for the entire year. In Year 10, students also study a Certificate I in Work Readiness and have a week of Structured Workplace Learning. These are designed to assist students to complete their Student Education and Transition Plans (SET Plans) and make informed decisions in selecting Senior Subjects. Students in Year 10 can also select to study some subjects through the School of Distant Education.

Senior students can choose from a wide range of Queensland Study Authority subjects, which are more academic subjects, as well as Vocational Education Subjects, which are more practical. Approximately 20% of students in Years 11 and 12 choose a School Based Traineeship (SAT) as part of their study. Some senior students choose subjects that are delivered through external registered training organisations (RTO) such as the Certificate III in Children’s Services through “My Other Mum”. Other senior students choose to study some university subjects through the “Head Start” programs.

To cater for the wide range of student needs, Maleny State High School students can study through the FLEXI School. This is alternative program that is delivered at an “off campus” site. The FLEXI School program is designed to support students who are highly at risk of not completing their education through the main school campus. These students study Mathematics and English through the School of Distant Education. This study is largely self-paced and is supported by two teachers and a teacher aide. Other agencies support the FLEXI students through activities such as Transition to Work Programs. FLEXI students are required to attend school for a minimum of 15 hours per week.

Maleny State High School also has a Special Education Unit. Students with special needs are integrated into traditional classes for most of their studies.

Extra curricula activities

Camps and Excursions and Theatre Trips: Specific subject areas, Year Level Coordinators and the School’s Chaplain organise a number of camps/excursions each year. Year 8 students usually have a transition camp in terms 1 or 2 at Summerset Dam. Emu Gully is the venue for the Year 9 personal development camp in term 4. Year 9 students can also participate in the Choices Program. This program is designed to develop leadership and self-confidence. In Year 10 students participate in the very popular Building Bridges Program. This program is organised by the School Chaplain and comprises of a canoeing adventure, a three day strenuous hike through the wilderness and an abseiling day. This program develops peer support and leadership and is supported by the Apex Club of Maleny.



Year 11 students have a leadership camp early in term 4. This is followed up with some leadership days at the start of Year 12. As well as these personal development camps, subjects such as Geography have subject specific camps in Year 11 and 12. If you are a member of the cattle showing team you will camp at a number of different agricultural shows and learn how to lead the cattle and become junior judges. The school also places a high level of importance on safe driving. Year 11 and 12 students have the opportunity to participate in Road Craft Camps where they learn how to drive cars safely. The School also organises an eight day Snow Trip in the

Our staff profile

second week on the June /July holidays. This is also a very popular trip. All of these camps and excursions help develop the wonderful tone at the school and also help to develop the positive rapport between students and students, and students and staff.

Sport: There are three sport houses in the school: - Bunya, Mellum and Obi. Inter-house competitions are held in Swimming, Cross Country and Athletics and a range of team indoor and outdoor sports. Trophies/Shields are presented for each competition. Interschool sport takes place in Year 8 and 9 in Terms 2 and 4 with practice and selections occurring in terms 1 and 3.

Specialist Sport Training: This occurs prior to the main sporting events and in other sports as need arises. The school usually competes in Rugby League, Rugby Union, Futsal, Basketball, Soccer, Cycling and Cricket.

Health Education: A personal health and fitness program operates in Year 8-10. As part of the core curriculum it includes practical skill training, drug education and human relationships education.

Performing Arts: We have an excellent record of live performance in music, dance and theatre involving students from all year levels. A Winter Concert, Dance, Musical or Drama performances are usually held each year. In addition two or three lunchtime jams are organised each term to entertain students and allow performers to perform in front of audiences.



Enrichment activities: Most subject areas enter our students in national competitions, e.g. Computers, Science, Mathematics and English. We enter the Apex Debating, Lions Youth of the Year, Rotary's Four Way Test and Rostrum Public Speaking competitions. Students take part in the Sunshine Coast "Days of Excellence", as well as subject based extension activities. We also produce an annual school Magazine, a Muse Magazine and an annual music CD of original work.

Instrumental Music Program: We have a Concert Band and a Strings Ensemble. In addition, students receive tuition on some instruments of choice. A number of students have formed rock bands and others are learning how to operate sound systems. Private tutoring is also offered in percussion and strings.

Agricultural program including Show Training: This vibrant department has a range of animals and horticultural activities available to students. We have a particularly successful Show Team where students learn to lead cattle and are judged on this at local and regional Agricultural Shows. Our students are trained as junior judges in the cattle section.

A comprehensive Career Guidance Program: Year 10 students study a Certificate I in Work Readiness. Our Guidance Counsellor offers a very well structured and comprehensive program culminating in Year 12. Students have access to computer data and written information. Guest speakers and visits to universities form some of the presentations.

An active Interact Club: This group is supported and mentored by Maleny Rotary Club and by members of the staff. Last year our Interact Club fund-raised over \$13000 which helped support people and projects at a school level, a local level, an Australian level and an international level. These programs included helping the families of students and staff with cancer, enclosing the school's bus shelter for more protection from the weather, and significantly supporting the 40 Hour Famine.

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies (ICT) are used extensively throughout the curriculum for teaching and learning. All teaching staff members have been issued with a laptop to enhance the teaching, learning and management processes. Units of work in all KLA's encourage students to find, share and present information, analyse and find solution to problems and for creative design. The subjects of Information Technology Systems (ITS), Business Communication and Technology (BCT), Graphics, CAT and JIT use technology extensively. In 2012 1:1 computers were made available to all Year 11 and 12 students and this will be extended into Year 10 in 2013, freeing up computer laboratories for Year 8 – 9 students.

Our staff profile

Social climate

The size of Maleny State High School is certainly an advantage when it comes to addressing the uniqueness of each individual.

The school's code of responsible behaviour impacts strongly on the social climate within the school community. The guiding principles are: effective teaching and learning, a safe, supportive school environment and positive relationships.

Each year level has a Year Level Coordinator and a Deputy Principal. These Year Level Coordinators are usually appointed to the cohort in Year 8 and take the group from Year 8 through to Year 12.

Student Services Program:

The school Guidance and Counselling service is a confidential service which is available to students, staff, parents and other school community members for personal counselling, educational and occupational guidance and assistance. Interventions seek to empower individuals in making appropriate decisions and to resolve personal and educational issues which could impact on progress at school and in future life roles.

The School Chaplaincy Service is a very important and far-reaching program of care. The Chaplain is able to support the students with encouragement, by being a positive role model and influence and by helping the students in times of stress and/or difficulty (e.g. loneliness, anxiety, friendship, self-awareness, grief, broken relationships, depression, fear of failure, conflict resolution, anger management, bullying and harassment, divorce recovery).

The Chaplain attends many excursions and is involved in attending and helping to facilitate and organise camps and programs within the school. Additionally the Chaplaincy service actively sponsors students to attend SU holiday camps. The Chaplain and the Year Level Coordinators co-facilitate the Building Bridges and Choices Peer Support Programs which fosters self-development and growth.

The Youth Health Nurse works with students, school staff and parents to address concerns or problems about health and wellbeing and create a more supportive, healthy school environment (a health promoting school).

The Youth Support Coordinator works with young people who are at risk of leaving school early. The co-ordinator has a counselling background, having specialised in youth work and can assist young people to explore how their personal, family and social issues affect their schooling.

Maleny State High's has two Youth & Family Workers. "Reconnect" helps young people who are homeless and those who are at risk of homelessness to become more included with their family, work, education training and the community through mediation, counselling and support for the whole family.



Parent, student and staff satisfaction with the school

In August each year students from Year 9 and Year 11, randomly selected parents, and all staff participate in a School Opinion Survey. There are a number of questions in the survey and participants are asked to respond to each question with very satisfied, satisfied, neutral, dissatisfied or very dissatisfied. In the table below the results of some key performance measures are shown. The results are determined by adding the percentages of those respondents who are very satisfied with those who are satisfied. The following are the results of last year's survey.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	93.3%
this is a good school	93.3%

Our staff profile

their child likes being at this school*	93.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	86.7%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	86.7%
teachers at this school provide their child with useful feedback about his or her school work*	93.3%
teachers at this school motivate their child to learn*	80.0%
teachers at this school treat students fairly*	86.7%
they can talk to their child's teachers about their concerns*	86.7%
this school works with them to support their child's learning*	78.6%
this school takes parents' opinions seriously*	92.3%
student behaviour is well managed at this school*	84.6%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	93.5%
they like being at their school*	92.5%
they feel safe at their school*	92.5%
their teachers motivate them to learn*	86.0%
their teachers expect them to do their best*	95.3%
their teachers provide them with useful feedback about their school work*	90.6%
teachers treat students fairly at their school*	90.7%
they can talk to their teachers about their concerns*	84.9%
their school takes students' opinions seriously*	83.0%
student behaviour is well managed at their school*	85.0%
their school looks for ways to improve*	88.8%
their school is well maintained*	93.5%
their school gives them opportunities to do interesting things*	88.8%

Our staff profile

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.2%
with the individual staff morale items	92.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to be involved in their child's education as indicated by the following: -

- Checking student diaries, school work and homework and accessing the assessment calendar found on the school's webpage
- Reading the fortnightly newsletter called INSIGHT that is emailed to parents and can also be found on our school's webpage or hardcopies can be collected from the office
- Having a two way conversation via phoning, emailing or face to face interviews about any concerns
- Attending parent / teacher / student interviews
- Attending various parent forum evenings
- Attending curriculum, information nights for various Year levels and awards nights
- Joining a very active P&C Association
- Helping at fund raising activities
- Becoming members of various committees such as the Sustainability, Chaplaincy and School Farm Committees.
- Attend special events such as performing arts productions and sporting events.

Reducing the school's environmental footprint

Maleny State High School is committed to reducing its dependence on electricity from coal fired electricity generators and on town water. We have installed some solar panels and put in some water tanks to service the toilets, as well as connected a pump and irrigation pipes to our dam that services the agriculture section of the school. We prefer to open windows up in the summer as a method of cooling the rooms and putting on jumpers before turning on heaters in the winter. The table below shows the School's use of electricity and water. The slight decrease in the use of electricity has made the school look at other ways of reducing electricity in the school. These include the switching off of lights and heaters when nobody is in the room and turning off hot water systems during the holiday times. Our water usage increased slightly in 2012 due a particularly dry second half of the year.

Through the School's Environment and Sustainability Committee various 'emu parades' have been conducted to reduce rubbish in the School. These 'emu parades' form part of the house competition for the Environment Shield. This Committee have also purchased a number of recycling bins to encourage more recycling of materials and are involved in tree planting activities around the School.

In SOSE the Year 8 students study an extensive unit on reducing our carbon footprint. Students are encouraged to put in place a number of strategies at home and at school that are designed to reduce our carbon footprint. They are able to collect and monitor data from home and at school and calculate the reduction in the number of tonnes of carbon dioxide that they have prevented from being released into the atmosphere as a result of the implementation of these strategies.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our staff profile

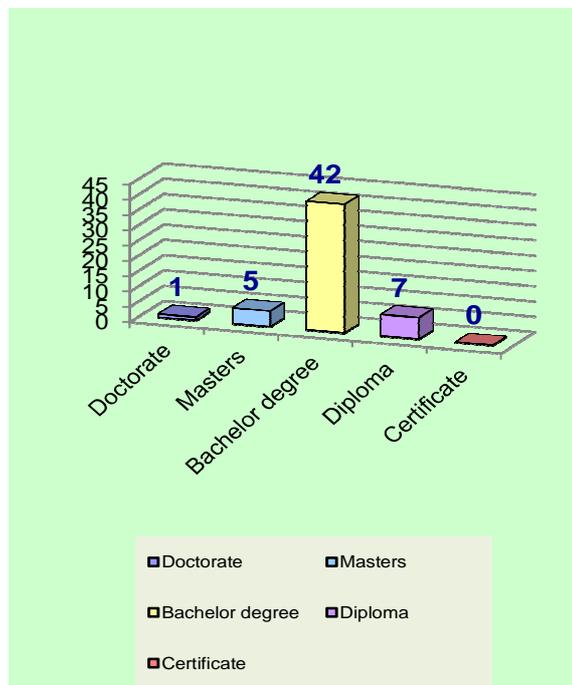
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	239,868	4,910
2010-2011	262,195	3,622
2011-2012	222,973	5,132

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	57	31	<5
Full-time equivalents	51.4	20.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Bachelor degree	42
Diploma	7
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$32146. The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Australian Curriculum Workshops
- NAPLAN awareness and data analysis
- One School training
- Queensland Studies Authority training
- Sports Coaching courses
- Queensland Teacher's Union training
- Workplace Health and Safety training
- Subject area conferences
- Principal Days
- Vocational Education and Training certification
- Industry Experience
- Teacher Network Days
- Beginning Teachers' workshops
- QCAT workshops
- Non-Violent Crisis Intervention training
- ICT's training
- Curriculum Risk Assessment Training
- Responsible Thinking Workshops
- Developing Performance Framework
- Training in the Art and Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.7%	95.3%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.2% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	89%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

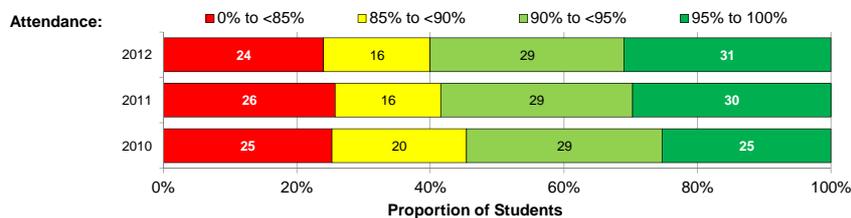
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								89%	87%	87%	90%	89%
2011								89%	87%	86%	90%	92%
2012								90%	88%	85%	90%	90%

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 DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Rolls are marked every lesson. If students are away at the beginning of the day then parents should either phone the school or write a note to explain the absence. Every two weeks letters are sent home for any absences that have not been explained. If students are in attendance at the start of the day and then are absent through the day without signing out through the office, parents are phoned by the Principal or Deputy Principal. In 2013 a software package called ID Attend will be used to help manage student's attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In July 2012 there were 16 Indigenous students enrolled at Maleny State High School. Because of the small number of Indigenous students in each of the Year level, Year level data comparisons will not be used to avoid identifying individual student's attendance, performance and retention. In general over the past year there has been an increase in the number of Indigenous students attending the school from Year 8 to Year 11 however too many Indigenous students are leaving this school before the completion of Year 12. In 2011 the school established an Indigenous Leadership group that meets every two weeks to discuss Indigenous issues related to schooling

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	74%	80%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	94	99	111
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	50	55	55
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	16	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	97	103
Number of students awarded an Australian Qualification Framework Certificate II or above.	49	54	65
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	74	88	84
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Performance of our students

Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	88%	91%	87%
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.	96%	99%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	100%	92%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	16	9	19	6	0
2011	9	26	15	3	2
2012	9	19	20	7	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	72	45	10
2011	97	54	5
2012	96	53	18

As at 2 May 2013. The above values exclude VISA students.

Certificate I courses offered at Maleny State High School include Work Readiness, Furnishings, Agriculture, Tourism, Creative Arts and Computer Technology. Certificate II courses offered at the school include Music, Agriculture, Creative Arts, Computer Technology and Tourism. The Certificate III course offered at the school is in Early Childhood and "My Other Mum" is the Registered Training Organisation.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

In Queensland all students must attend school until the age of 16 or until they have completed Year 10 (whichever comes first). Then students can only leave school before the age of 17 if they have full time work, which is defined as more than 25 hours per week. Students who terminate their enrolment from Maleny State High School are asked to complete a Termination of Enrolment Form. The reasons for terminating enrolments are followed up to ensure the reasons for termination of enrolment are genuine. For example if a student is transferring to another school contact will be made with the new school to ensure the student is appropriately enrolled. If a student is terminating because of full time work the employer will be contacted to ensure that the employment is for more than 25 hours

Performance of our students

a week. Students terminate their enrolment with Maleny State High School because of transfers to other schools, full time employment, medically unfit to attend school or travelling overseas.