

Maleny State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	PO Box 601 Maleny 4552
Phone	(07) 5499 8111
Fax	(07) 5499 8100
Email	the.principal@malenyshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Deborah Stewart (Acting Principal)

Principal's foreword

Introduction

Maleny State High School is a unique place to learn. Much of this uniqueness stems from the close knit and supportive community, as well as our staff 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 OP results of 2014. These can be seen later in this School Annual Report. The school's vocational education programs also provides training that is relevant, skill-oriented and within reach of all students, regardless of their academic ability. Completion rates for our VET courses are very high. Such programs also testify to the supportiveness of the school's wider community involvement.

Our beliefs 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 behavior highly objectionable and the school has created a peaceful and supportive environment for learning.

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 2014 school year.

Deborah Stewart

Acting Principal

School progress towards its goals in 2014

2014 AIP priorities and the progress made are outline in the table below

FOCUS AREA	SCHOOL PRIORITIES 2014	IMPROVEMENT STRATEGIES AND ACTIONS 2014	
<i>School & community partnerships</i>	<ul style="list-style-type: none"> Positive Impact Front Doors Getting Ready For Junior Secondary School Maintain and strengthen communication with parents Hook and Hoof 	<ul style="list-style-type: none"> Revamp the school's webpage Develop a school Face Book page Discuss the transition of Year 7 to Secondary Schools with Principals from feeder schools Hold parent and student information evenings about the school's Year 7 plan Communicate with Yrs. 6 & 7 parents in a number of different ways including SMS etc. Prepare facilities to accommodate Year 7 students. Undertake a uniform review with consultation with parents, students, staff and community Consult with parents about BYO devices in 2015 Consult with parents, neighbouring schools and bus owners over the Enrolment Boundaries for 2015 and beyond Organise and plan the regional Hook and Hoof Completion for schools who teach Agriculture 	<p>Ongoing development Developed</p> <p>Year 7 & 8 Transition completed with all students fully involved in secondary school life. N Block was completed on time.</p> <p>New day uniform was designed for implementation in 2015</p> <p>Consultation took place for both BYOx and Enrolment Boundaries</p> <p>MSHS successfully hosted this regional agricultural event.</p>
<i>School Curriculum</i>	<ul style="list-style-type: none"> Implement the Australian Curriculum Continuous improvement in literacy and numeracy outcomes Increase access to technology Career Education Offer more Cert III & IV Courses Increased options for FLX students Year 7, 8 and 9 Sport Teaching of desired positive behaviours and procedures 	<ul style="list-style-type: none"> Plan for the Australian Curriculum implementation in the Key Learning areas of Japanese and the Arts in 2015 Plan the Year 7 Curriculum for 2015 delivery Trial Literacy and Numeracy classes on a WED for Years 8, 9 and 10 Concentrate the Great Results Guaranteed on improving the U2B in reading, writing and numeracy Ensure all classes, that have students with special needs or students who are underperforming in literacy and numeracy, are supported by support teachers or teacher aides Prepare for the implementation of BYO devices in from the start of 2015 Use Career Education as the basis for SET Plans and subject choices in Year 11 Explore the possibilities of offerings of Certificate III courses in the Senior Schooling Increase the learning opportunities for the FLX students in SATs, Certificate II courses and other training modules Offer interschool sport to Year 8 and 9 on Wednesday afternoons& plan how to offer sport for Year 7 in 2015 Continue to operate the RTC system for managing student behaviour in classrooms Undertake the Discipline Audit and consider finding for improvement in discipline strategies 	<p>Australian curriculum implemented with the inclusion of the Year 7 curriculum</p> <p>Literacy and Numeracy classes implemented and continues in 2015 GRG funds spent on improving the U2B Classes were supported with wither aides or teachers.</p> <p>Partially implemented, BYOx is an ongoing strategy to increase access for students to technology Year 10 SETPlan has been embedded into the year 10 Career Ed curriculum. Ongoing pursuit of higher level certificate courses</p> <p>Ongoing</p> <p>Implemented and plans put in place for Year 7 sport</p> <p>RTC continues to operate Discipline audit recommendations partially implemented</p>

FOCUS AREA	SCHOOL PRIORITIES 2014	IMPROVEMENT STRATEGIES AND ACTIONS 2014	
<i>Teaching practice</i>	<ul style="list-style-type: none"> • Use a Research based Pedagogical Framework in our teaching practice • Regular Monitoring of students work • Improve QCE data • High attendance and participation in classes • Timetable improvements 	<ul style="list-style-type: none"> • Cover all of the ASOT design question by the end of 2017 share ASOT strategies in faculty meetings • Develop deep knowledge of learning and pedagogical practice through ASOT • For written assignments, teachers will give helpful and timely feedback on drafts • Admin, HODs YLC senior teachers monitor senior results at the end of each term to ascertain if students are on track with SET Plans, OPs and QCE. Use Tracker to support this. • Carefully monitor attendance and participation in class and use the Good Work Ethic Policy to catch up on work once the student has missed 10 lessons in any subject this includes time spent in the RTC room • Investigate timetables from other schools and see how they improve the length of lessons and cater for differences in times for Key Learning Areas under the Australian Curriculum and tensions between Junior and Senior Schooling 	<p>Ongoing implantation of ASOT</p> <p>Implemented</p> <p>Partially implemented, ongoing throughout 2015</p> <p>Ongoing implementation</p> <p>This planning is evident in the 2015 time table structure</p>
<i>Principal leadership and school capability</i>	<ul style="list-style-type: none"> • Principal Leadership and Capability • Instructional Leaders (Principal, DPs, HODs, HOSES, ASOT Leaders) • Developing workforce capabilities • Prepare for an additional HOD in 2015 	<ul style="list-style-type: none"> • The Principal will use the Principal's Capacity and Leadership Framework to improve his leadership capabilities • The Principal will continue their post graduate study in a M Ed and use this study to enhance school leadership • Will focus on core learning priorities, quality curriculum, student achievement and improvement, teacher feedback and coaching, differentiated learning, embedding literacy, numeracy, higher order thinking, ICT skills, 'front end' assessment and 'A' exemplars, and all ASOT design questions being embedded into teaching practice • All staff will complete a Developing Performance Plan (Improving Capability Plan) or (Leader's capability and Leadership Framework for DPs and HODs/HOSES) to enable them to further develop skills • All staff will undertake professional development in at least one priority area. • Decide on the best HOD structure that will best cater for school needs 	<p>Ongoing</p> <p>Partially implemented and will continue in 2015</p> <p>Continuing practise in 2015</p> <p>Completed</p> <p>Junior Secondary HOD position called for and implemented.</p>

Principal Leadership & Performance	<i>Develop self and others</i> <i>Lead improvement, innovation and change</i>	<ul style="list-style-type: none"> Develop localised structures that enable teachers to engage in discussion and analysis of effective teaching and learning. Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise. Identify aspirants and develop strategies for these staff to grow.
High Standards School Performance	<i>Know your data</i> <i>Know your strategies</i>	<p><u>Explicit Improvement Agenda</u></p> <ul style="list-style-type: none"> Analyse whole school trends to develop an explicit improvement agenda Articulate a whole school improvement agenda that is shared and known by all in the school community overtly and rigorously. <p>Discipline Audit</p> <ul style="list-style-type: none"> Review the Responsible Behaviour Plan for Students to align the identified school rules with the established RTC rules. Ensure the plan is aligned with research and evidence and reflects current school practices. Establish a consistent approach to the enforcement of the RTC process by all teachers in all classrooms Continue to target student attendance by revisiting follow-up procedures for absent students and promoting that every day counts.
Engaged Partners Regional Support	<i>Maintain alignment</i> <i>Develop consistency</i> <i>Scale up success</i>	<p><u>Alignment and Consistency</u></p> <ul style="list-style-type: none"> Develop opportunities for schools to work together to share knowledge and resources, (Hinterland cluster meetings once per term). Greater engagement with Maleny State School. <p><u>Flying Start initiative</u></p> <ul style="list-style-type: none"> Develop mutually satisfying partnerships with Secondary Schools. Maintain opportunities to ensure the Junior secondary initiative is successful. Continue the fostering of strategies concerning staffing and resource allocations More effective implementation of the Enrolment Boundary.
Engaged Partners Local decision making	<i>Embrace autonomy</i> <i>Create partnerships</i>	<p><u>Partnerships</u></p> <ul style="list-style-type: none"> Develop partnerships within and beyond the school that support student learning. MIACC association for improved sporting facilities and sporting opportunities. Embrace opportunities to collaborate with local communities. For example ANZAC involvement, Wood Expo, Maleny Show. <p><u>Parent and Community Engagement Strategy</u></p> <ul style="list-style-type: none"> Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement Use multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	625	316	309	92%
2013	645	336	309	91%
2014	669	354	315	93%

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

Characteristics of the student body:

Maleny State High School attract students from a large area. Most of the students live in, or near, the small rural township of Maleny. Montville, Mapelton, Conondale, Kenilworth, Crystal Waters, Landsborough and Mooloolah. Our families are from the full range of socio-economic backgrounds. Approximately 3% of our students identify as being Aboriginal or Torres Strait Islander. We also have a small population of international students study at Maleny State High School.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	22	24
Year 11 – Year 12	18	17	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	68	55	87
Long Suspensions - 6 to 20 days	13	11	4
Exclusions [#]	0	0	1
Cancellations of Enrolment	0	0	9

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Students in Year 7 and 8 experience all of the Key Learning Areas (KLA). A full year Music Excellence program is also offered to Year 8 students.

Year 9 students study English, Mathematics, Science, SOSE 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, SOSE and Physical Education for the entire year. Students will then select two yearlong electives. In year 10, students also study Career Education which is designed to assist students to complete their Student Education and Transition plans (SETPlans), and make informed decisions in selecting Senior Subjects.

Senior students can select from a wide range of QCAA subjects. These subjects are more academic subjects. Senior students also choose from a range of Vocational Education and Training (VET) courses, which are more practical and the qualification is national recognized. Some senior choose a School Based Traineeship (SAT) as part of their study, while other students choose to study some university subjects through the "Head Start" programs.

Maleny State High School student can study through the Flexi-School. This is an alternative program that is delivered at an 'off campus' site. This program is designed to support students who are highly at risk of not completing their education through the main school campus. This study is largely self-paced and is supported by 1.6 teachers and a teacher aide. Other agencies support the Flexi students for a range of issues experienced by these young people.

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

Description of the activities should be provided, particularly those that involve a significant number of students. Outline in dot point form.

Camps and Excursions and Theatre Trips:

- Year Level Coordinators and the School's Chaplain organize and run a camp for each year level designed to develop leadership, self-confidence and personal development. For example the Building Bridges program in year 10 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.
- Along with these camps there are also subject specific camps (Geography).
- If you are a member of the school's Cattle Show Team you may camp out at a number of agricultural shows. The school also places 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 organizes an annual Snow Trip in the June/ July holidays.

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 houses in the school: Bunya, Mellum and Obi. Inter-house carnival area held in swimming, cross country, and athletics. Trophies and Shields are presented for each competition. Interschool sports takes place with Year 7, 8 and 9 students. Year 10, 11 and 12 students also have the opportunity to play interschool sport outside of school time.

Health Education: A personal health and fitness program operates in year 7-10 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 performances in music, dance, and theatre involving students from all year levels. At the end of the year there is an "Arts Exposed" evening showcasing student work.

Enrichment Activities: Most subject areas enter our students in national competitions e.g. Computers, Science, Mathematics and English. We enter the Lions Youth of the Year Rostrum Public Speaking competitions. We also produce an annual school Magazine as a record of all the events that have taken place during the year.

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 horticulture 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.

An Active Interact Club: this group is supported and mentored by Maleny Rotary Club and by members of the staff. Last year the Interact Club fundraised to help support people and projects at a school level, local level, national and international level.

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. Planning has been completed on the implementation of the "Bring Your Own Device" program. This program will eventually be implemented across the whole school.

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 behavior impact strongly on the social climate within the school community. The guiding principles are: effective teaching and learning, a safe supportive environment and positive relationships.

Each year level has a Year Level Coordinator and a Deputy Principal. The YLC are usually appointed to the cohort in Year 7 and take the group through to Year 12.

Student Services Program:

The school Guidance service 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 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 student with encouragement, by being a positive role model and influence. He helps students who struggle with anxiety, loneliness, grief, anger resolution, depression, fear etc. The Chaplain attends many excursions and is involved in attending and helping to facilitate and organize camps and programs within the school. The Chaplain and the Year Level Coordinator co-facilitate the Building Bridges and Choices Peer Support Programs which fosters self-development and growth.

The Youth Health Nurse works with students, staff and parents to address concerns or problems about health and well being.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	93%	94%	90%
this is a good school (S2035)	93%	94%	94%
their child likes being at this school* (S2001)	93%	94%	91%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	87%	94%	87%
their child is making good progress at this school* (S2004)	100%	94%	87%
teachers at this school expect their child to do his or her best* (S2005)	87%	94%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	85%
teachers at this school motivate their child to learn* (S2007)	80%	94%	87%
teachers at this school treat students fairly* (S2008)	87%	100%	85%
they can talk to their child's teachers about their concerns* (S2009)	87%	100%	91%
this school works with them to support their child's learning* (S2010)	79%	88%	91%
this school takes parents' opinions seriously* (S2011)	92%	94%	81%
student behaviour is well managed at this school* (S2012)	85%	88%	91%
this school looks for ways to improve* (S2013)	100%	94%	95%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
this school is well maintained* (S2014)	100%	94%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	93%	94%	94%
they like being at their school* (S2036)	93%	91%	93%
they feel safe at their school* (S2037)	93%	94%	97%
their teachers motivate them to learn* (S2038)	86%	85%	86%
their teachers expect them to do their best* (S2039)	95%	94%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	90%	92%
teachers treat students fairly at their school* (S2041)	91%	87%	84%
they can talk to their teachers about their concerns* (S2042)	85%	76%	81%
their school takes students' opinions seriously* (S2043)	83%	83%	84%
student behaviour is well managed at their school* (S2044)	85%	83%	88%
their school looks for ways to improve* (S2045)	89%	95%	97%
their school is well maintained* (S2046)	93%	88%	95%
their school gives them opportunities to do interesting things* (S2047)	89%	88%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	99%
they feel that their school is a safe place in which to work (S2070)		99%	99%
they receive useful feedback about their work at their school (S2071)		90%	90%
students are encouraged to do their best at their school (S2072)		98%	94%
students are treated fairly at their school (S2073)		98%	96%
student behaviour is well managed at their school (S2074)		94%	95%
staff are well supported at their school (S2075)		90%	90%
their school takes staff opinions seriously (S2076)		90%	84%
their school looks for ways to improve (S2077)		91%	94%
their school is well maintained (S2078)		87%	95%
their school gives them opportunities to do interesting things (S2079)		94%	87%

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

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from 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:

- Checking school work and homework and accessing the assessment calendar
- Reading the school's newsletter called "Insight" that is emailed to parents and can be found on school's website
- Attending parent / teacher / student interviews
- Attending various parent forums evenings
- Attending curriculum, information nights for various year levels and awards nights
- Joining a very active P&C Association
- Helping at fund raising events
- Becoming members of various committees such as the Chaplaincy
- 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 and on town water. The table below shows the school's use of electricity and water. The decrease in water is due to dam that services the agriculture farm. The Sustainability Committee looks at various ways to reduce our environmental footprint. The committee is investigating ways to increase our solar cells and thus reducing more dependence on electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	222,973	5,132
2012-2013	210,529	1,970
2013-2014	188,621	0

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.

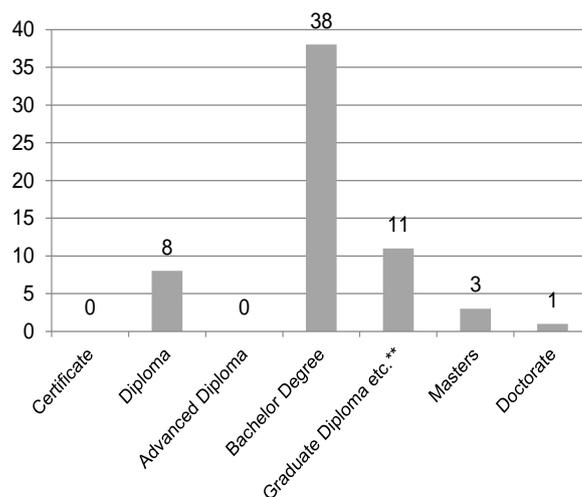
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	61	32	<5
Full-time equivalents	53	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	8
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	11
Masters	3
Doctorate	1
Total	61



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$27 693.

The major professional development initiatives are as follows:

- NAPLAN and data analysis
- One School training
- Qld Curriculum Assess Authority training
- Subject area conferences
- Principal training days
- Vocational Education and Training Certification
- Industry experience
- ICT's training
- Art and Science of Teaching training
- Flying Start training
- University Study

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%

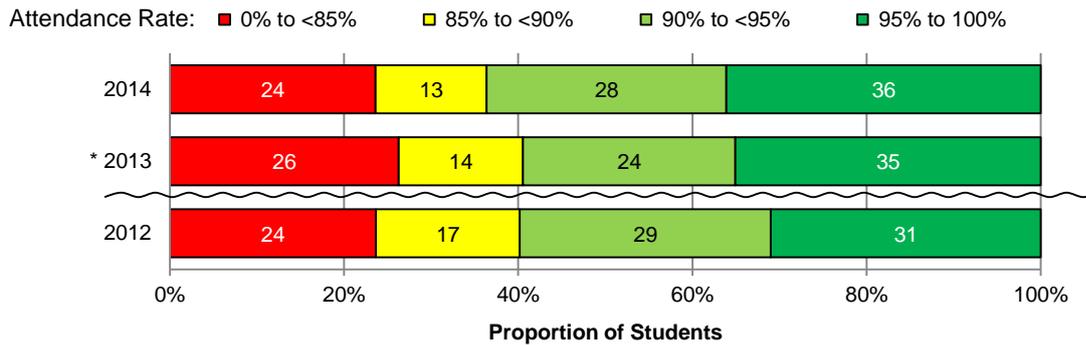
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								90%	88%	85%	90%	90%
2013								89%	88%	84%	89%	90%
2014								93%	86%	87%	90%	89%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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

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 absences. Text messages are also sent to parents on a daily basis. Every week letters are sent home for any absences that have not been explained. A software package called ID Attend is used to help manage students' 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.

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 general over the past year there has been a number of Indigenous students attending the school from year 8 to year 11, however to many Indigenous students are leaving this school before the completion of year 12. The school continues to conduct an Indigenous Leadership group that meets regularly to discuss Indigenous issues.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	74%	82%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	111	101	122
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	1
Number of students receiving an Overall Position (OP)	55	57	66
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	13	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	103	83	96
Number of students awarded an Australian Qualification Framework Certificate II or above.	65	59	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84	75	92
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.	87%	81%	94%
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.	97%	90%	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	98%	98%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	9	19	20	7	0
2013	6	27	13	9	2
2014	17	24	21	4	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	96	53	18

2013	57	56	9
2014	77	44	21

As at 19 February 2015. The above values exclude VISA students.

Certificate I courses offered at Maleny State High School include Furnishings and Computer Technology. Cert II courses offered at the school include: Music, Agriculture, Creative Arts, Computer Technology and Tourism. Certificate III courses were completed through external Registered Training Organisations.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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 to ensure the reasons for the termination on enrolment 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.