



Maleny State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Learning for Living is Maleny High School's motto. As an important branch of Education Queensland, our vision is for all of our students to become active citizens in a learning society. We aim to achieve our purpose by encouraging students to become self-directed learners, cooperative team members, problem-solvers, producers of quality work, active community contributors, capable at accessing and processing information and confident in building relationships with other cultures locally and further afield. Teachers are committed to pursuing excellence in providing learning experiences for students. We aspire to provide school leadership that is supportive, collaborative, motivational, enthusiastic and accountable. Ancillary staff contribute to the efficient operation and safe, positive and pleasant environment. We implement a curriculum that is relevant, challenging, enjoyable, rewarding, flexible and balanced. Parents and community are informed and involved, responsive and supportive and committed to the value of their children's education.

School progress towards its goals in 2018

Well-Being & School Culture Improvement priority.

Improvement Priorities / Strategies	Progress on these Priorities
A Well-Being Program was developed and delivered across each year level including the "Reboot" materials.	Achieved
Strengthened our Student Support Services by having school chaplain trained in 'Rock and Water'.	Chaplain trained and ran several courses of Rock and Water.
Supported priority areas with programs and personnel by introducing a House Leader system. Three House Leaders are responsible for their 40-50 students per year level. Making a total of 18 House Leaders, 2 part time Guidance Officers, 2 Deputy Principal and a Principal responsible for the wellbeing of the students	Staff were able to respond effectively to student issues.
Established House Culture by providing monthly 'House Meetings'. Also developed school House Leader teams, through weekly meetings and House parades	Achieved consistency of messages, standards and actions across the whole school.
Built school culture by providing community and charity focussed activities and events for students to participate throughout the year. For Example, Shave of a Cure, Drought Relief for Farmers to name a couple of charities the students chose to support.	Achieved with whole of school participating.

Senior Schooling Improvement priority

Improvement Priorities / Strategies	Progress on these Priorities
Every student graduating with a QCE or meaningful portfolio.	The school achieved 99% QCE attainment, but achieved 100% QCE, QCIA and VET attainment.
As a school we have continued to monitoring student results, incorporating the development of QCE plans to ensure success. Part of this strategy was to increase the knowledge of House Leaders on the QCE requirements.	Students at risk identified and plan developed.
Continued to look for opportunities to partner with Registered Training Organisations to expand Vocational Education and Training (VET) opportunities.	Certificate II in Dance was delivered and a Certificate II course in Business was prepared.

Teachers used much of 2018 to prepare units of work and assessment for the 2019 and implementation of the New QCE senior system. Encouraged our staff to become Endorsers, Markers and Validators for the new senior system.	Units 1 & 2 are fully developed, incorporating the following pedagogies: R2L, Gradual Release and NPDL where appropriate.
The school developed a common planning template for staff to use when planning their units.	Teachers have used the template and have provided feedback to leadership.
Worked collaborately with our cluster schools for staff Professional Development (Nambour State College and Meridan State College). Expanding professional networks	45 staff from Maleny High attended Student Free Days workshops.
Established an assessment culture by completing a cognitive verb audit of our assessment items throughout the Year 7 to 12 Curriculum.	Incorporated Cognitive Verb templates into school diary.

Junior Secondary Improvement priority

Improvement Priorities / Strategies	Progress on these Priorities
Continued staff development of pedagogical delivery in R2L, Gradual Release and NPDL.	Maleny High has supported these signature pedagogical frameworks for the past two to three years.
Completed an ICTs/Technology Audit of junior programs.	Audit ongoing into 2019.
Collaborated with teams and support teachers to embed digital pedagogies into units. One Note was introduced to senior classes.	Several faculties are using One Note for students to access class resources.
Explored the implementation of e-text books for 2019, including cost analysis, but found the ongoing costs too high.	Found the ongoing costs of e-textbooks unsustainable for Maleny High.
The school's STEaM program is now in it's fourth year of implementation.	Year 10 students was offered STEaM as an elective subject. This offering was popular with students.
Prepared for NAPLAN online trial. Run additional PD sessions if necessary	Ensured our computer systems and staff are ready. However, the school elected to complete the paper based version for industrial reasons.

Future outlook

2019 Priorities

Wellbeing and School Culture

Develop Well-Being Program Across School			
Actions	Targets	Timelines	Responsible Officer/s
Deliver and embed whole of school focus on well-being program (incorporating 'Reboot' as part of the program)	Yr 7-12	Weekly lessons	SC HOD
Strengthen Student Support Services			
Expand Student Services programs using the ACER well-being survey results	Yrs 7-9	Term 1	GO & HLs
Further Enhance House Culture			
Embed and grow House Leader Teams structure, through weekly meetings and House parades	18 HLs	Ongoing	Admin
Develop a points system to contribute to 'House of the Year' Award Building opportunity for academic, cultural, community and charity events to also contribute points towards 'House of the Year'	% 'As&B's 92% attend	Ongoing	Admin & SC HOD
Continue to develop our Inclusivity Practises			
Continue to work on school Inclusivity framework	Framework completed	By end of Term 1	HODs

Senior Schooling Priorities

QCE – 100% attainment			
Actions	Targets	Timelines	Responsible Officer/s
Maintain monitoring of student results. Re-develop QCE plans and monitoring system to ensure success to incorporate new QCE requirements.	Failing Students	Term 1-4	Senior Schooling HOD Principal, DPs and HLs
VET Expansion			
Expanding VET options by 1 course (Engineering course)	1	Term 1-3	SS HOD
Develop, plan and begin to deliver Cert. III courses	2	Ongoing	SS HOD and Staff
Expanding Staff qualifications to deliver Cert. IIIs	2-3 staff	Sems 1 & 2	SS HOD and Staff
Implementation of new QCE and continued preparation for 2020			
Implement fully developed Units 1 & 2 that have incorporated the following pedagogies: R2L, Gradual Release and NPDL where appropriate	40 units developed	Terms 1-3	HODs and teachers
Development of Units 3 & 4 in preparation for start of Term 4 (Again incorporating our school's signature pedagogies)	40 units to be developed	Terms 2 & 3	HODs and Teachers
Continue to work, where appropriate with our cluster schools for staff Professional Development and network opportunities (Nambour State College and Meridan State College).	45 staff	SFD + April SFD	Admin from three schools
Continue to build an assessment culture. Develop a whole school approach to incorporate the explicit teaching of cognitive verbs.		Term 1-4	T&L HOD and Faculty HODs

Junior Secondary Priorities

Continue Staff Development of pedagogy delivery			
Actions	Targets	Timelines	Responsible Officer/s
Continue to make R2L, Gradual Release and NPDL a priority within the teaching of our units.	R2L, GRoR, NPDL	Ongoing	DPs, T&L HOD and Faculty HODs
Use the agreed upon common planning template for junior subjects, incorporating the explicit teaching of cognitive verbs.	Template developed	Term 1-4	T&L HOD + Faculty HODs
Begin to develop the school's digital presence			
Complete an ICTs/Technology Audit of junior programs	Yr 7 & 8 units	Term 1	DP & HOC
Collaborate with teams and support teachers to embed digital pedagogies into units – focussing on One Note	Yr 7 and 8	Terms 1-2	DP & HOC, Faculty HODs and Staff
Further development of Excellence Program			
Develop whole of year planned activities for Excellence Programs	By end Term 1	Ongoing	Admin and HODs
Expand Excellence activities (Music, STEaM, & Dance) into transition program between high school and feeder schools.	Run 6 workshops	Visit Sem 1 & 2	DP, SCI & Arts HOD
Explore opportunities within our community to expand our Excellence Programs (Scientist / Conductor in Residence, Camps, collaborative projects)	1-3 events	ongoing	Admin and HODs
Implement fourth year of STEaM program (new Year 10 subject)	1 class	Semester 2	DP & SCI HOD
Prepare submission for a STEaM Excellence Application	Completed application	By end of term 4	DP & SCI HOD

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	702	697	678
Girls	374	368	350
Boys	328	329	328
Indigenous	20	20	22
Enrolment continuity (Feb. – Nov.)	93%	92%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	18	19	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 has three House Leaders assigned to look after one-year level cohort. This structure aligns with our school sports Houses and each Admin member is assigned to a House. Therefore, our school has assigned 18 House Leaders, 1 Guidance Officer and three Admin to look after the social and emotional wellbeing of students.

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.

In 2018 a whole school program called "Reboot" was introduced to the school as part of the wellbeing program. Students learnt the different types of brain, strategies were discussed to help with wellbeing. Other topics covered in the wellbeing program included career education and anti bullying.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	86%	93%
• this is a good school (S2035)	97%	89%	91%
• their child likes being at this school* (S2001)	97%	86%	85%
• their child feels safe at this school* (S2002)	94%	92%	100%
• their child's learning needs are being met at this school* (S2003)	94%	82%	89%
• their child is making good progress at this school* (S2004)	91%	87%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	90%	84%
• teachers at this school motivate their child to learn* (S2007)	84%	83%	84%
• teachers at this school treat students fairly* (S2008)	87%	89%	86%
• they can talk to their child's teachers about their concerns* (S2009)	94%	91%	93%
• this school works with them to support their child's learning* (S2010)	91%	87%	93%
• this school takes parents' opinions seriously* (S2011)	93%	83%	93%
• student behaviour is well managed at this school* (S2012)	83%	79%	81%
• this school looks for ways to improve* (S2013)	93%	87%	93%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	88%	96%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	88%	88%
• they like being at their school* (S2036)	87%	88%	87%
• they feel safe at their school* (S2037)	87%	88%	88%
• their teachers motivate them to learn* (S2038)	83%	84%	83%
• their teachers expect them to do their best* (S2039)	92%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	86%	87%
• teachers treat students fairly at their school* (S2041)	81%	74%	75%
• they can talk to their teachers about their concerns* (S2042)	73%	69%	65%
• their school takes students' opinions seriously* (S2043)	68%	75%	78%
• student behaviour is well managed at their school* (S2044)	79%	68%	68%
• their school looks for ways to improve* (S2045)	86%	87%	90%
• their school is well maintained* (S2046)	82%	83%	84%
• their school gives them opportunities to do interesting things* (S2047)	84%	87%	86%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	88%	93%	91%
• they feel that their school is a safe place in which to work (S2070)	92%	98%	94%
• they receive useful feedback about their work at their school (S2071)	74%	76%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	61%	81%	85%
• students are encouraged to do their best at their school (S2072)	87%	92%	94%
• students are treated fairly at their school (S2073)	91%	95%	92%
• student behaviour is well managed at their school (S2074)	87%	80%	64%
• staff are well supported at their school (S2075)	74%	75%	71%
• their school takes staff opinions seriously (S2076)	80%	73%	69%
• their school looks for ways to improve (S2077)	87%	92%	85%
• their school is well maintained (S2078)	73%	80%	66%
• their school gives them opportunities to do interesting things (S2079)	83%	85%	81%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. In our Years 7-10 Health and Physical Education (HPE) program, every student is taught appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	102	132	83
Long suspensions – 11 to 20 days	1	6	4
Exclusions	0	2	4
Cancellations of enrolment	0	11	6

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	208,588	196,350	185,731
Water (kL)	619	656	2,547

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	62	33	<5
Full-time equivalents	57	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	5
Graduate Diploma etc.*	8
Bachelor degree	43
Diploma	5
Certificate	0

*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 2018 were \$74 762.

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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	89%	86%
Attendance rate for Indigenous** students at this school	79%	78%	76%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

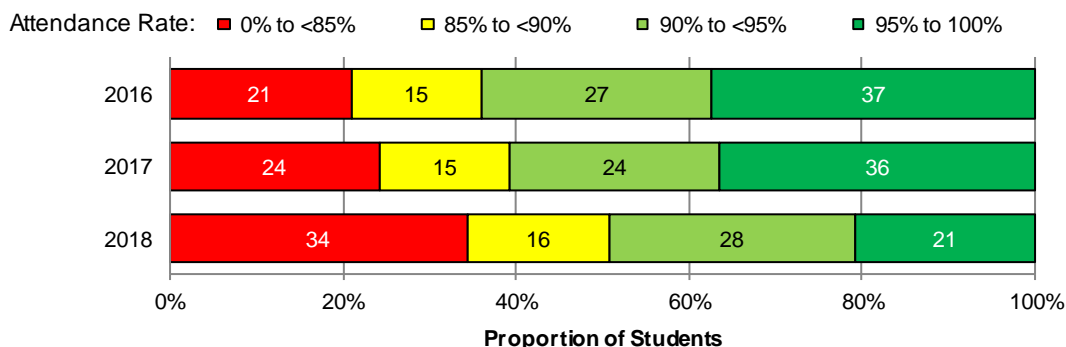
Year level	2016	2017	2018
Year 7	92%	92%	90%
Year 8	89%	91%	89%
Year 9	91%	87%	87%
Year 10	89%	88%	84%
Year 11	90%	89%	84%
Year 12	89%	87%	85%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 sent letters when students have had more than three days' absence. Our hard-working House Leaders 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 Administration team and House Leaders.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	106	117	110
Number of students awarded a QCIA	0	1	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	100	115	106
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	100%	100%
Number of students who received an OP	50	63	49
Percentage of Indigenous students who received an OP	50%	33%	0%
Number of students awarded one or more VET qualifications (including SAT)	74	80	106
Number of students awarded a VET Certificate II or above	62	70	61
Number of students who were completing/continuing a SAT	8	16	19
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	86%	86%	90%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	94%	98%	98%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	8	12	10
6-10	18	22	18
11-15	17	20	16
16-20	7	9	5
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	35	42	95
Certificate II	60	66	57
Certificate III or above	8	17	10

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I - Information, Digital and Media; Certificate I – Agri Foods;

Certificate II – Hospitality; Certificate II – Rural Operations; Certificate II – Tourism; Certificate II – Hairdressing;

Certificate II – Retail

Certificate III – Business; Certificate III – Child Care

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	80%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	75%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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