

Maleny State High School

Maleny State High School



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Principal's foreword:

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Introduction

Maleny High School is a unique place. Much of this uniqueness stems from the willingness 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 among the best. The school's vocational education of the school to continually innovate and drive towards improved ways of programs bring relevant, skill-oriented learning 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 help to minimise it.

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

Another unique feature of this school is the off-campus site known as the "FLX" (Flexible Learning Experience). FLX is designed to provide relevant and challenging options for students aged 16-18 who are otherwise at risk of disengaging from formal schooling.

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We aim to develop learning potential and resilience in students – in three main ways:

1. Establishing caring relationships (taking time to find out about students' needs and to work with them).
2. Delivering high-expectations messages (empowering students to seek excellence and to rise above negative circumstances).
3. 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 and will utilise data to demonstrate this achievement.

Mark Robson – Acting Principal

HIGHLIGHTS 2008

General Academic Programs:

In 2008 we had two students entered the Lions and Quota Competitions and one of these emerge as the local area winner, continuing to the Zone finals.

Our teams in the Australasian Schools English Competition, which had more than 70% of participants, achieved Distinction or Credit results.

In the 2008 Australian Maths Competition, three students received High Distinction, three students received Distinctions and eight students received Credits.

Again we had another productive year in Science education, which resulted in one of our student attending the National Youth Science Forum in Canberra.

The Australasian Schools Science Competition had a few dedicated entrants who collectively achieved 2 High Distinctions (top 1% of the state), 5 Distinctions and 5 Credits. Our multi-Strand Science students worked tirelessly to determine the roof catchment area for our newly installed tank, and determined the amount of rain needed to fill the tank. From their work we have implemented water saving strategies with the E – Block toilets drawing from the tank.

Seventy students took part in the 2008 Australian Geography Competition. The results from this were an impressive seven High Distinctions, ten Distinctions and fourteen students obtained a Credit.

Our Hospitality and Food Studies students in Year 10-12 participated in a sushi-making workshop directed by a Japanese master chef. The students also catered during the Arts EXPOsed evening.

Early Childhood students undertook practical courses at Maleny Primary School and invited Year 1 students to an afternoon of food and games at the High School.



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The Year 12 Hospitality students have engaged in a number of practical catering themes, including: “Soups of the World”, “Lunch in a Basket” and “Bake Sale”. The Home Economics Department continues to support the Maleny Show by providing a large quantity of baked goods.

Graphics students in Year 12 were busy over 3 terms constructing full house plans for the Built Environment unit while the Year 11 students measured and then computer modelled in 3D various pieces of workshop equipment.

Year 11 and 12 Manufacturing and Graphics students climbed the Story Bridge as part of their “Built Environment” studies.

Congratulations must go to our Art students of 2008. They have been extremely busy in participating and collecting numerous awards in an array of exhibitions; from the Hinterland Young Artist Awards to the Minister’s Excellence in Art Awards.

The Arts Department held an extremely successful Arts EXPOsed production which included dance, drama, musical theatre, visual art and clowning. It was a great night for both audience and participants.



In 2008 Maleny Flexi School had two moves and they are now happily located with the Maleny Neighbourhood Centre (MNC) at 10 Bunya Street. This is a temporary location as the new MNC and Flexi School is due for completion mid next year. The MNC and Flexi School continue to work together to provide a space and support to young people exploring an alternative learning pathway. Students work on individual learning programs with emphasis on strengthening literacy and numeracy skills and linking in with employment and training options. Students are assisted in their future planning by the CADET Youth Pathways worker.

Flexi students are encouraged to see the value of training and skill acquisition for better long term employment options. The flexible program also suits school age single mothers and mothers-to-be wanting to continue with school. While some students will continue at Flexi through to year 12 others feel confident to return back to mainstream schooling.

Youth workers from United Synergies, Youthlinx, CADET, Reconnect and the school nurse are regular visitors to Flexi. These agencies have combined resources with Flexi to provide a weekly lunch meeting for students to interact with community members in a friendly and positive environment. The costs for this program have been supported by the former Caloundra City Council and next year by the Maleny Credit Union Charitable Trust.

Positive links to other flexi schools on the Sunshine Coast have been maintained with students competing in the combined flexi schools sports days.

This year there was another successful Japanese Study Tour took place, involving twenty students and five adults from Ujiie Junior High School. We also hosted overseas students from Italy, South America and Germany.

Vocational Education and Training:

Maleny State High School is a registered training organisation and can issue 12 qualifications across 8 training areas. Every teacher teaching a VET subject holds a Certificate IV in Assessment and Workplace Training. In total, 17 staff possesses this qualification.

17% of year 11s and 24% of year 12s are undertaking a school-based apprenticeship or traineeship. While the majority are seeking Certificate II qualifications, eight year 12 trainees will complete Certificate III qualifications this year. In addition, two students chose to pursue a second traineeship/apprenticeship upon completing their initial qualification. 71% of year 11s and 75% of year 12s study one or more VET subject.

The school is a member of the Maleny Chamber of Commerce.

The VET Wednesday program continues to be used effectively by senior students for traineeships/apprenticeships, tutorials and assignment work. This day is also used for a tertiary options program and QCS test preparation.

At the end of 2008, every Year 12 student had been trained in Cardio-Pulmonary Resuscitation.

Agriculture & Horticulture:

Year 11 and 12 students have been completing Certificates in Rural Production. Many are also undertaking traineeships. Involvement in Shows has also been strong and the prizes gained reflect the students' high quality skills in animal management practices.

Students also have had opportunities to demonstrate skills in tractor driving, chemical safety, horse riding, irrigation operations and landscaping.

Special Education Unit:

In 2008 the Special Education unit supported 27 students in a range of in-school and alternative programs.

Student Achievements and activities have included:

Four students have been engaged in school-based traineeships, two of whom will be



moving on to Apprenticeships at the conclusion of the year.

Seven of our students have participated in work experience throughout the year.

Four students participated in the Defensive Driving Roadcraft Course.



A group of students have been participating in a Road Safety bike riding program. This followed the kind donation of five mountain bikes from the Variety Club.

Our students travelled to Kawana in September to participate in the Special Education Sports day and returned proudly displaying their medals.

A small group of students has been involved in raising baby goats in the Agricultural department. The new kitchen has been well utilised for weekly cooking sessions.

Our students have been fortunate to have had four Year 11 girls from the Peer Support group visit during Term 3. The girls have played games, interacted with the Transitioning year 7 students and provided another avenue of support for our students.

Fishing, boating and hydrotherapy were other enjoyable activities undertaken by the students.

Sport:

Eight of our students were selected for Regional Sports teams in Athletics, Swimming, Golf and Baseball.

The Winter Sports semi-finalists were the Year 8 boys' Volleyball and Year 8 girls' Soccer. The boys' Volleyball just missed out in a very close final.

The Senior Boys' Rugby League team reached the semi-final stage in the Broncos Challenge competition.

Mellum House won the athletics, Bunya House won the Cross Country and Obi House won the swimming. Overall, Obi took the honours for 2008.



FUTURE DIRECTIONS

Future Directions – 2009:

In 2009, there will be a renewed emphasis on Literacy across the curriculum.

Maleny School Management and FLX staff are working with the Maleny Neighbourhood Centre and the Department of Communities to bring to fruition the new Maleny Neighbourhood Centre and Flexi School due for completion during 2009. We will maintain and strengthen our partnerships the youth support agencies as this project evolves.

The school will continue the successful range of personal development programs such as “Building Bridges”, “Peer Power”, “Motivational Media”, Leadership Camps and Forums. We will continue to run yet another Ski trip.

The school aims to increase its International Studies Program through its involvement with the Regional Study Abroad Scheme.

The support by Maleny Veterinary Services will enable us to bring new technologies into livestock management practices such as ET, AI and Embryo collection. The South Devon Breeder’s Society Inc has encouraged our expansion process for the Stud which will see both New Zealand and United Kingdom South Devon Stud cattle being born on the farm.

Discussions with specialised exporters for sale of our genetic material came to fruition in 2008. Students in the middle school will not miss out as we continue to involve Nattagini Stud (Alpacas), Maleny Dairies (Goats & Dairy Cattle), and Mt Cootha Botanic Gardens (Horticulture) in their learning experiences.

In line with our direction for Information Technology, we aim to achieve the ratio of 1 computer to every 2 students.

Room M01 will be converted to a 25 seat computer lab enabling State of the Art Graphics technology.

Our Art Department will be enhanced by 10 computers. There will be additional computers in other rooms in line with the school’s renewal schedule.

We have made arrangements for the installation of a wireless “hot spot” in the library. Additional ceiling-mounted data projectors throughout the school will enable further integration of ICT into the wider curriculum.

School Profile

School enrolment in 2008 was 590.
Years 8-12 are offered at the school.
The school is co-educational state school.



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Curriculum offerings

The school offers a diverse curriculum program which recognises the importance of academic subjects as preparation for tertiary entrance while at the same time offering a wide range of courses, including Subject Area Specifications (English Communication, Recreation, Early Childhood Studies and Pre-Vocational Maths) which do not have a Vocational component.

Others that do have a vocational component are: Tourism and Hospitality, Agriculture and Horticulture, Creative Arts, Multi-Media Studies and Manufacturing and the Authority Subject which includes a Certificate II in Business.

We also offer courses in partnership with such places as TAFE, OLI-TAFE, Brisbane and Cairns Schools of Distance Education and the Virtual Learning Service. By the end of Year 10, students will have the opportunity to have complete Qualifications include the Cert 1 in Information Technology and the Cert 1 in Work Education. These are designed to meet more fully the needs of our student community. A new course opening in 2008 is the Cert 111 in Children's Services through "My Other Mum" as the training provider.

The Year 8 and 9 Curriculum reflects a "middle-schooling" framework in which studies are based on the "Essential Learnings" with a team approach to literacy across the curriculum.

Extra-curricular activities

The Chaplain and the Behaviour Support teacher co-facilitate the Building Bridges Peer Support Program which fosters self-development and growth.

Camps and Excursions and Theatre Trips:

Subject areas and/or Year Level Co-ordinators organise camps/excursions each year. A ski trip has been conducted for the last five years.

Sport:

There are three sport Houses in the school. 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.

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 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.



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 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, and a Year 12 Graduation CD.

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:

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 form part of the presentation.

An active Interact Club:

This group is supported and mentored by Maleny Rotary and by a member of the staff. It has been responsible for student-initiated improvements within our School.

Information Technology:

In 2008, there were 200 computers throughout the school currently giving a ratio of about three students per computer. New Computer room added to the library with 28 new computers. Information Technology Systems (ITS) was introduced into year 11 with great success. To provide students with the latest software; Flash programming, Clay animation and Machinima were added to the curriculum. Senior

Graphics students are utilising computer CAD programs to draw house plans and 3D models.

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.

Link Groups form the basis of organised pastoral care which operates on a daily basis. Each of the Houses are divided into Link Groups, each of about 17-20 students across the year levels 8 to 12. The Link Group teacher is a contact person for Pastoral Care of group members. Each year level will have one or two Teacher Co-ordinators.

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 Behaviour Support Consultant co-facilitate the Building Bridges Peer Support Program 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 *Behaviour Support Consultant* becomes involved when students' behaviour prevents them, or classroom peers, from engaging in productive learning. Once the underlying problem has been determined, a workable plan to improve the situation is established. The aim is for the student to become

self-managing until he or she no longer requires the teacher's assistance in maintaining a mode of behaviour that is more functional for them in a school setting.

The *Youth Support Coordinator* works with young people who are at risk of leaving school early. The coordinator 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.

Involving parents in their child's education

There are several opportunities for parents to become involved in the School. Committees exist in the following areas: Workplace Health & Safety; Finance; Chaplaincy; Curriculum; Fund Raising; Behaviour Support; Vocational Education.

Parents have shown a fair level of satisfaction (80% saying that the school is a "good school") through the School Opinion Survey. The highest levels of satisfaction are in the areas of: curriculum variety and usefulness, computer technology, standard of schoolwork, behaviour, student discipline and safety.

According to the 2007 School Opinion Survey, 88.2% of parents are satisfied or very satisfied that their children are safe at Maleny SHS, with 82.3% feeling that their child is treated fairly. 68.8% are satisfied that the school staff are approachable and 76.5% are satisfied that the school makes them feel welcome

Parents' & Citizens' Association (P & C)

Meetings of the Maleny State High School Parents' & Citizens' Association are held at 7.15pm in the Administration Block on the first Thursday of each month.

Parents and community members are involved in the School Operational Plan and Budgetary Process. The P&C operates a "Direct Giving Scheme" to raise funds.

The School Canteen provides an essential service to students and staff in line with the Healthy Food and Drink strategy. Parents are a vital part of this service. The Canteen's phone number is 54 942 991.

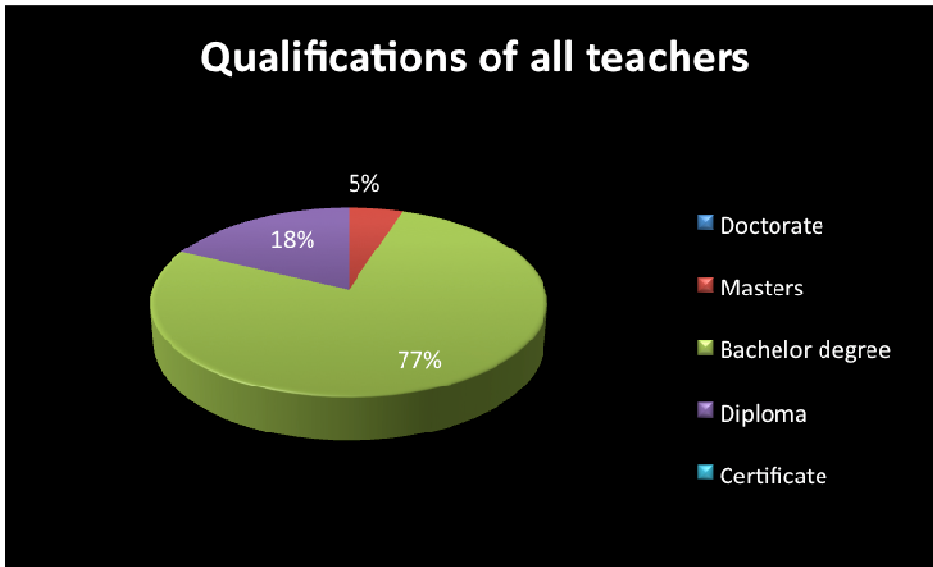
School Council

The Maleny High School Council is now in its 10th year. It continues to be the advisory, approval and monitoring body for the school's strategic direction. The School Council consisting of four parents, four teachers, two students, the P & C President and the Principal. The School Council has a role of advising,

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approving and monitoring the strategic direction of the School

Qualifications of all teachers



Highest level of Attainment	% of teachers and school leaders	Number of teachers and school leaders
<i>Doctorate</i>	0	0
<i>Masters</i>	5	3
<i>Bachelor degree</i>	77	47
<i>Diploma</i>	18	11
<i>Certificate</i>	0	0
		61

Expenditure on and teacher participation in professional development:

The involvement of the teaching staff in professional development activities was 78% during 2008.

Average staff attendance:

For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year:

From the end of the 2007 school year, 96% of staff was retained by the school for the entire 2008 school year.

Student attendance:

The average attendance rate as a percentage in 2008 was 89 %.

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Key student outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results			
Domain	Measures		Yr 9
Reading	Average score for the school.		572
	Average score for Queensland.		568.2
	For the school the percentage of students at or above the national minimum standard.	2008	85%
Writing	Average score for the school.		534
	Average score for Queensland.		555.3
	For the school the percentage of students at or above the national minimum standard.	2008	70%
Spelling	Average score for the school.		563
	Average score for Queensland.		567.8
	For the school the percentage of students at or above the national minimum standard.	2008	83%
Grammar and Punctuation	Average score for the school.		561
	Average score for Queensland.		563.2
	For the school the percentage of students at or above the national minimum standard.	2008	85%
Numeracy	Average score for the school.		564
	Average score for Queensland.		570.7
	For the school the percentage of students at or above the national minimum standard.	2008	93%

Apparent retention rates for Year 10 to 12:

The 2008 Year 12 student enrolment as a percentage of the Year 10 student cohort (in 2006) was 84%

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	106
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	81
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education Training (VET) qualifications.	77
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	23
Number of students receiving an Overall Position (OP).	65
Percentage of OP/IBD eligible students with OP 1 – 15 or an IBD.	78
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	92
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	91

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Student satisfaction:

Student satisfaction improved on 2007 in all areas. 80% feel this is a “good school”, compared with 60% last year. Some points of dissatisfaction that put us below the State or Like Schools means were: “able to get involved in school activities”, “variety of school activities available to you” and in a new question: “with the environmental education being taught at the school”.

Staff satisfaction:

Staff satisfaction has stayed the same for Staff Morale. Satisfaction has diminished in all other dimensions, not by a huge degree, but most noticeably in “physical work environment”, “support, resources and training”. Good working relationships and relationships with students scored highly, as did “safety at work” and “work skills”.

- Higher levels of dissatisfaction were recorded against the following:
- “facilities at this school”
- “well organised place in which to work”
- “receiving helpful feedback”
- “work role makes reasonable demands of me”
- “school has strong commitment to daily physical activity”

In terms of the type of PD and the workforce capabilities, these were the main areas of need identified:

- Teaching science, technology and mathematics
- Delivering physical activity
- Alignment of quality curriculum, assessment, pedagogy and reporting
- Integration of ICTs into the curriculum
- Teaching about indigenous cultures and engaging indigenous students

How computers are used to assist learning:

Technology encompasses more than computers at Maleny SHS. Students are actively engaged with a range of technological devices quite new to the classroom. Our students were able to demonstrate their skills on the electronic whiteboards – this makes ‘book learning’ a hands on experience as well as lots of fun.

Computers are used for whole of class activities, group activities and individual access through computers rooms, pods of computers, the Individual Learning Centre technology room and the Library.

More and more classrooms had data projectors installed to cater for teacher driven learning activities



and for student presentations. Multi Media and Film and TV subjects are incredibly popular with students, constantly growing and placing more demands on highly specialised resources.

Value added

Maleny State High School value adds to every child's education whether it is through senior schooling, literacy or numeracy (results previous pages) or the more difficult to measure qualities of citizenship, honesty, courage and the willingness to prepare our students for "Learning for Living".

Post-school destination information:

The results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school is now available.

For the Information about these post-school destinations of our students, it is detailed in this Report in following pages.

Thank you for taking the time to read this report.

Brian King
Principal
Maleny State High School

clever • skilled • creative



nextstep

2009

A report on the
destinations of Year 12
completers from 2008
in Queensland

Maleny State High
School



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Queensland Studies Authority

Queensland University of Technology

Queensland Secondary Principals' Association

Association of Principals of Catholic Secondary Schools of Queensland

Association of Heads of Independent Schools of Australia (Qld branch)

Department of Education and Training

Office of the Government Statistician

The *Next Step* team extends sincere thanks to the many thousands of Queensland Year 12 graduates who gave up their time to complete surveys and participate in telephone interviews.

This research is funded by the Queensland Government.

Acronyms and Abbreviations

ABS	Australian Bureau of Statistics
FT	Full-time
NILF	Not in the labour force
PT	Part-time
SD	Statistical Division
SSD	Statistical Sub-division
TAFE	Technical and Further Education
VET	Vocational Education and Training

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Purpose

The purpose of this report is to inform the school principal and school community of the destinations of students from this school who completed Year 12 in 2008. This is one indicator of the outcomes of schooling.

A school may choose to use this information to:

- Review its senior schooling programs and services, e.g. subject offerings, career advice, links with employers and/or tertiary institutions
- Contribute to its reporting to parents, e.g. through its newsletter, annual reporting documents, website.

This report has been provided to the school and its school system, where this applies. The school may publish this report, if it wishes.

Source of information

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The survey results were compiled and reported on by the *Next Step* team, Department of Education and Training.

Care should be taken in publicly using figures of less than 3 responses or percentages based on less than 3 responses.

Privacy statement

To protect the privacy of individuals participating in the survey, this report contains summarised information only.

Further information on the survey is available at www.education.qld.gov.au/nextstep. This website includes the statewide and regional reports on the survey findings.

Summary of findings

In 2009, 34.1 per cent of young people who completed their Year 12 at Maleny State High School in 2008 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (14.1 per cent). The combined VET study destinations accounted for 20.0 per cent of respondents, including 5.9 per cent in campus-based VET programs, with 2.4 per cent of Year 12 completers entering programs at Certificate IV level or higher.

14.1 per cent commenced employment-based training, either as an apprentice (8.2 per cent) or trainee (5.9 per cent).

In addition to the above study destinations, a further 15.3 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

65.9 per cent did not enter post-school education or training, and were either employed (52.9 per cent), seeking work (10.6 per cent) or neither studying nor in the labour force (2.4 per cent).

There are a range of differences between and within school, regional and statewide destinations. Care should be taken when interpreting comparative data as the findings may relate to groups of different sizes.

Response rate for this school

Table 1 Survey Response Rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
85	106	80.2

Table 1 reports the response rate for Maleny State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Maleny State High School in 2008.

It has not been possible to ascertain how representative these responses are of all students at this school.

Please note that some survey participants did not provide information for particular survey questions. As a result, the number of responses shown in Table 4 onwards may not reflect the totals reported for the main destinations appearing in Table 3.

Definitions of main destinations

All respondents were categorised into their main destination, be it study or work, as outlined in Table 2. Students (in university or VET) were assigned to the study categories regardless of their labour force status.

Table 2 Main Destination Categorisations, Next Step 2009

Higher Education	
University (degree)*	Studying at degree level.
VET categories	
VET Cert IV+*	Studying Certificate IV, Diploma or Advanced Diploma (excluding apprentices and trainees).
VET Cert III*	Studying Certificate III (excluding apprentices and trainees).
VET Cert I-II/other*	Studying Certificate I or II (excluding apprentices and trainees). This category also includes students in an "unspecified" VET course, or in other basic courses (e.g. Year 12, bridging course, etc.) and with an unknown course level.
Apprentice	Working and in employment-based apprenticeship.
Trainee	Working and in employment-based traineeship.
No further education or training	
Working full-time [~]	Working full-time (35 hours or more per week) and not in a study or training destination. This includes people with part-time or casual jobs that total 35 hours or more.
Working part-time [~]	Working part-time or casual (fewer than 35 hours per week) and not in a study or training destination.
Seeking work	Looking for work and not in a study or training destination
Not studying and not in the labour force	Not in study or training, not working and not looking for work.

*Some students also in the labour market

[~]Based on ABS classification

Main destinations

Figure 1 Main destinations of Year 12 completers

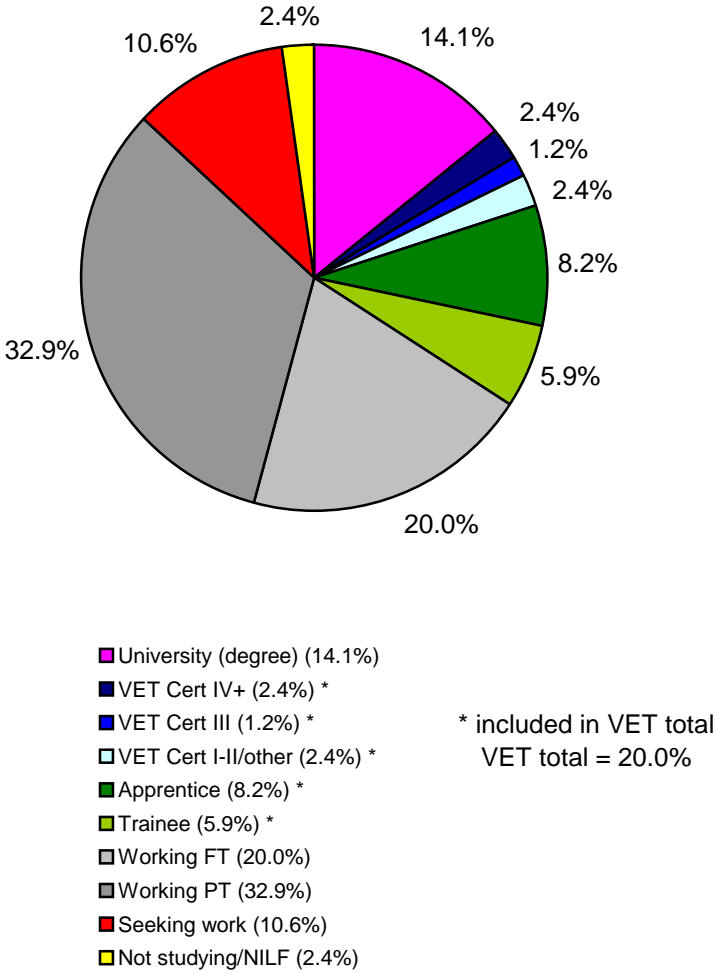


Figure 1 reports the main destinations of Year 12 completers from this school, as defined in Table 2. Please note that students (in university or VET) were assigned to the study categories regardless of their labour force status.

Figure 2 Main destinations of Year 12 completers, by sex

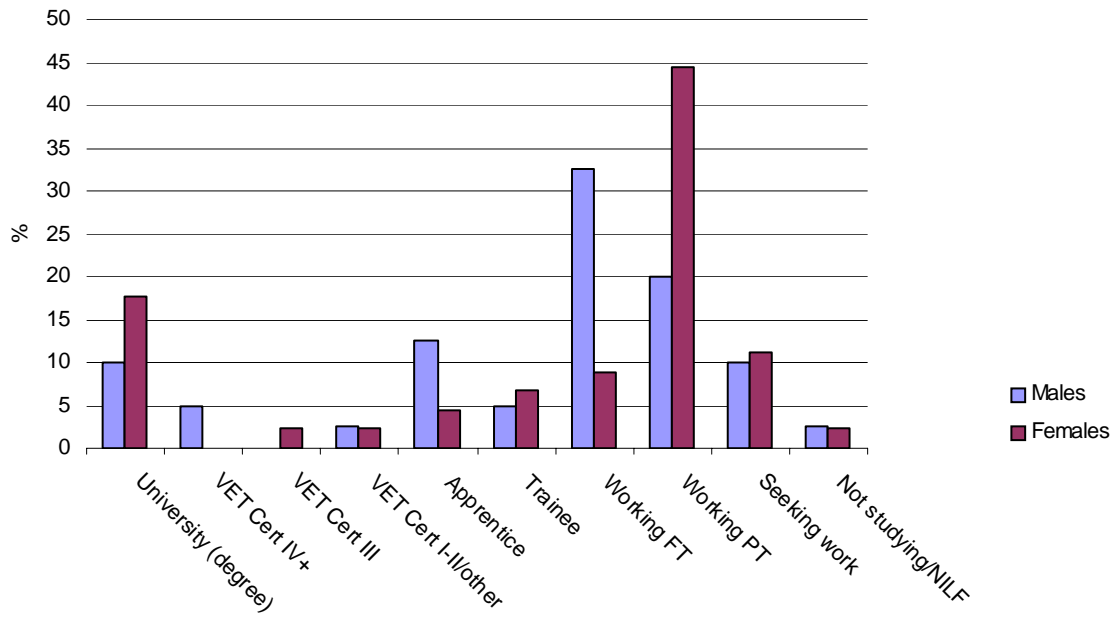


Figure 2 reports the main destinations of male and female Year 12 completers from this school as percentages.

Table 3 Main destinations of Year 12 completers, by sex

<i>Destination</i>	<i>Males</i>		<i>Females</i>		<i>Total</i>	
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>
University (degree)	4	10.0	8	17.8	12	14.1
VET Cert IV+ *	2	5.0	0	0.0	2	2.4
VET Cert III *	0	0.0	1	2.2	1	1.2
VET Cert I-II/other *	1	2.5	1	2.2	2	2.4
Apprentice *	5	12.5	2	4.4	7	8.2
Trainee *	2	5.0	3	6.7	5	5.9
Working FT	13	32.5	4	8.9	17	20.0
Working PT	8	20.0	20	44.4	28	32.9
Seeking work	4	10.0	5	11.1	9	10.6
Not studying/NILF	1	2.5	1	2.2	2	2.4
<i>Total VET</i>	<i>10</i>	<i>25.0</i>	<i>7</i>	<i>15.6</i>	<i>17</i>	<i>20.0</i>
<i>Total</i>	<i>40</i>	<i>100.0</i>	<i>45</i>	<i>100.0</i>	<i>85</i>	<i>100.0</i>

* Included in Total VET

Table 3 reports the main destinations of Year 12 completers from this school as numbers and percentages.

Figure 3 Main destinations of Year 12 completers for Maleny State High School, Sunshine Coast SD Bal SSD, Sunshine Coast SD and Queensland

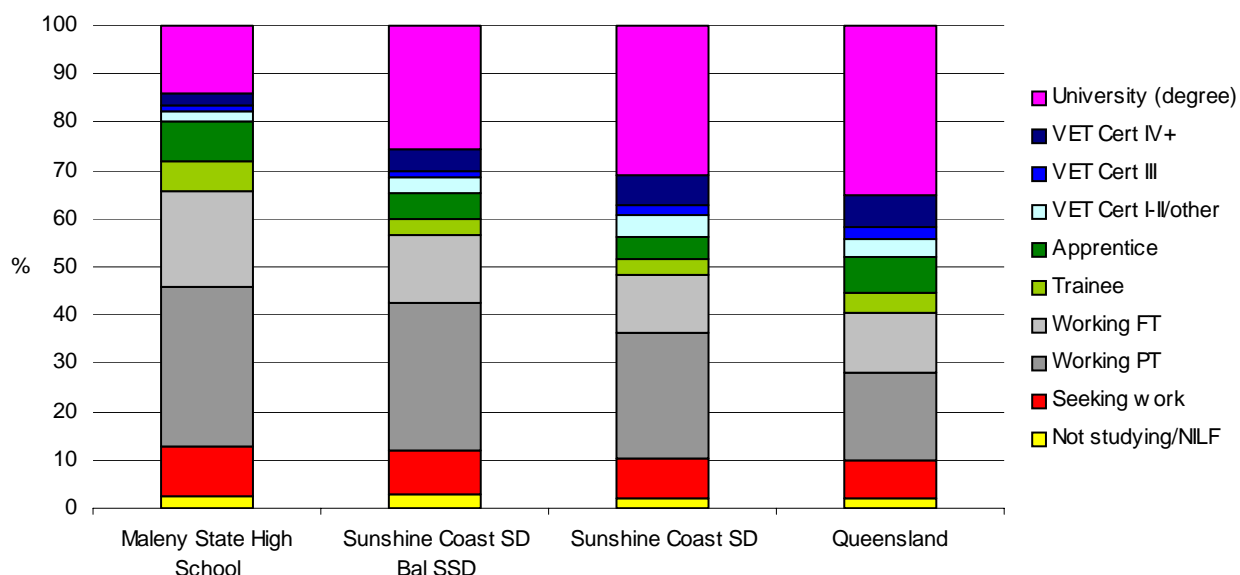


Figure 3 compares the main destinations of all Year 12 completers for Maleny State High School with those of Sunshine Coast SD Bal SSD, Sunshine Coast SD and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers.

Figure 4 Comparison over time of main destinations of Year 12 completers for Maleny State High School

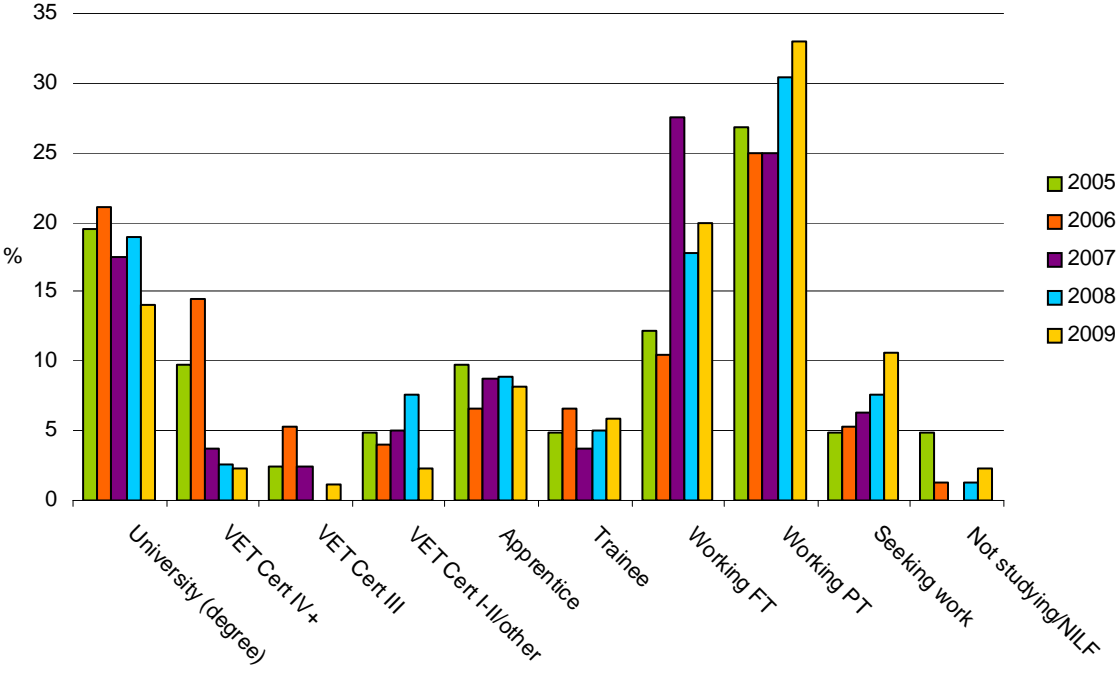


Figure 4 compares the main destinations Year 12 completers from this school against previous years.

Learning

Table 4 Post-school institutions of Year 12 completers (numbers)

<i>Institution</i>	<i>no.</i>
Sunshine Institute of TAFE	8
Queensland University of Technology	5
Private Training Colleges	5
University of the Sunshine Coast	2
University of Queensland	2
Interstate Universities	2
Southern Queensland Institute of TAFE	1
Griffith University	1
Brisbane North Institute of TAFE	1
Other	2
Total	29

Table 4 reports the names of the institutions entered by Year 12 completers from this school.

Table 5 Field of study of Year 12 completers, by sex (numbers)

<i>Field of Study</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
Management & Commerce	1	4	5
Health	0	4	4
Agriculture, Environmental & Related Studies	1	2	3
Architecture & Building	3	0	3
Creative Arts	2	1	3
Engineering & Related Technologies	3	0	3
Food, Hospitality & Personal Services	1	2	3
Double Field of Study	1	1	2
Natural & Physical Sciences	1	1	2
Information Technology	1	0	1
Total	14	15	29

Note: This table uses the Australian Bureau of Statistics' Standard Classification of Education. Further information on which courses are in which fields is available at <http://www.ausstats.abs.gov.au/> under publication 1272.0

Table 5 reports field of study for Year 12 completers from this school who entered a study destination and provided field of study information.

Earning

Table 6 Occupational groups of all Year 12 completers in employment, by sex (numbers)

Occupational Group	Males no.	Females no.	Total no.
Sales Assistants	3	11	14
Food Handlers	6	4	10
Waiters	3	7	10
Clerks, Receptionists & Secretaries	0	6	6
Food, Hospitality & Tourism	4	0	4
Gardeners, Farmers & Animal Workers	2	2	4
Labourers	4	0	4
Building & Construction Skilled Workers	3	0	3
Factory & Machine Workers	2	1	3
Automotive Workers	2	0	2
Accounting, Finance & Management	1	0	1
Child Care & Education-related Workers	0	1	1
Electrical & Electronics Trades	1	0	1
Government & Defence	1	0	1
Health, Fitness, Hair & Beauty Workers	0	1	1
Media, the Arts & Printing	1	0	1
Total	33	33	66

Table 6 reports the occupations of all Year 12 completers from this school who were in employment, and who provided information on the nature of their job (including those who were also in study or training).

Table 7 Industry categories of all Year 12 completers in employment (numbers)

<i>Industry Category</i>	<i>no.</i>
Accommodation & Food Services	22
Retail Trade	20
Construction	8
Public Administration & Safety	3
Agriculture, Forestry & Fishing	3
Manufacturing	2
Health Care & Social Assistance	2
Transport, Postal & Warehousing	1
Rental, Hiring & Real Estate Services	1
Information Media & Telecommunications	1
Financial & Insurance Services	1
Electricity, Gas, Water & Waste Services	1
Arts & Recreation Services	1
Total	66

Table 7 reports the industries entered by all Year 12 completers from this school who were working and who provided industry category information (including those who were also in study or training).

VET in Schools students

Table 8 Main destinations of Year 12 completers who achieved a VET qualification (numbers)

<i>Destination</i>	<i>no.</i>
University (degree)	7
VET Cert IV+	2
VET Cert III	1
VET Cert I-II/other	2
Apprentice	7
Trainee	4
Working FT	10
Working PT	19
Seeking work	7
Not studying/NILF	1
Total	60

Table 8 reports the main destinations of Year 12 completers from this school who achieved a VET in Schools qualification.

Indigenous students

Data on this group of Year 12 completers could not be provided for one of the following reasons:

1. There were no Indigenous respondents from this school.
2. There were insufficient numbers of Indigenous respondents to provide information which guarantees that individual respondents cannot be identified (as required by privacy legislation).

Not in Study

Table 9 Main reason of Year 12 completers for not studying, by sex (numbers)

<i>Main Reason</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
I want a break from study	7	12	19
I am not interested in further study	8	2	10
I am undecided and considering options	4	3	7
I am working to qualify for independent Youth Allowance	0	5	5
I am working to finance further study	3	1	4
I don't feel ready for more study	1	2	3
My work commitments	1	2	3
I am waiting for the course/training to begin	1	1	2
I am going into the armed services	1	0	1
I am looking for an apprenticeship/traineeship	0	1	1
The course fees and other costs are a barrier	0	1	1
Total	26	30	56

Table 9 reports the main reason for not studying given by Year 12 completers from this school who were not in study or training at the time of the survey.

Not Studying and Not in the Labour Force

Table 10 Main reason for not looking for work of Year 12 completers not studying and not in the labour force, by sex (numbers)

<i>Main Reason</i>	<i>Males no.</i>	<i>Females no.</i>	<i>Total no.</i>
I have no financial need to work	0	1	1
Travel	1	0	1
Total	1	1	2

Table 10 reports the main reason for not looking for work given by all Year 12 school completers from this school who were neither in study or training nor in the labour force at the time of the survey.

Further information and feedback

Statewide and Regional reports will be available on the departmental website in September 2009 at www.education.qld.gov.au/nextstep

For queries on this school's data or to request additional data, contact the *Next Step* project team at the Department of Education and Training on 3237 9827.