Middlemount Community School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Middlemount Community School is a state school that provides a quality, seamless education from Prep to Year 12. Our vision statement, "working with high expectations and pride, towards continuous improvement in teaching practices and student outcomes", underpins all that we do at MCS. Our school values are:

- Explicit high expectations of all learners
- Valuing individuals and expecting and recognising success
- Partnerships with parents
- Personal responsibility and accountability

As our name suggests, we are a small community of learners and we place great emphasis on students' wellbeing and welfare. Our students are well supported through our Learning and Wellbeing Plan, both in their academic progress and social, emotional wellbeing. Our academic programs deliver the P-12 Australian Curriculum and QCAA Authority and Authority registered subjects and a small number of vocational certificates in the senior school. Students in years 10-12 are able to access a wider range of subjects through distance education, which is well supported at our school. Senior students are also able to access school based apprenticeships and traineeships. We monitor student progress closely and provide appropriate intervention and support to ensure our students receive the best possible outcomes. Our school offers strong learning support programs for groups and individual students.

At MCS, we recognise the importance of extra-curricular activities and offer a wide range of opportunities to students, including sport, choir, instrumental music, and a range of cultural, STEM, and social competitions and activities.

As a school in a small community, our links with local businesses and industries and organisations are close. We work closely with community partners in the early childhood area to facilitate effective transitions to Prep. Local businesses provide many opportunities for our students' vocational pathways and support our school in a range of other ways. Our parents are provided with many opportunities for communication and involvement in the school and their children's learning.

At MCS, there are four STAR rules which support a positive learning environment for all: Safety first; Take responsibility; Achievement; Respect.

School progress towards its goals in 2018

2018 School Review

Middlemount Community School had a quadrennial school review in 2018. The key findings of the review were:

- The principal and staff members are committed to an inclusive culture to support learning for students with diverse learning needs and disabilities.
- The school leadership team has facilitated and is driving an Explicit Improvement Agenda (EIA) based on school data, using it to guide improvement in school performance aligned with state and regional targets.
- School targets are established and published in the Annual Implementation Plan (AIP) and the EIA and detail academic and student wellbeing targets.
- The school has commenced a program for teaching staff members to share practice and take opportunities to observe their colleagues' practices.
- The leadership team actively encourages teachers to share their classroom practice, ideas and resources.
- The school focuses on encouraging differentiation and is developing a range of high-yield strategies to involve every student in active learning including embedding strategies regarding the use of cognitive verbs across the school.

Priority	Strategies	Targets	Progress made in 2018
Attendance	Implement a case management strategy for students attending less than 85%. Develop process for monitoring students, parental contact and support. Develop a process for monitoring punctuality and implementing consequences and acknowledgement.	Students with att. rate < 85% is less than 5%. Students with att. rate 85-09% is less than 12%.	Students are case managed through the Wellbeing team. Youth Support Officer supports individual students. Overall attendance for 2018 was 92.2%. However, little progress was made in improving the numbers of students falling below 90% attendance. • 85-90% attendance rate – 17.2% of students • <85% attendance rate – 13.1% of students.
Spelling and Vocabulary	NAPLAN SPELLING MSS Year 3: 416 Year 5: 500 Year 7: 549 Year 9: 581	Implement consistent, evidence based pedagogical practices for vocabulary and spelling instruction. Improve teacher capability in the areas of spelling and vocabulary acquisition and instruction.	NAPLAN SPELLING MSS Year 3: 429.1 Year 5: 495.5 Year 7: 555.3 Year 9: 556.7 Year 3 and 7 students exceeded our targets, with the year 5 cohort achieving a similar score. The year 9 cohort was a particularly small cohort and therefore the data is not statistically significant. In comparison, all year levels achieved "similar to the nation".
Supportive School Environment	SOS Satisfaction with Behaviour Management > 80% (students). SOS Satisfaction with Behaviour Management >90% (staff).	Review and implement Responsible Behaviour Plan. Conduct a review of Responsible Behaviour Plan, involving staff, students, parents. Improve teacher capability to create positive, supportive classrooms with consistent expectations.	Our Responsible Behaviour Plan was reviewed and re-written through a consultative process. This was completed in term 3 2018. All staff were provided with training in the Essential Skills for Classroom Management and were profiled at least once during the year. The School Opinion Survey results for satisfaction with management of behaviour: Parents – 88.2% Students – 79.8% Staff – 80.6%
Junior Secondary	95% of Junior Secondary students achieve A-C. 15% of Junior Secondary students achieve A. 15% of Junior Secondary students achieve "B".	Review and implement WSCAP to prepare students for SATE. Implement consistent approaches to teaching reading and vocabulary. Implement a consistent	Whole School Curriculum Plan was reviewed and updated. Australian Curriculum Version 8 is fully implemented. A new approach to homework was implemented in 2018 to support better study habits. A-E data at end of semester 2 shows that a significant number of our students are achieving well (above "C"). However, there a significant number of students are not achieving a "C" standard and this remains a focus in 2019. (see below)

		approach to homework which focusses on rehearsal, active processing of texts and vocabulary.	

Year	A	B	C	D/E
7	7%	27.8%	43.5%	21.7%
8	9.7%	31.9%	48.6%	9.7%
9	7.7%	36.5%	30.8%	25%
10	10.7%	26.2%	41.7%	21.
Achievement Results Semester 2 2018				

Future outlook

In 2019, we continue to focus on teacher capability, ensuring that teachers are well inducted and provided with mentoring and support, ongoing professional development and coaching and feedback.

In the senior phase, we are implementing the new QCE and new Assessment and Tertiary Entrance processes.

Our Explicit Improvement agenda for 2019 is reading. Specifically, a whole school reading framework will be developed and implemented.

Priority	Strategies	Targets
Explicit Improvement Agenda: Reading	Develop and implement a whole school reading framework	95% of students meet MCS Reading benchmarks (PM and Probe). All students make one year progress in reading for one year of learning as measured by PAT-R.
Science, Technology, Engineering and Mathematics (STEM)	Provide staff with quality professional development: 21st century skills; 3D design and printing; robotics; engineering. Identify staff capability and create a STEM coordinator role to promote STEM pathways and provide support. Provide students with opportunities for school based and externally provided STEM enrichment activities. Provide physical and digital resources to ensure students and teachers can access STEM curriculums.	90% satisfaction on School Opinion Survey on relevant questions.
Effective Pedagogies	Provide teachers with quality professional development relating to a variety of evidence based pedagogical practices: cooperative learning; age appropriate pedagogies; increasing independence of learners. Maintain Explicit Instruction and Rapid Recall Routines as core pedagogical practices through induction, professional development, coaching and feedback.	95% of student results are "C" or better.
Coaching and Feedback	Provide professional development to all staff about feedback: to students; to colleagues. Develop the capacity of school leaders and identified potential leaders for coaching and feedback. Review the process for performance planning and professional development applications. Formalise a process for coaching and feedback at MCS.	100% of staff participate in coaching and feedback activities.
High Achieving Students	Develop and implement a program of professional development for teachers in differentiation for all students. Review and refine the Learning and Wellbeing Plan to ensure processes for supporting more able students	Increase the % of 'A" students results to 15%.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	360	271	245
Girls	185	134	118
Boys	175	137	127
Indigenous	11	16	17
Enrolment continuity (Feb. – Nov.)	94%	82%	87%

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

Our students are drawn mainly from the local mining community and their parents are predominantly employed by coal mining companies or associated industries. A small percentage of students are from the surrounding agricultural properties. The average income in mining communities is relatively high. There is a small number of indigenous students (about 7%). A very small number of students have English as a Second Language (about 2.7%).

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	18
Year 4 – Year 6	25	26	22
Year 7 – Year 10	14	13	14
Year 11 – Year 12	9	10	6

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
The Australian Curriculum in English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, the Arts and Technologies is delivered from Prep to Year 10. Japanese is taught in years 5-8.

Students in Year 8-10 participate in an elective program selecting two subjects from The Arts and Technologies per semester, providing them an opportunity to experience a range of options when selecting subject choices in Year 11-12.

All year 10 students in 2017 completed a Certificate I in Information, Digital Media and Technology. Students are also able to access VET courses from external providers, including courses in retail, hospitality, tourism and engineering. School based apprenticeships and traineeships are also available to students. Year 10-12 students are able to select courses from School of Distance Education. Students in Year 4 onwards are able to participate in the Instrumental music program.

Co-curricular Activities

Representative, Interschool and Inter-house sport, Lunch time sporting competitions, Choir, Instrumental Music, Wakakirri, Writing competitions, Central Highlands Eisteddfod, Public Speaking, School Camp program, Photography Club, Optiminds, Writer in Residence, Theatre Trips, Readers' Cup, Jump rope for Heart, Engineering Competition, Fete, Student Council organised social and charity events.

How Information and Communication Technologies are used to Assist Learning

All primary classes and some secondary classrooms have interactive Promethean whiteboards which are an integral part of teaching and learning in this school. Students have access to three computer rooms which are used both as curriculum tools and for leisure purposes. MCS runs an optional BYOx program where students bring their own devices to school. Students with disabilities have access to a range of apps to assist learning on IPads. MCS has a range of coding and robotics resources, drones and a 3D printer to support learning in STEM areas.

Social climate

Overview

Our school has a positive social climate, with embedded social skilling programs from Prep to year 12. Our school motto is Pride, Effort, Achievement and we have high expectations of our students. In the School Opinion survey of 2018, 100% of our parents and 95.3% of students agreed that teachers at this school expect students to do their best.

Reports of negative social behaviours, including bullying are treated promptly and with a view to change or improve behaviours, through our Responsible Behaviour Plan. This plan has been collaboratively developed with students, staff and parents. We promote communication and mediation as ways to resolve conflict and bullying.

We endeavour to provide a range of inclusive activities which promote a sense of belonging in our students. Our students are supported by a School Chaplain who is also the town Youth Worker, a Youth Support Coordinator, Guidance Officer. Students participate in an elected Student Council, which is active and visible in the school. We regularly recognise and celebrate student success. The MCS Wellbeing Team supports referred students in a variety of ways to ensure they are engaging successfully at school.

Our school enjoys a high level of support from our parents and they report that our staff are approachable, evidenced by 2018 School Opinion Survey Data, in which 100% of parents agreed that "I can talk to my child's teachers about my concerns" and that "staff at this school are approachable". Our P&C is active and involved in the school.

Our students have positive attitudes towards this school as a community. In the School Opinion survey in 2018, more than 95.3% of students agreed that they feel safe at MCS and that "my school encourages me to be a good community member".

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%	100%	89%
• this is a good school (S2035)	100%	95%	94%
• their child likes being at this school* (S2001)	97%	100%	94%
• their child feels safe at this school* (S2002)	97%	100%	100%
• their child's learning needs are being met at this school* (S2003)	90%	100%	89%
• their child is making good progress at this school* (S2004)	90%	100%	83%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	100%	94%
• teachers at this school motivate their child to learn* (S2007)	93%	100%	94%
• teachers at this school treat students fairly* (S2008)	97%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
• this school works with them to support their child's learning* (S2010)	93%	100%	88%
• this school takes parents' opinions seriously* (S2011)	86%	100%	87%
• student behaviour is well managed at this school* (S2012)	82%	95%	88%
• this school looks for ways to improve* (S2013)	96%	100%	100%
• this school is well maintained* (S2014)	90%	100%	89%

* 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)	92%	89%	86%
• they like being at their school* (S2036)	90%	84%	91%
• they feel safe at their school* (S2037)	91%	90%	95%
• their teachers motivate them to learn* (S2038)	96%	93%	96%
• their teachers expect them to do their best* (S2039)	98%	98%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	91%
• teachers treat students fairly at their school* (S2041)	80%	76%	68%
• they can talk to their teachers about their concerns* (S2042)	82%	81%	83%
• their school takes students' opinions seriously* (S2043)	81%	82%	84%
• student behaviour is well managed at their school* (S2044)	71%	74%	80%
• their school looks for ways to improve* (S2045)	94%	90%	93%
• their school is well maintained* (S2046)	92%	89%	90%
• their school gives them opportunities to do interesting things* (S2047)	88%	89%	87%

* 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)	97%	100%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
• they receive useful feedback about their work at their school (S2071)	86%	88%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	62%	71%	74%
• students are encouraged to do their best at their school (S2072)	100%	97%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	97%	97%	92%
• student behaviour is well managed at their school (S2074)	86%	88%	81%
• staff are well supported at their school (S2075)	83%	91%	78%
• their school takes staff opinions seriously (S2076)	83%	91%	74%
• their school looks for ways to improve (S2077)	100%	97%	97%
• their school is well maintained (S2078)	92%	94%	95%
• their school gives them opportunities to do interesting things (S2079)	89%	91%	75%

* 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

Communication with parents takes place regularly through the school newsletters, Facebook, the school website and teachers' weekly emails. We celebrate success with parents at weekly parades, achievement ceremonies and Awards Evenings. Parents are welcome and enthusiastic supporters at the annual Swimming Carnival, Athletics Carnival, Christmas Concert, Under 8s Day, book week parade and a range of other events. We have welcomed parent involvement in classrooms, mainly in P-3.

New parents to the school are welcomed by the principal and given a tour of the school. Our new Prep parents are provided with a series of seminars to support their child's transition to the school.

At Middlemount, we report to parents four times a year, with three opportunities for formal parent teacher meetings. All parents are active participants in the SET Plan/Senior Phase Agreement process, which is completed at the end of year 10 each year.

Parents whose children who have diverse learning needs are regularly consulted and informed as part of our planning processes for Individual Support or Curriculum Plans. These plans are reviewed each semester with the input of parents and teachers.

MCS has built good relationships with local business and employers who support our school in a variety of ways, including hosting students on work placements and school based traineeships, through donations and sponsorships and by being involved in school events.

Respectful relationships education programs

Our school delivers a Social and Emotional Wellbeing Program from Prep to year 12. The program encompasses social skills, personal safety, resilience, mental health, team building, cybersafety, career education and life/transition skills. The Respectful Relationships program, which focuses on equipping students with the skills to develop respectful and ethical relationships free of violence, is delivered through the HPE and SEW programs.

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	9	19	17
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

The school has implemented "switch off" practices at the end of weeks and terms to ensure electrical appliances used less power. Air conditioning is not used during terms 2 and 3. The school has access to some solar power. Printing and photocopying are subject to limits.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	203,476		280,480
Water (kL)			1,984

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.

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	27	27	<5
Full-time equivalents	25	17	<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	0
Masters	1
Graduate Diploma etc.*	2
Bachelor degree	24
Diploma	0
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 $33834.

The major professional development initiatives are as follows:

- Mandatory training
- Coaching, observations and feedback, mentoring
- Spelling: Words Their Way
- Vocabulary
- Diverse Learners
- Literacy Continuum and Early Start
- Reading/Vocabulary for Secondary
- Explicit Instruction
- The New QCE/Senior Assessment and Tertiary Entrance system

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.	97%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 69% 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 P-10/P-12 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	92%	93%	92%
Attendance rate for Indigenous** students at this school	88%	91%	91%

* 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	92%	90%	93%
Year 1	91%	94%	93%
Year 2	90%	93%	93%
Year 3	92%	91%	92%
Year 4	91%	93%	92%
Year 5	93%	93%	93%
Year 6	92%	93%	91%

Year level	2016	2017	2018
Year 7	94%	92%	89%
Year 8	93%	94%	92%
Year 9	89%	93%	92%
Year 10	91%	92%	93%
Year 11	91%	93%	91%
Year 12	92%	95%	94%

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

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	14	19	29	37
2017	11	17	37	35
2018	13	17	34	35

Proportion of Students (0% – 100%)
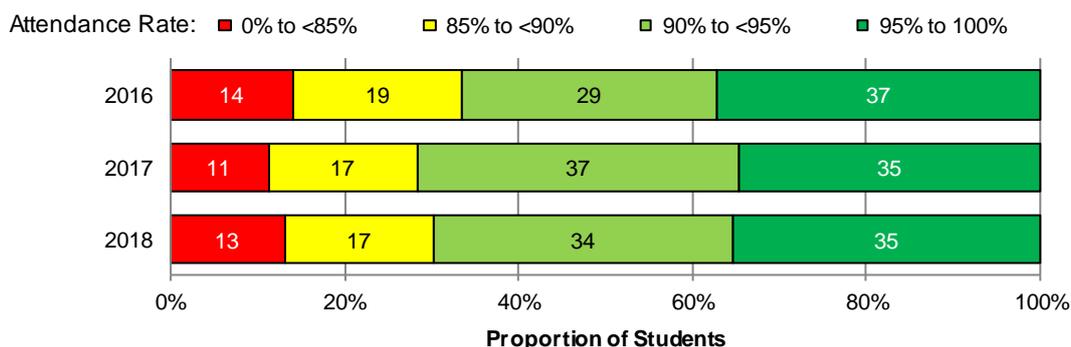
Description of how this school manages non-attendance

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.

Non-attendance is managed in state schools in line with the DET 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. The school monitors attendance regularly. All rolls are marked electronically between 8.30 am and 8.40 am. A second roll marking occurs for all classes at 1.00 pm. In Year 11 and 12, attendance is expected to be at least 85% of the semester; otherwise credit may not be given for the semester. If a student is marked absent, without a prior explanation, on the morning roll, parents are contacted by 9.00am by phone.

Where student absences are excessive, the school works with parents to resolve issues which may be impacting on attendance. Students are recognized and rewarded for high attendance at our parades and achievement ceremony.

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	16	19	13
Number of students awarded a QCIA	1	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	15	16	11
Percentage of Indigenous students awarded a QCE at the end of Year 12			
Number of students who received an OP	3	5	3
Percentage of Indigenous students who received an OP			
Number of students awarded one or more VET qualifications (including SAT)	16	17	10
Number of students awarded a VET Certificate II or above	15	17	10
Number of students who were completing/continuing a SAT	3	3	3
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	67%	60%	100%
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	100%	95%	92%
Percentage of QTAC applicants who received a tertiary offer.	50%	100%	100%

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	1	0	0
6-10	0	2	0
11-15	1	1	3
16-20	1	2	0
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	6	7	2
Certificate II	15	17	10
Certificate III or above	0	2	2

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).

In 2018, all year 10 students were enrolled in a Certificate I in Information, Digital Media and Technology. Students are also able to complete VET qualifications through traineeships and apprenticeships.

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	84%	77%	50%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		0%	

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.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment. Almost no students at MCS leave school early. Most of those accounted for in our retention rates transfer to other schools in Queensland.

For students who are at risk of non-completion of year 12, we take a case management approach, in consultation with the student and parents.

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.middlemountcs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx