Middlemount Community School

ANNUAL REPORT
2016

Queensland State School Reporting

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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.

Principal's Forward

Introduction

The intent of this report is to inform the local community, and other interested parties, about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of the report are available through the school office.

School Progress towards its goals in 2016

Area	Strategies	Our targets	What We Achieved
Writing	Develop and implement a whole school instructional approach to writing. Develop the capacity of teachers to improve students' writing. Improve students' control over audience, purpose, ideas, paragraphing and vocabulary when writing. Implement targeted programs to extend writing for high performing students and improve writing for at-risk students. Create a writing culture at MCS in which writing is valued and celebrated. Develop and implement an effective monitoring and data collection program for P-10 writing.	**NAPLAN MSS** Year 3: 420 Year 5: 491 Year 7: 510 Year 9: 550 **NAPLAN U2B** Year 3: 50% Year 5: 25% Year 7: 20% Year 9: 20% 90% of student achieve an overall "C" for English.	Our NAPLAN writing targets in 2016 were aspirational. We achieved the targets in some areas. When comparing our results to the national cohort, MCS achieved similar results in every area except year 7 Mean Scale Score, which was below the national cohort. 86% of students at MCS achieved a "C" or better in English. **NAPLAN MSS** Year 3: 414.2 Year 5: 476.9 Year 7: 476 Year 9: 552.8

			NAPLAN U2B Year 3: 54.8% Year 5: 12% Year 7: 8.3% Year 9: 11.1%
Quality Teaching Practices	Plan and implement an effective induction program for new and beginning teachers. Ensure all teaching staff understand and implement our pedagogical framework, core pedagogies, and the MCS Expectations for Teaching. Ensure all teachers are actively involved in collecting, analysing and responding to data. Improve teacher capacity to differentiate for more able students.	15% of students achieve "A". 15% of students achieve "B". 90% of students achieve "A-C".	In 2016, our students exceeded the target for "A-C". Almost half of our assessment results were above year level expectations (48.8%). We must continue to focus on students achieving "A" standards. 12.1% of achievement results were "A". 36.7% of achievement results were "B". 92.3% of achievement results were "A-C".
Reading	Review and renew Daily 5 approach to reading in primary. Implement "script" for teaching reading in secondary. Provide targeted intervention and enrichment programs.	**NAPLAN MSS** Year 3: 420 Year 5: 490 Year 7: 540 Year 9: 580 **NAPLAN U2B** Year 3: 40% Year 5: 40% Year 7: 33% Year 9: 15%	Our NAPLAN reading targets in 2016 were aspirational. We achieved the targets in some areas. When comparing our results to the national cohort, MCS achieved similar results in every area. **NAPLAN MSS** Year 3: 428.4 Year 5: 486.7 Year 7: 528.8 Year 9: 565.3 **NAPLAN U2B** Year 3: 51.6% Year 5: 24% Year 7: 25% Year 9: 11.1%
	Implement a whole school approach to mathematical problem solving. Develop and implement an effective monitoring and data collection program for P-10 numeracy/mathematics. Ensure all students are tracked and "gaps" are addressed in "Number and Algebra".	**NAPLAN MSS** Year 3: 400 Year 5: 490 Year 7: 542 Year 9: 591 **NAPLAN U2B** Year 3: 35% Year 5: 35% Year 7: 25% Year 9: 20%	In NAPLAN Numeracy, our students achieved similar to or exceeded our targets except in year 5 U2B. When comparing our results to the national cohort, MCS achieved similar results in every area, except year 5 U2B. **NAPLAN MSS** Year 3: 393.9 Year 5: 487.3 Year 7: 553.8 Year 9: 600.7 **NAPLAN U2B** Year 3: 34.4% Year 5: 8.3% Year 7: 27.3% Year 9: 33.3%
	Review and implement Attendance policy.	Improve the attendance rate. Reduce number of unexplained absences.	Our attendance rate in 2016 improved to 91.5% (from 91.1% in 2015). There was a significant improvement in the number of unexplained absences, from 1017.5 in 2015 to 6 in 2016

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Future Outlook

In 2017, our explicit improvement agenda is focussed on Writing. We will continue to focus on the strategies below to ensure they are consolidated and embedded at MCS.

- Develop and implement a whole school instructional approach to writing.

- Embed consistent whole school practices for marking and providing feedback to students about writing.

- Develop the capacity of teachers to improve students' writing.

- Develop and implement moderation and feedback processes to support teacher judgements about writing and to improve writing instruction.

- Improve students' control over audience, purpose, ideas, paragraphing and vocabulary when writing.

- Implement targeted programs to extend writing for high performing students and improve writing for at-risk students.

- Create a writing culture at MCS in which writing is valued and celebrated.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	377	188	189	15	88%
2015*	373	187	186	12	88%
2016	360	185	175	11	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
Our students are drawn mainly from the local mining community and their parents are predominantly employed by a single coal mining company. 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 5%). A very small number of students have English as a Second Language (about 3%).

Average Class Sizes

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The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	25	24
Year 4 – Year 7	21	27	25
Year 8 – Year 10	19	19	14
Year 11 – Year 12	13	11	9

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 complete a Certificate II in Workplace Practices, which involves work placement opportunities. MCS also offers Certificate I Engineering. 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, Running Club, 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. Primary students have access to three computer rooms which are used both as curriculum tools and for leisure purposes. Students in years 9-12 participate in a take-home laptop program. Laptops are key learning tools in every lesson for senior phase students. Students with disabilities have access to a range of apps to assist learning on IPads.

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 2016, 97% of our parents and 98% 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. 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 and School Based Youth Health Nurse. Students participate in an elected Student council, which is active and visible in the school. We regularly recognise and celebrate student success. Our school enjoys a high level of support from our parents and they report that our staff are approachable, evidenced by 2016 School Opinion Survey Data, in which 100% of parents agreed that "I can talk to my child's teachers about my concerns" and that "teachers at this school are interested in my child's wellbeing". Our students have positive attitudes towards this school. In the School Opinion survey in 2016, more than 90% of students agreed that MCS is a good school where they feel safe and like to be and that they are receiving a good education.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	92%	97%
this is a good school (S2035)	97%	89%	100%
their child likes being at this school* (S2001)	94%	97%	97%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child feels safe at this school* (S2002)	97%	92%	97%
their child's learning needs are being met at this school* (S2003)	89%	87%	90%
their child is making good progress at this school* (S2004)	92%	92%	90%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	92%	93%
teachers at this school motivate their child to learn* (S2007)	94%	97%	93%
teachers at this school treat students fairly* (S2008)	91%	92%	97%
they can talk to their child's teachers about their concerns* (S2009)	97%	95%	100%
this school works with them to support their child's learning* (S2010)	97%	100%	93%
this school takes parents' opinions seriously* (S2011)	94%	79%	86%
student behaviour is well managed at this school* (S2012)	94%	81%	82%
this school looks for ways to improve* (S2013)	94%	89%	96%
this school is well maintained* (S2014)	92%	87%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	89%	93%	92%
they like being at their school* (S2036)	90%	90%	90%
they feel safe at their school* (S2037)	92%	95%	91%
their teachers motivate them to learn* (S2038)	94%	96%	96%
their teachers expect them to do their best* (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	93%	98%	94%
teachers treat students fairly at their school* (S2041)	86%	89%	80%
they can talk to their teachers about their concerns* (S2042)	83%	89%	82%
their school takes students' opinions seriously* (S2043)	89%	92%	81%
student behaviour is well managed at their school* (S2044)	76%	85%	71%
their school looks for ways to improve* (S2045)	95%	95%	94%
their school is well maintained* (S2046)	93%	93%	92%
their school gives them opportunities to do interesting things* (S2047)	87%	91%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	89%	97%
they feel that their school is a safe place in which to work (S2070)	100%	97%	100%
they receive useful feedback about their work at their school (S2071)	82%	89%	86%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	79%	62%
students are encouraged to do their best at their school (S2072)	98%	97%	100%
students are treated fairly at their school (S2073)	96%	97%	97%
student behaviour is well managed at their school (S2074)	88%	86%	86%
staff are well supported at their school (S2075)	88%	78%	83%
their school takes staff opinions seriously (S2076)	92%	81%	83%
their school looks for ways to improve (S2077)	98%	95%	100%
their school is well maintained (S2078)	90%	89%	92%
their school gives them opportunities to do interesting things (S2079)	94%	84%	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.

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. At Middlemount, we report to parents four times a year, with three opportunities for formal parent teacher Learning Conversations. All parents are active participants in the Senior Phase Agreement process, which is completed at the end of year 10 each year. Parents whose children who have particular 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.

Respectful relationships 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	8	13	9
Long Suspensions – 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	331,013	0
2014-2015	352,729	50
2015-2016	203,476	

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

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 http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name	GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	30	25	<5
Full-time Equivalents	30	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	0
Graduate Diploma etc.**	12
Bachelor degree	18
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**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 2016 were $32403.

The major professional development initiatives are as follows:

- Induction and mentoring of beginning teachers
- Coaching and feedback – Explicit Instruction
- Writing workshops – Seven Steps, VCOP, MCS Writing Process and Writing Script
- Profiling – Essential skills for classroom management
- Data analysis
- Moderation processes
- Critical and higher order thinking workshop

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 70% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	92%	92%	92%	91%	90%	90%	90%	89%	89%	90%	92%
2015	92%	92%	91%	92%	92%	92%	88%	91%	91%	92%	90%	87%	89%
2016	92%	91%	90%	92%	91%	93%	92%	94%	93%	89%	91%	91%	92%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:
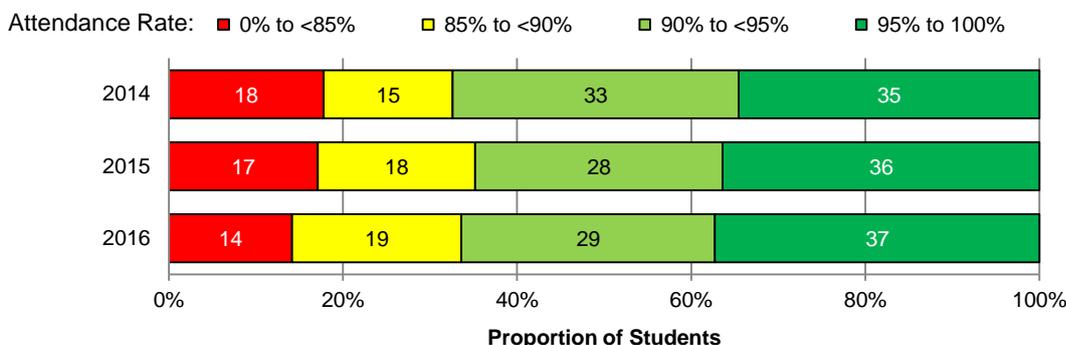
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording 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 9.30am by phone. Where student absences are excessive, the school works with parents to resolve issues which may be impacting on attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

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SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	14	17	16
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	6	4	3
Percentage of Indigenous students receiving an Overall Position (OP)		0%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	1	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	12	15	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	6	12	15
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	14	17	15
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	75%	67%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		100%	50%

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	1	3	2	0
2015	0	1	2	1	0
2016	1	0	1	1	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	11	6	0
2015	10	12	1
2016	6	15	0

As at 3rd February 2017. The above values exclude VISA students.

Our 2016 students completed VET qualifications in:

Certificate II Workplace Practices

Certificate I Engineering

Certificate II Tourism

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	54%	71%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	100%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.middlemountcs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. Very few students at MCS leave school early. Most of those accounted for in our retention rates transfer to other schools in Queensland. Those students who do not complete year 12 are predominantly leaving to traineeships or apprenticeships. 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.

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