Malanda State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Malanda SHS's students are typical young Australians living on the Atherton Tableland. Yet, our students attain atypical results compared to the rest of the state. This means that when students leave Malanda SHS they have the necessary skills and knowledge to succeed in life after school. We pride ourselves in being a small school that provides the best opportunities for each of our students.

The focus of Malanda SHS is based on the purpose of: "Within a supportive environment, all of our students develop the literacy and numeracy skills in the junior secondary school, which enables them to successfully meet our Service Commitment within the senior secondary years." This commitment aims to ensure that all graduates of Malanda SHS achieve one or more of the following to give them the best start in life after school:

- a Queensland Certificate of Education or a Queensland Certificate of Individual Achievement;
- an appropriate Overall Position (OP) rank that enables university entrance, and/or
- a clear Vocational Education and Training (VET) pathway to employment, and/or
- the skills to achieve direct employment post school, and/or
- alternative pathways for some students with special needs.

Malanda SHS has been recognised as a 'Place to Excel' for a number of years. This reputation is founded in the yearly recognition as the best school in the Far North Queensland region for OP 1-5 achievement compared to all other public and private schools. We consistently provide significant numbers of high results for the hard working and committed students within our school.

Our school is regularly commended on having strong core values, embedding life skills and positive pathways, having excellent individual student management, well planned student programs, feedback processes, and options and pathways for all students. Our school is described as a "high performing school based on student outcomes".

Malanda SHS's results are consistently above Queensland results and outstrip other schools in the Far North Queensland region. In recognition of the school's overall performance it was granted Independent Public School status commencing in 2015.

Principal's Forward

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Introduction

The purpose statement of Malanda State High outlines that *"…Within a supportive environment, we ensure all of our students develop the literacy and numeracy skills in junior secondary, that will enable them to successfully meet our Service Commitment within the senior secondary years".*

As a consequence, our school works with all students in their early years so as to ensure they develop 'the passports for life' – that is, pronounced literacy and numeracy skills. Thereafter in each new year, Malanda State High publically re-affirms that it is committed to serve the local community in ways that guarantee positive outcomes not only for all of the students enrolled at the school, but also the broader community as a whole. This approach is encapsulated in the *Service Commitment* to every student and their families; a commitment that aims to ensure that 100 per cent of students at Malanda State High graduate each year as confident and capable young Australians.

School Progress towards its goals in 2016

Malanda SHS's priorities for 2016 are based on the regional priorities and are embedded in the Malanda SHS Four Year School Improvement Plan:

1. Improving teaching

2. Refining and embedding data based decision making

3. Refining and embedding Planning and Accountability Systems at all leadership levels

4. Connecting parents and caregivers to their children's learning.

2016 was yet another successful year for Malanda High in the academic, vocational, cultural and sporting areas. Academically our students performed very strongly across all year levels with the embedding of explicit teaching in classrooms and C2C (National Curriculum) taught in the Junior School.

Vocationally, our students have increasingly taken advantage of the significant partnerships that our school has developed with other RTO's - many of which have led to direct employment both in the local area, and in cities and states across the nation.

The Data (NAPLAN results and Year 12 Outcome results in particular) has shown that students at Malanda SHS outperform other schools in the FNQ Region and across the state.

On the sporting fields our individuals and teams excelled, achieving results of the highest order, especially considering our relatively small student population. Culturally, our students engaged in a range of functions and pursuits in the Arts, including our successful musical performances, an ANZAC Day ceremony, and strong links with our local RSL sub-branch.

The school's Web Page has been enhanced further with a parental focus and an email communication system to parents is in place. The school continues to move in 2016 to be a QParent school bringing more information available to our parents online.

Planning and accountability systems were enhanced throughout the implementation of systems design across the school. Our school functions around two significant and complex systems namely the Teaching system and the Student Support System. As a result of these systems our school is achieving very high results. Malanda SHS is recognised as one of the highest performing schools in the state.

Malanda SHS outperforms other schools in terms of:

• The percentage of students in the OP 1-5 and OP 1-15 range (In 2016 28% if OP students received and OP between 1-5.);

• The percentage of students receiving a QCE/QCIA; (In 2016, 59% of students received more than 25 credits.);

• The percentage of students exiting Year 12 with a qualification; and

• NAPLAN results (Students in Years 7 and 9 improved in all strands from 2015 to 2016.).

Future Outlook

IMPROVEMENT PRIORITIES FOR 2017:
Improvement priority will be focused on quality teaching. Research clearly indicates that the student outcomes cannot extend beyond the capability of the teaching staff. Our school will continue to develop and improve the systems in place to provide the teaching expertise within the school.

Our school prides itself on the support for individual students and teachers. Our school has complex systems in place to ensure the wellbeing of each child is not left to chance. In 2017 we will be conducting a full external school Teaching and Learning Review which will inform our strategic planning for the next four years. Our goal is to minimise disruptions to learning including the impact of behavioural matters resulting in school disciplinary absences.

Links with the Primary feeder schools will be strengthened further and the transition process for students into the High School will be broadened and deepened.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	329	163	166	28	90%
2015*	385	197	188	37	91%
2016	380	191	189	35	92%

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
Students attend Malanda SHS from a variety of communities and towns that provide a diverse student population. Our student population includes international students who attend for short or extended stays, and Indigenous students comprise approximately 9% of the total school population. We have very few or no ESL students.

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			
Year 4 – Year 7			
Year 8 – Year 10	21	21	20
Year 11 – Year 12	15	16	17

*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
Malanda State High School offers a distinctive curriculum which focuses on choice and flexible learning pathways, as well as academic rigor. Our school offers:

- Queensland Studies Authority subjects and VET Certificates;

- School Based Apprenticeships and Traineeships;

- Programs specific to each of the Junior and Senior Schools based on Malanda SHS's focus areas;

- Access to a number of RTO's and Online Learning courses; and

- School of Distance Education opportunities.

Co-curricular Activities
Malanda SHS offers a significant range of extra-curricular activities to cater for students' interests. Our school offers:

- Cultural Activities: Cultural Evening; School Choir; Instrumental Band; Readers' Cup; Writing Camp; Music Camp; Drama workshops; Public performances by music students.

- Sporting Activities: After school running club; a variety of team sports; lunch time sport competitions; school and interschool participation in athletics, swimming and cross-country.

- Personal Development Activities: Year 12 Leadership Camp; Year 8 & 9 Activity days; Year 10 Career Development excursions; Cattle Handling Team; Lions Youth of the Year; Student Council and Leadership development; Year 12 JCU Experience; Skill streaming program, Rostrum Public Speaking Team, Lions Youth of the Year, Art Club, Sewing Club, and Robotics Club.

How Information and Communication Technologies are used to Assist Learning
Computers are used in a variety of ways to assist learning. This includes the use of technology to:

- Present lessons via use of laptops eg. Microsoft office package (Powerpoint and spreadsheets); Clickview, internet; and the Learning Place (curriculum sites/Learning Objects) and evaluate student performance (videoing presentations);

- Develop research and presentation skills across the curriculum eg. Use of internet as source of research and then published as a Wiki or Powerpoint or word document;

- organize data using spreadsheets (Excel) and other data bases;

- Program for different purpose (eg. Lego for Robotics; Gamemaker for developing computer games; Movie Maker and Premier Pro for video making/editing)

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- Communicate throughout the school community – parents (email/newsletter, weekly news), students (posting assignments) and teachers (sharing resources).

Our school has implemented the BYOx model of computer access where certain groups will are linked to the school network allowing for more personal access to their programs and resources. This will continue into the future.

Social Climate

Overview

Malanda State High promotes a safe and supportive atmosphere for all students. This is characterized by our Responsible Student Behaviour System, which reflects Education Queensland's Code of School

Behaviour (These documents can be accessed on our school website) and is based on the School Wide Positive Behaviour System. (SWPBS).

Being a small rural high school, a family atmosphere pervades our school with students from all year levels mixing freely in the playground. A pastoral care program is evident across all year levels, through Home Groups. A School Based Youth Health Nurse and Youth Support Coordinator (Social Worker) all play critical partnership roles within the school in supporting students across a range of needs at all year levels. The students all have a Head of Student Support attached to either the Senior or Junior school. This person is the first point of call and the key communication point with families and the school.

School Opinion Surveys always highlight that students feel very safe at our highly supportive rural high school.

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%	96%	95%
this is a good school (S2035)	91%	96%	95%
their child likes being at this school* (S2001)	88%	96%	93%
their child feels safe at this school* (S2002)	94%	92%	98%
their child's learning needs are being met at this school* (S2003)	91%	88%	93%
their child is making good progress at this school* (S2004)	94%	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	87%
teachers at this school motivate their child to learn* (S2007)	88%	92%	88%
teachers at this school treat students fairly* (S2008)	88%	88%	85%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	97%
this school works with them to support their child's learning* (S2010)	91%	85%	93%
this school takes parents' opinions seriously* (S2011)	87%	85%	89%
student behaviour is well managed at this school* (S2012)	87%	85%	88%
this school looks for ways to improve* (S2013)	90%	92%	87%
this school is well maintained* (S2014)	94%	96%	98%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	95%
they like being at their school* (S2036)	92%	92%	84%
they feel safe at their school* (S2037)	91%	94%	94%
their teachers motivate them to learn* (S2038)	90%	90%	92%
their teachers expect them to do their best* (S2039)	98%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	94%	92%
teachers treat students fairly at their school* (S2041)	87%	80%	77%
they can talk to their teachers about their concerns* (S2042)	79%	83%	76%
their school takes students' opinions seriously* (S2043)	85%	90%	75%
student behaviour is well managed at their school* (S2044)	81%	79%	87%
their school looks for ways to improve* (S2045)	98%	93%	93%
their school is well maintained* (S2046)	95%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	88%	86%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	94%
they feel that their school is a safe place in which to work (S2070)	95%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	90%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	93%	95%	96%
student behaviour is well managed at their school (S2074)	85%	85%	89%
staff are well supported at their school (S2075)	83%	93%	92%
their school takes staff opinions seriously (S2076)	80%	75%	91%
their school looks for ways to improve (S2077)	98%	100%	98%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	100%	90%	91%

* 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

In 2015 our school was acknowledged as an Independent Public School and as such we have moved to create and activate a school council. The school council is a strategic governing body made up with representatives from students, parents and staff. The Principal and P&C President are automatically members. Their work in 2016/17 is to consider and review the policies and strategies that drive the school direction. As the council matures it will have a significant role to play in determining innovative and creative directions for the school. Parents and community

representatives will be included in these discussions to ensure our school is meeting the needs of our students and reflects the desires of the community we serve.

At Malanda High parents and care givers are strongly encouraged to become involved in their child's learning, especially via the P & C Association which meets monthly through the school year. Other opportunities for parent involvement include:

- Curriculum Unit and Subject Selection Evenings and Interviews
- Induction Ceremonies
- Sports Carnivals
- ANZAC Day / Remembrance Day Ceremonies
- Camps and Excursions
- Parent Meet and Greet
- Many other events and activities.

The review and update of the school webpage will continue, as will the parent news which is emailed to parents each week. Parents have stated the usefulness of these weekly updates from the school occurring in a timely fashion.

A parent feedback system will be developed and implemented in 2017 to ensure that the partnership between parents, the community and the school are strengthened.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	55	57	15
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	1	0
Cancellations of Enrolment	0	1	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
In 2016Malanda SHS continues to be conscious to moderate water and electricity consumption, with staff and students using data to develop strategies to decrease our environmental footprint. The Solar Schools program continues, which has reduced our Electricity KwH consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	186,556	0
2014-2015	187,807	5,107
2015-2016	185,108	7,101

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.

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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.**

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	33	25	<5
Full-time Equivalents	32	17	<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.**	11

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	19
Diploma	3
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 $21,000.

The major professional development initiatives are as follows:

- Ongoing development of the National Curriculum
- Further development of QSA subjects, policies and procedures
- Teaching and Learning systems
- Student Support systems
- Ongoing ICT development
- Beginning teachers conference
- Mentoring Beginner teacher program
- Learning lounges program for teachers
- OneSchool training
- Student protection training
- SATE preparation

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	92%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	91%

*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.

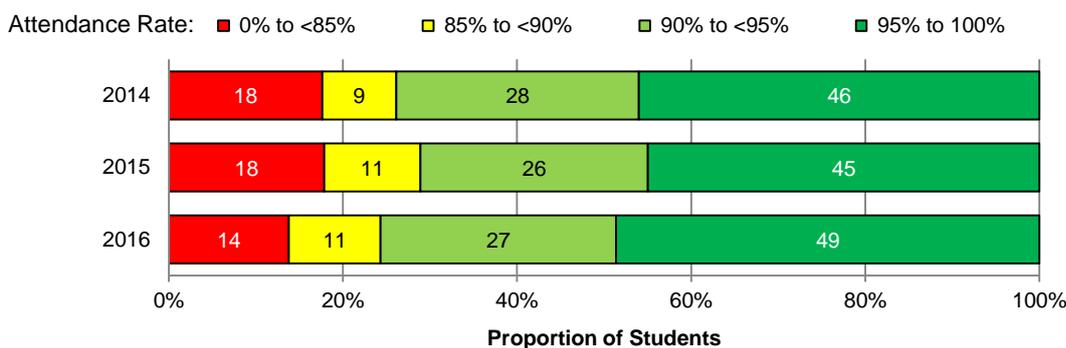The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

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									94%	91%	90%	89%	93%
2015								94%	92%	92%	90%	91%	91%
2016								95%	94%	92%	94%	90%	93%

*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:

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%
2014	18	9	28	46
2015	18	11	26	45
2016	14	11	27	49

Proportion of Students

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.

Malanda SHS continues to refine its attendance strategy. Procedures for maximising student attendance are based on research showing that four key areas improve attendance:

- Early intervention;
- School renewal/Community partnerships;
- Improving pedagogy and teaching;
- Specialised responses including alternative schooling and mentoring.

The procedures used at Malanda SHS in this regard include:

- Regular Rolls marking;
- Communication with parents daily to explain absences;
- Early intervention strategies for at risk students;
- Partnerships with external agencies to provide alternative schooling for disengaging students;
- School renewal of student support services;

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- Cancellation of Enrolment process is activated for post-compulsory phase students whose absences indicate that they are not fully participating in the programme of study.
- Monitoring and rewarding good student 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

☑ 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 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	41	46	56
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	0
Number of students receiving an Overall Position (OP)	18	23	29
Percentage of Indigenous students receiving an Overall Position (OP)	0%	67%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	4	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	41	43	30
Number of students awarded an Australian Qualification Framework Certificate II or above.	30	7	19
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	39	44	55

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0%	67%	75%
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.	100%	91%	90%
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%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	94%	95%

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	5	7	6	0	0
2015	10	5	6	2	0
2016	8	8	10	3	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	36	29	4
2015	43	5	2
2016	24	19	0

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

In 2016 students had the options of enrolling in a Certificate I in Information, Communication and Technology, Certificate II in Hospitality, Certificate II in Engineering, Certificate II in Automotive, Certificate II in Retail, Makeup and Skincare, and our school based apprentices and trainees completed a variety of Certificate II's & III's as part of their training.

In 2017, a Certificate II in Tourism and a Certificate II in Rural Operations will also be available for the students to study.

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.	77%	62%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	33%	40%	83%

* 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:

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September. http://www.malandashs.eq.edu.au

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.

The greater majority of 'early leavers' from Malanda SHS achieve our 'Service Commitment' of leaving school and directly transitioning into employment or training. Malanda SHS has developed strong links with Vocational Partnerships Group (VPG) who assist students in transitioning into the workplace using Get Set for Work programmes and work experience placements.

Conclusion