



Malanda State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 developed the literacy and numeracy skills in the junior secondary school, which enabled 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 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". Our school has grown significantly over the past 3 years and as a result we have invoked a gazetted Enrolment Management Plan. This plan effectively restricts the opportunity for students to enrol only if they live in the defined catchment area which is available on the school webpage.

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.

School progress towards its goals in 2018

Malanda SHS's priorities for 2018 were 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.

2018 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 and or 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. Of particular note was the introduction of the first Certificate III course in Fitness with an embedded Sport and Recreation Certificate.

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 by winning district Cross Country trophies, 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 2019 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 with two significant and detailed 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 2018 30% of OP students received and OP between 1-5.);
- The percentage of students receiving a QCE/QCIA; (In 2018, 100% of students received a QCE)
- The percentage of students exiting Year 12 with a qualification; and
- NAPLAN results (Students in Years 7 and 9 achieved well in all strands)

Future outlook

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 2019 we will be conducting a full internal school Teaching and Learning Review which will inform our strategic planning for the future 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	380	368	417
Girls	191	185	209
Boys	189	183	208
Indigenous	35	35	33
Enrolment continuity (Feb. – Nov.)	92%	92%	91%

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

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 10% of the total school population. As the school success increased so has the enrolment demand for the school. Our school is now an enrolment managed school meaning students living outside the gazetted catchment are unable to enrol at our school. As an accredited International School we do have the capacity for the temporary enrolment of fee paying international students.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	19	23
Year 11 – Year 12	17	18	16

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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 and or SATE 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 Evenings; School Choir; Instrumental Band; Readers' Cup; Writing Camp; Music Camp; Drama club and 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, Mooting teams 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)
- 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 (Years 10-12) 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 Conduct

Behaviour documents can be accessed on our school website and are based on a detailed Behaviour system promoting and rewarding positive behaviour.

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

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)	95%	100%	95%
• this is a good school (S2035)	95%	98%	99%
• their child likes being at this school* (S2001)	93%	95%	98%
• their child feels safe at this school* (S2002)	98%	98%	94%
• their child's learning needs are being met at this school* (S2003)	93%	96%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	93%	98%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	100%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	98%	95%
• teachers at this school motivate their child to learn* (S2007)	88%	96%	92%
• teachers at this school treat students fairly* (S2008)	85%	93%	94%
• they can talk to their child's teachers about their concerns* (S2009)	97%	98%	97%
• this school works with them to support their child's learning* (S2010)	93%	96%	93%
• this school takes parents' opinions seriously* (S2011)	89%	93%	95%
• student behaviour is well managed at this school* (S2012)	88%	95%	91%
• this school looks for ways to improve* (S2013)	87%	96%	97%
• this school is well maintained* (S2014)	98%	98%	100%

* 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)	95%	92%	97%
• they like being at their school* (S2036)	84%	87%	89%
• they feel safe at their school* (S2037)	94%	91%	93%
• their teachers motivate them to learn* (S2038)	92%	93%	91%
• their teachers expect them to do their best* (S2039)	97%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	87%	95%
• teachers treat students fairly at their school* (S2041)	77%	77%	82%
• they can talk to their teachers about their concerns* (S2042)	76%	78%	87%
• their school takes students' opinions seriously* (S2043)	75%	83%	89%
• student behaviour is well managed at their school* (S2044)	87%	82%	85%
• their school looks for ways to improve* (S2045)	93%	93%	98%
• their school is well maintained* (S2046)	95%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	83%	80%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	94%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
• they receive useful feedback about their work at their school (S2071)	90%	90%	88%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	79%	90%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	96%	98%	96%
• student behaviour is well managed at their school (S2074)	89%	91%	90%
• staff are well supported at their school (S2075)	92%	92%	88%
• their school takes staff opinions seriously (S2076)	91%	90%	80%
• their school looks for ways to improve (S2077)	98%	100%	94%
• their school is well maintained (S2078)	98%	92%	88%
• their school gives them opportunities to do interesting things (S2079)	91%	94%	88%

* 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 Subject Selection Evenings and Interviews
- Induction Ceremonies
- Sports Carnivals
- ANZAC Day / Remembrance Day Ceremonies
- Camps and Excursions
- Parent Meet and Greet events
- 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.

Respectful relationships education programs

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

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	15	41	24
Long suspensions – 11 to 20 days	0	1	2
Exclusions	0	0	0
Cancellations of enrolment	0	1	2

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

In 2018 Malanda 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	185,108	176,815	182,529
Water (kL)	7,101	8,680	5,381

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	38	28	<5
Full-time equivalents	37	19	<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	2
Graduate Diploma etc.*	12
Bachelor degree	43
Diploma	15
Certificate	2

*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 \$35000

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 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%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018..

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	91%	91%
Attendance rate for Indigenous** students at this school	91%	91%	89%

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

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

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

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

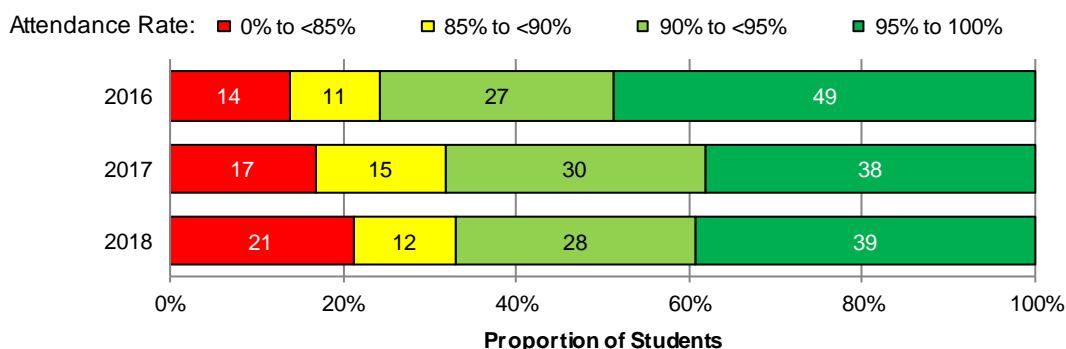
Year level	2016	2017	2018
Year 7	95%	94%	92%
Year 8	94%	92%	93%
Year 9	92%	91%	90%
Year 10	94%	91%	90%
Year 11	90%	92%	87%
Year 12	93%	88%	91%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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;
- 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 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.

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.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

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	56	52	62
Number of students awarded a QCIA	0	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	55	49	62
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	67%	100%
Number of students who received an OP	29	23	30
Percentage of Indigenous students who received an OP	25%	33%	0%
Number of students awarded one or more VET qualifications (including SAT)	30	38	47
Number of students awarded a VET Certificate II or above	19	30	38
Number of students who were completing/continuing a SAT	2	4	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	90%	100%	97%
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	98%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	95%	94%	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	8	9	9
6-10	8	6	14
11-15	10	8	6
16-20	3	0	1
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	24	27	27
Certificate II	19	27	38
Certificate III or above	0	3	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).

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	80%	59%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	83%	50%	33%

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.

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.

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.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Head of Student Support supported these students into alternative training pathways.

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.malardashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>