Mareeba State High School

# ANNUAL REPORT
# 2018

**Queensland State School Reporting**

*Every student succeeding*
*State Schools Strategy*
Department of Education

Queensland
Government

# Contact information

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## School overview

At Mareeba State High School we are proud of our academic record, quality teaching, creative arts, sporting excellence, and our rich cultural diversity. Students have the best education opportunity to excel – whether they seek an academic pathway or want to develop a trade we provide a personalised, caring approach to assist all students and their families. Our award-winning school is set in a safe, picturesque, rural setting with modern facilities to accommodate 800 students. The size of the school means we can provide a wide range of learning opportunities without compromising on quality and care. In addition to our robust numeracy and literacy programs we also offer subjects such as: • Gifted and Talented program including individual mentoring • Instrumental Music • Arts Excellence • Sporting Excellence • Student leadership • Agribusiness and Engineering Underlying the success of our programs is our commitment to higher expectations and continuous improvement. This success is evidenced through our recent improved NAPLAN scores; 95 per cent of students wanting to pursue a university pathway securing a placement and over 85 per cent of our Overall Placement (OP) students receiving scores between 1-15.

We also work closely with local industry to foster positive, productive relationships for our school-based trainees and apprentices. Additionally our teachers regularly undergo professional development and are frequent award winners for excellence in education. We really do live our school vision of 'Building a better future together' – which can only be achieved through our positive relationships with the community, teachers, business, parents and students. Our school motto "Non nobis solum" means not for oneself alone and reflects the high value we place on community and school service. In short we are very proud of the opportunities Mareeba State High School provides to assist students excel in their chosen pathway.

Mareeba SHS actively promotes our school values of ROLS throughout the school. The four areas: We are Respectful, Organised, Learners, Safe. These values form the core of our Responsible Behaviour Plan and are actively used in our Positive Behaviour for Learning plans.

## School progress towards its goals in 2018

In 2018, Mareeba SHS focussed on 4 key areas for improvement. These areas are listed below with some of the significant achievements included under the priority headings. They were:

***Positive Behaviour for Learning (PBL)***

- Continuation of the ROLStar positive rewards system
- Tracking of student behaviour
    - Reduction in student behaviour referrals and suspensions in 2018 compared to 2017 by 40%

***Essential Classroom Practices (ECP)***

- Continued focus of professional development for staff around essential classroom practices. This includes the following modules:
    - Classroom expectations
    - Classroom procedures and routines
    - Encouraging expected behaviours
    - Discouraging inappropriate behaviours
    - Active supervision
    - Opportunities to respond
    - Activity sequencing and choice
    - Task difficulty

***Curriculum***

- Refinement of the whole of school curriculum plan for Australian Curriculum and SATE introduction

***Community***

- Community feedback sessions established to provide data to school leaders
- Reconciliation Plan development progressed

## Future outlook

The school continues with 4 focus areas in 2019. They are:

- Positive Behaviours for Learning and Essential Classroom Practices
- Curriculum
- Community Engagement
- Professional Wellbeing

Targets for the school are:

- Attendance 90% overall
- Academic Achievement overall 85% A – C
- Behaviours reduced by 10%

# Our school at a glance

## School profile

**Coeducational or single sex**     Coeducational

**Independent public school**     No

**Year levels offered in 2018**     Year 7 - Year 12

**Student enrolments**

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|---|---|---|---|
| Total | 726 | 711 | 730 |
| Girls | 354 | 329 | 337 |
| Boys | 372 | 382 | 393 |
| Indigenous | 178 | 187 | 192 |
| Enrolment continuity (Feb. – Nov.) | 89% | 89% | 89% |

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.

## Characteristics of the student body

### Overview

The school draws students from wide area of the Northern Tablelands including Mt Molloy, Biboohra, Mutchilba, Dimbulah, Walkamin and Tolga. There are a range of socio-economic backgrounds which reflect the employment opportunities in the local area. Approximately 28% of the student population identify as indigenous.

## 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 | 22 | 22 | 24 |
| Year 11 – Year 12 | 18 | 18 | 18 |

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

- Gifted and Talented Program – HATS (Highly Able and Talented Students) provides accelerated learning opportunities such as early University studies

- Comprehensive Arts program with community links - Instrumental Music tuition, Dance, Drama, Film, Television and New Media and Visual Art

- Multi-Learning Centre for students with disabilities offering inclusive programs across the school

- Specialist outdoor education programs are a feature of both junior and senior health and physical education classes

- Rugby League Engagement Program with local club

- A flexible timetable allows students to participate in Apprenticeships/Traineeships, TAFE, Agricultural College and complete Year 11&12 concurrently.

- Agribusiness gateway school

- Specialist Engineering and Rural Operations courses offered through the Trade Training Centre

## Co-curricular activities

- Student Council
- Interact club
- Camps and Outdoor Education
- A comprehensive Student Leadership Program
- Reader's Cup
- Chess Club
- Page Turners Club – Library
- Brain Bee Competition
- Annual School Play/Musical
- Arts Excellence Program
- Drone Club

## How information and communication technologies are used to assist learning

Digital literacy is vital for students to become confident, creative and productive in a digital world. To create a balance between current effective pedagogies and transformational pedagogies the following strategies are outlined:

- The school has wireless access across the site. There are 5 computer classrooms and 8 department sets of mobile laptop trolleys available for student use. There are interactive whiteboards available in most teaching blocks. All students in Year 12 have access to a laptop with 3G internet access for use at school and at home.
- Electronic curriculum resources are stored centrally on a student accessible hard drive within the school. The plan over time is to move this to an online environment.
- Teachers integrate ICT into learning and teaching
- Introduction to Robotics

# Social climate

## Overview

Mareeba State High School is a PBL (Positive Behaviours for Learning) School. This System is built around the school four values:

- Respect

- Organisation

- Learning

- Safety

Students are primarily supported by their CARE teachers, Classroom teachers, Year Level Coordinators & Teacher Aides. Student Services provide a more specialised level of support including Guidance Officer, School-based Youth Health Nurse, Community Education Counsellor, Youth Worker, School-based Police Officer, Work placement AO, Behaviour Support Teacher, Head of Junior Secondary and Head of Senior Secondary. The Heads of Department, Deputy Principals, and Principal also have the support of students and staff number one priority. There are numerous support programs targeting various individual and group student needs. The Student Organiser and website, contains policies & procedures that advise students about how to respond in various situations e.g. 'Anti-Bullying Policy'.

Additional opportunities are provided to Indigenous families to develop a Reconciliation Plan in collaboration with the school. This is an ongoing process.

## 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) | 90% | 86% | 88% |
| • this is a good school (S2035) | 88% | 83% | 84% |
| • their child likes being at this school* (S2001) | 80% | 89% | 82% |
| • their child feels safe at this school* (S2002) | 82% | 74% | 85% |
| • their child's learning needs are being met at this school* (S2003) | 71% | 80% | 82% |
| • their child is making good progress at this school* (S2004) | 82% | 86% | 82% |
| • teachers at this school expect their child to do his or her best* (S2005) | 90% | 88% | 85% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 84% | 76% | 82% |
| • teachers at this school motivate their child to learn* (S2007) | 76% | 77% | 79% |
| • teachers at this school treat students fairly* (S2008) | 75% | 73% | 66% |
| • they can talk to their child's teachers about their concerns* (S2009) | 86% | 86% | 79% |

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • this school works with them to support their child's learning* (S2010) | 85% | 79% | 70% |
| • this school takes parents' opinions seriously* (S2011) | 75% | 72% | 63% |
| • student behaviour is well managed at this school* (S2012) | 65% | 56% | 56% |
| • this school looks for ways to improve* (S2013) | 89% | 88% | 81% |
| • this school is well maintained* (S2014) | 98% | 94% | 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 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • they are getting a good education at school (S2048) | 96% | 94% | 88% |
| • they like being at their school* (S2036) | 88% | 85% | 82% |
| • they feel safe at their school* (S2037) | 86% | 87% | 86% |
| • their teachers motivate them to learn* (S2038) | 83% | 87% | 82% |
| • their teachers expect them to do their best* (S2039) | 98% | 96% | 92% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 86% | 83% | 74% |
| • teachers treat students fairly at their school* (S2041) | 70% | 64% | 49% |
| • they can talk to their teachers about their concerns* (S2042) | 70% | 65% | 57% |
| • their school takes students' opinions seriously* (S2043) | 71% | 67% | 55% |
| • student behaviour is well managed at their school* (S2044) | 65% | 57% | 48% |
| • their school looks for ways to improve* (S2045) | 86% | 88% | 84% |
| • their school is well maintained* (S2046) | 73% | 78% | 70% |
| • their school gives them opportunities to do interesting things* (S2047) | 94% | 91% | 92% |

* 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% | 91% | 91% |
| • they feel that their school is a safe place in which to work (S2070) | 91% | 84% | 89% |
| • they receive useful feedback about their work at their school (S2071) | 80% | 84% | 82% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 84% | 78% | 85% |
| • students are encouraged to do their best at their school (S2072) | 97% | 94% | 91% |
| • students are treated fairly at their school (S2073) | 89% | 81% | 78% |
| • student behaviour is well managed at their school (S2074) | 78% | 61% | 62% |
| • staff are well supported at their school (S2075) | 81% | 82% | 75% |
| • their school takes staff opinions seriously (S2076) | 85% | 83% | 76% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • their school looks for ways to improve (S2077) | 95% | 91% | 89% |
| • their school is well maintained (S2078) | 88% | 90% | 88% |
| • their school gives them opportunities to do interesting things (S2079) | 94% | 95% | 84% |

\* 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

Parents are always welcome to be involved in their child's education. Aside from participation through P&C and ongoing two-way communication through the parentnet email list, the school hosts a number of events that give parents the chance to be involved in the education of their children. The school also has two parent teacher interview evenings in terms 2 and 3 along with a number of evenings regarding the selection of subjects for future years. Additional sessions have been coordinated to assist with the implementation of the new Senior System for year 11's in 2019.

Student Education and Training (SET) planning is conducted in consultation with each Year 10 student's parents. Throughout Years 11 and 12 students progress toward meeting their SET plan is monitored and reviewed. The school also provides workshops for parents to assist them with various aspects of parenting adolescents. A number of parents volunteer at tuckshop, library and in classes. The school has used Parent Learning Walks to encourage engagement of the community into the school environment. There has also been community forums with Indigenous families to work on the development of a Reconciliation Action Plan

The school uses the Nationally Consistent Collection of Data tool to cater for students needs in consultation with the Parents/Caregivers of each child. There is a Teacher Aide employed to work with our students in care.

## Respectful relationships education programs

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

This includes:
- "Walk Away, Chill Out" program
- Positive Behaviours for Learning – Value of the week lessons
- Health Relationships sessions – Tablelands Sexual Health
- "Dr Bestmann Week" – Mental Health Awareness
- Kelly's Week – Domestic Violence
- Classroom curriculum presentations in Health and Physical Education Classes
- Good Start program
- Black Chicks Talking
- Brother Yarning
- Deadly Choices
- Anger Replacement Training
- ARTIE program in partnership with the Former Origin Greats
- Parent Walks – encouraging families to participate in the school

## 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 | 307 | 348 | 197 |
| Long suspensions – 11 to 20 days | 10 | 14 | 12 |
| Exclusions | 5 | 2 | 4 |
| Cancellations of enrolment | 2 | 3 | 1 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

# Environmental footprint

## Reducing this school's environmental footprint

The use of the oval irrigation the drip irrigation system in garden beds allows for improved water usage. With the year having no wet season, the water usage was higher than in previous years. The solar panels generate 0.5% of the school's total electricity.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|---|---|---|---|
| Electricity (kWh) | 549,112 | 526,896 | 502,847 |
| Water (kL) | 53,426 | 32,045 | 9,549 |

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.



3. Click on 'View School Profile' of the appropriate school to access the school's 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 | 69 | 45 | 8 |
| Full-time equivalents | 65 | 33 | 7 |

\*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 | 3 |
| Graduate Diploma etc.* | 21 |
| Bachelor degree | 40 |
| Diploma | 5 |
| Certificate | 0 |

\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $32 130

The major professional development initiatives are as follows:

- Staff training for Essential Classroom Practices and Positive Behaviour for Learning
- Considered conversations training – Allan Parker
- QCAA training on the new system
- Cultural training for staff

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. | 96% | 96% | 95% |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 | 82% | 84% | 87% |
| Attendance rate for Indigenous** students at this school | 71% | 71% | 79% |

* 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.

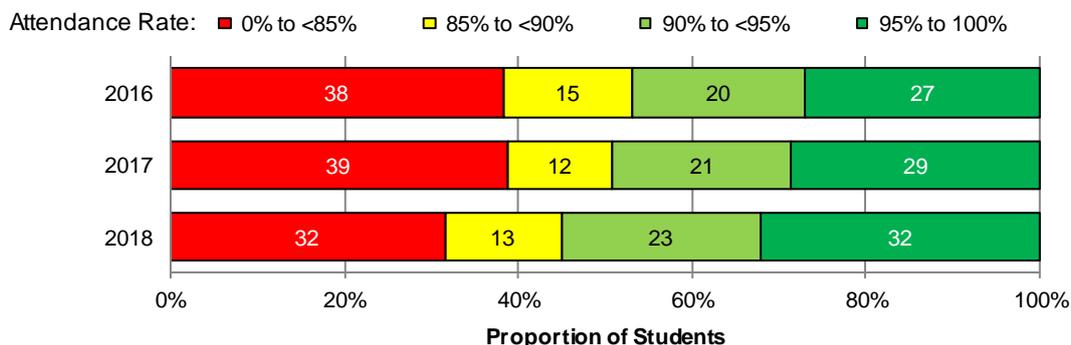Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|---|---|---|---|
| Year 7 | 85% | 89% | 91% |
| Year 8 | 84% | 84% | 87% |
| Year 9 | 83% | 83% | 86% |
| Year 10 | 81% | 82% | 86% |
| Year 11 | 81% | 83% | 86% |
| Year 12 | 80% | 84% | 86% |

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|------|-----------|-------------|-------------|-------------|
| 2016 | 38 | 15 | 20 | 27 |
| 2017 | 39 | 12 | 21 | 29 |
| 2018 | 32 | 13 | 23 | 32 |

Proportion of Students (0% – 100%)

## Description of how this school manages non-attendance

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

Roll marking in every lesson using One School database providing a higher accountability around attendance and fractional truancy. Inconsistencies in roll marking are checked by office staff and report back to Teachers to complete roll marking. Extended absences are managed through exemptions for a set period of time. Parents are engaged in the process through home visits, phone calls, parent walks, community meetings and letters home.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

### How to access our NAPLAN results

1.  Click on the *My School* link http://www.myschool.edu.au/.

2.  Enter the school name or suburb of the school you wish to search.

| Find a school | Search website |
|---|---|
| Search by school name or suburb | Go |
| School sector | School type | State |

3.  Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4.  Click on 'NAPLAN' to access the school NAPLAN information.

| 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 | 119 | 106 | 116 |
| Number of students awarded a QCIA | 2 | 1 | 4 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 105 | 101 | 107 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 77% | 85% | 91% |
| Number of students who received an OP | 42 | 33 | 40 |
| Percentage of Indigenous students who received an OP | 0% | 8% | 13% |
| Number of students awarded one or more VET qualifications (including SAT) | 93 | 76 | 74 |
| Number of students awarded a VET Certificate II or above | 68 | 56 | 60 |
| Number of students who were completing/continuing a SAT | 42 | 14 | 16 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 81% | 79% | 85% |
| 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 | 94% | 100% | 97% |
| Percentage of QTAC applicants who received a tertiary offer. | 94% | 97% | 94% |

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 | 5 | 9 | 8 |
| 6-10 | 20 | 10 | 13 |
| 11-15 | 9 | 7 | 13 |
| 16-20 | 8 | 7 | 6 |
| 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 | 41 | 25 | 13 |
| Certificate II | 49 | 53 | 57 |
| Certificate III or above | 23 | 5 | 5 |

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).

Certificate II in Rural Operations

Certificate II in Resource and Infrastructure Work Preparation

Certificate II in Hospitality

Certificate II in Public Safety (Firefighting operations)

Certificate II in Health Support Services

Certificate II in Retail Cosmetics

# 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 | 79% | 99% | 94% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 46% | 82% | 76% |

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.

Students transition to work opportunities in the local community, attend other schools and seek further training. Students also transition interstate and to communities in remote areas.

## 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.mareebashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx [Please paste in or edit the link to the folder where your *Next Step – Post-School Destinations* report will be found by your school community].