Mabel Park 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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From the Principal

School overview

Mabel Park State High School is building a strong reputation for delivering a quality, all-rounded education to its students. Our vision is to be the most respected, admired and accomplished school, as we deliver outstanding education to our students and enrich our community. Mabel Park State High's strength is our exceptional culture and people. The staff are committed to ensuring that students excel beyond what they think they are capable of, as we push high expectations for all. We have a wide array of subject choices and pathways so that every student succeeds. With continuing improvement in NAPLAN results, and outstanding Senior results, the school is challenging preconceived ideas of what is possible through innovation. Our school has a world-class Health Training Facility that attracts students from all over the South-East. We have Academies of Excellence in: Maths/Science, Coding/Robotics, The Arts, Rugby League/Touch, Netball, Soccer and Basketball. All of these targeted High Performance Programs have been established in our commitment to individual excellence for every student.

School progress towards its goals in 2018

2018 saw the continuation of the key priorities of:

- The Art and Science of Teaching through Peer Instructional Coaching
- Positive Behaviour for Learning with a focus on Attendance
- Reading with a focus on Inclusion

Huge gains were made in these three targeted areas with collegial engagement strong due to our great school culture. This was evident in the School Opinion Survey and the School Review conducted by the School Improvement Unit at the start of 2018.

Mabel Park State High School had a great year in 2018 with the following acclamations:

- Winner of the 2018 Queensland Reconciliation Awards for Education
- Winner of the 2018 Queensland Training Awards for Innovation.
- Finalist for the 2018 Showcase Awards for Collaboration
- Finalist for the 2018 National Training Awards.

Future outlook

Mabel Park State High School will focus on the following priorities:

- The Art and Science of Teaching through Peer Instructional Coaching
- Reading with a focus in Inclusion
- Data Literacy with a focus on attendance

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	615	716	906
Girls	292	335	430
Boys	323	381	476
Indigenous	75	92	111
Enrolment continuity (Feb. – Nov.)	84%	88%	88%

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

Mabel Park State High School has a great and diverse school community. The student body is composed of 69 different cultural backgrounds that is celebrated and recognised as a strength within our community. The school promotes an inclusive, diverse approach where every student has opportunities to succeed.

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	24	24	23
Year 11 – Year 12	18	18	17

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

Mabel Park State High School centres its pedagogical framework around Marzano's Art and Science of Teaching. All teachers participate in the school's signature Peer Instructional Coaching Program which drives an individualised, targeted approach to teaching and learning.

The school offers a range of curriculum offerings that include;

Coding and Robotics

High Performance Sport (Rugby League, Soccer, Basketball, Netball)

Drones

Hair and Beauty

Construction and Engineering

Heath

Co-curricular activities

The School offers a wide array of co-curricular activities including:

- ➤ Mabel Force
- ➤ Gaming Club
- ➤ Multi-Cultural Performances
- ➤ Art
- ➤ Homework Club
- ➤ Coding and Robotics
- ➤ GEMS (Girls in Engineering, Maths and Science)
- ➤ Rugby League
- ➤ Basketball
- ➤ Soccer
- ➤ Netball
- ➤ Hair and Beauty

How information and communication technologies are used to assist learning

At Mabel Park State High School, technology is used as a tool to enhance pedagogy and allow for differentiation in learning. All teachers have access to a CFT device and use a variety of content and sites from the internet, software, interactive white boards, iPads, and data projectors to facilitate learning. Some teachers create Virtual Classrooms through Blackboard and Ed Studios in the Learning Place that students can access outside of school. Mabel Park continues to upgrade facilities to meet the changing climate and demand of technology with robotics, laser cutting, drones and 3D printing. In 2019, the school has increased the number of available devices to schools through purchasing an additional 80 laptops for use in classrooms to facilitate project based learning. iPads are used accessible across the school in all curriculum areas. Additionally, the students at Mabel Park SHS have access to seven computer labs located across the school.

Technology facilitates the creation and sharing of knowledge. It provides the ability to share information locally and globally and by utilising online learning environments students can research, collaborate, present, create, refine and represent knowledge in contemporary and meaningful ways. In 2019, Mabel Park introduced a dedicated project based learning class called 'The iMPact Project' in Year 7. This class runs using CYOD devices on a 1:1 student/device ratio. The iMPact Project is a 3 year program where in 2020 we will see classes in both Years 7 and 8.

All students have access to ICT learning from Year 7. Furthermore, students have the option of selecting several subjects throughout Years 7 – 12 that develop ICT skills within the context of the subject area. Teachers as life-long learners continue focus on developing their technological expertise through professional development activities within and external to the school. Our focus for the future is on increasing staff professional development to expand the use online collaborative learning spaces and provide opportunities for students to become the digital leaders of tomorrow.

Social climate

Overview

At Mabel Park State High School we create and maintain safe, supportive and disciplined learning environments. We do this through the following:

- Upholding a positive school culture that has a strong vision, mission and core values that underpin inclusive education for all students. Our vision *"to be the most respected, admired and accomplished school"*. Our mission; "*We deliver outstanding education to our students and enrich the community"*, and our core values*;* "*Students first, Respect for all, Holistic wellbeing, and Continuous improvement and innovation".* Our core values are reflective in our daily practices at MPSHS and decision-making process have 'students first' at the forefront of our considerations. Our wider school community know that we uphold these values and will problem-solve with this in mind. This has had a significant and positive influence on our social climate at MPSHS.
- Effective pedagogical practices implemented through change management considerations. Through change management the Art and Science of Teaching framework has been implemented over a 3 year period. Through our explicit improvement agenda our objective was to develop expert teaching teams through targeted staff peer coaching programs, intensive professional learning opportunities, additional coaching opportunities and ongoing feedback cycles. We now see quality teachers that plan for, understand and prioritise:
  - Systematic curriculum and assessment delivery – using curriculum tracking tools, moderation processes and tracking students' progress
  - Classroom management – using assessment, implementing Mabel 101 (classroom non-negotiables), while concentrating on building authentic relationships
  - Engaging _all_ students – using engagement strategies and communicating high expectations
  - Addressing content – universal strategies, direct instruction, practicing and deepening learning and knowledge application
- Differentiated teaching and learning continues to be at the centre of what we do. Differentiation occurs during the planning of curriculum to set up lessons and assessments in a manner to foster inclusive education. Additionally, differentiation occurs during lessons and teachers may adjust content (the information students access), process (how student access information), product (how student demonstrate application or understanding) and the learning environment. We have a culturally diverse student body which informs our differentiation in regards to cultural considerations for curriculum planning and implementation. Students with disabilities access curriculum on the same basis as their peers which is individualised through individual curriculum planning. We endeavour to consider barriers for students and how best to combat these to ensure all students have access to, and participate in, high quality curriculum and assessment.

OUTCOMES
The following school opinion survey results are an indication of our success in this area:

- Staff (n=58) – I feel that students receive a good education at this/my school 100% which is 5.6% greater than agreement across QLD
- Staff (n=58) - I feel confident engaging all of my students in learning at this/my school 96.6% which is 3.2% greater than agreement across QLD.
- Staff (n=78) - students are encouraged to do their best at this school 100% which is 5.3% greater than agreement across QLD.
- Staff (n=78) – I feel that staff morale is positive at this/my school 97.4% which is 23.7% greater than agreement across QLD.
- Parent (n=29) – My child is getting a good education at this school 100% which is 7.8% greater than agreement across QLD.
- Parent (n=29) – Teachers at this school are interested in my child's wellbeing 96.6% which is 6.7% greater than across QLD
- Parent (n=30) – student behaviour is well managed at this school 93.3% % which is 14.5% greater than agreement across QLD

- Student (108) – this is a good school 86.1% which is 5.4% greater than agreement across QLD
- Student (n=112) – I am getting a good education at my school 91.1% which is similar agreement across QLD.
- Student (n=107) – Student behaviour is well managed at my school 74.8% which is 10% greater that agreement across QLD
- Student (n=81.7%) – my teachers care about me which is 3.8% greater than agreement across QLD

Language Content Learning Lessons for Year 7 to 10 English and Humanities – Students who have come to MPSHS and identify as EALD who require targeted language learning opportunities have access to these lessons. These lessons are facilitated by expert EALD staff. Staff that are passionate and understanding of our English language learners needs. Students have access to, and participate in, high quality lessons that target Australian Curriculum and the four macro-skills (speaking, listening, reading and writing). Individual students language needs are identified and supported to foster language acquisition.

Individual curriculum planning – The Head of Inclusive Learning upholds decision making processes to manage students with disabilities working levels and progress through Australian Curriculum. Consultation with the students and their associate, e.g. parent/carer, is a key component to this. Collaboration and nurturing parent-partnerships have been extremely valuable for us to ensure a collective vision is established and supported for each student.

Phonics & Brekky Program – Through triangulation of data (PAT R, Probe, NAPLAN, Academic Data and Literacy Continuum) a group of students were identified as having significant gaps in reading comprehension. To have greater access to everyday curriculum this cohort of students needed a program that would support their skill development in the area of de-coding. Staff were trained in an evidence based program that builds student decoding skills and ability to understand the English sound system. This program runs every morning of the week.

Maths Science Academy (MSA) - This program promotes academic rigor and a passion for 21st learning skills. Students are: challenged and extended in class through specialised learning programs, involved in leadership opportunities such as the MSA Champion initiative and University Ambassador programs, engaged in real-world experiences to inspire future scientists and mathematicians. This program is supported by organisations such as University of Queensland, Origin Energy, the Beacon Foundation, Code Australia and Engineers without Borders.

Girls Excelling in Maths and Science (GEMS) Project - This program aims to create confident girls who will be better prepared for a rewarding future in STEM. It is supported by organisations such as Global Sisters, Griffith University and sponsorship from Subway. Members can engage in one afternoon a week to build and create STEM projects to help equip them with further skills, particularly in electronics and engineering. Members have access to female mentors and experiences that create connections with real-world careers and professionals.

Flexi-space program – engaging, retaining and achieving for marginliased youth was a need in our community. All too often we saw students who were leaving school early which was having negative impact

The Mabel Way – program guided by the Positive Behaviour for Learning (PB4L) framework to keep a positive culture around a safe and nurturing school environment for all students.

Student Support Services – a multidisciplinary team that prioritises the importance of wellbeing to the learning process. Student's individual circumstances are at the forefront of support measures and adjustments which a case managed from members on this team. Attention is given to student behavioural, social and curriculum engagement. Numerous programs and interventions are implemented from this team. Parent partnerships are valued and recognised for being an integral part. Additionally, the team connects with local community services that further support our students. The team includes: Guidance officers, Deputy Principals, Head of Inclusive Learning, Head of Student Engagement, Youth Support Coordinator, Community Education Counsellor, and School based nurse and school based police officer.

We empower our students to be influential components of our community and assist them in guiding our school into the future. We develop the next leaders of industry through both formal and informal processes. Students have the opportunity to develop Leadership through multiple avenues: Logan leaders program, junior leaders, Mabel 4 Change team, Sports leaders, House captains, Cultural leaders, BEACON ambassadors, University of QLD Science ambassadors, Griffith University STEM ambassadors, School captains and vice captains

Parent: Teacher interviews – connecting with parents and families

Engaging EALD parents/families – promoting the use of, and utilising, the Translating and Interpretive Services at any time to improve communication

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)	100%	84%	100%
• this is a good school (S2035)	100%	83%	93%
• their child likes being at this school* (S2001)	93%	84%	97%
• their child feels safe at this school* (S2002)	100%	84%	100%
• their child's learning needs are being met at this school* (S2003)	100%	76%	90%
• their child is making good progress at this school* (S2004)	93%	83%	97%
• teachers at this school expect their child to do his or her best* (S2005)	100%	88%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	76%	97%
• teachers at this school motivate their child to learn* (S2007)	93%	80%	90%
• teachers at this school treat students fairly* (S2008)	80%	76%	90%
• they can talk to their child's teachers about their concerns* (S2009)	100%	83%	100%
• this school works with them to support their child's learning* (S2010)	93%	80%	100%
• this school takes parents' opinions seriously* (S2011)	93%	54%	90%
• student behaviour is well managed at this school* (S2012)	87%	68%	93%
• this school looks for ways to improve* (S2013)	100%	72%	97%
• this school is well maintained* (S2014)	100%	83%	97%

* 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)	89%	94%	91%
• they like being at their school* (S2036)	83%	97%	86%
• they feel safe at their school* (S2037)	91%	94%	89%
• their teachers motivate them to learn* (S2038)	90%	96%	84%
• their teachers expect them to do their best* (S2039)	93%	100%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	99%	85%
• teachers treat students fairly at their school* (S2041)	75%	90%	74%
• they can talk to their teachers about their concerns* (S2042)	76%	77%	64%
• their school takes students' opinions seriously* (S2043)	78%	87%	67%

Percentage of students who agree# that:	2016	2017	2018
• student behaviour is well managed at their school* (S2044)	67%	86%	75%
• their school looks for ways to improve* (S2045)	84%	97%	87%
• their school is well maintained* (S2046)	81%	92%	84%
• their school gives them opportunities to do interesting things* (S2047)	84%	97%	86%

* 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)	98%	98%	100%
• 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)	96%	94%	99%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	87%	95%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	94%	100%	96%
• student behaviour is well managed at their school (S2074)	93%	92%	89%
• staff are well supported at their school (S2075)	100%	97%	96%
• their school takes staff opinions seriously (S2076)	96%	95%	95%
• their school looks for ways to improve (S2077)	98%	100%	99%
• their school is well maintained (S2078)	94%	88%	92%
• their school gives them opportunities to do interesting things (S2079)	93%	97%	94%

* 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

Mabel Park State High School engages our parents and school community extensively through our school events. Multicultural Night, Sporting Events, Parent Engagement Evenings are all well attended as the school enjoys a close partnership with parents and community.

Respectful relationships education programs

Mabel Park State High School is an institution driven by a commitment to putting students first. Every member of our school community has the right to feel safe and secure in our school. We focus on the wellbeing and holistic education of all students and this is reflected in our curriculum, processes and staff training. We are acutely aware of the importance of supporting students in need through trauma-informed practice and a culture of inclusivity. Our curriculum is guided by the Art and Science of Teaching pedagogy that provides routine and rigour in learning experiences and empowers students to engage with their learning through personal tracking. Mabel Park SHS is a PB4L school and through the *MPower* curriculum, all students have access to weekly lessons centred on the values of Respect, Resilience, Responsibility and Represent (school pride.) This platform features lessons that explicitly teach students how to interact in a positive and healthy manner and how to access available support

services within the school. These services include: guidance officers, school nurse, the inclusive learning team, UCC (multicultural support), Flexi-space, YSC and Engagement Hub staff. Through this support network, there is also the capacity to connect students with external support agencies such as: *RUBY* (PCYC Domestic violence support), *STARFISH* (child abuse support) and *LADDERS* (drug and alcohol education and support.)

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	309	392	641
Long suspensions – 11 to 20 days	26	29	32
Exclusions	15	6	12
Cancellations of enrolment	8	14	6

Note:

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

Environmental footprint

Reducing this school's environmental footprint

The school has embarked on a rigorous recycling program that aims to not only recycle but teach students about the environment. The students are actively engaged in a variety of programs that promote environmental sustainability.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	300,470	316,631	327,010
Water (kL)	417	14,402	32,774

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	85	46	7
Full-time equivalents	80	34	<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	1
Masters	3
Graduate Diploma etc.*	33
Bachelor degree	57
Diploma	12
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 $120,275.95.

The major professional development initiatives are as follows:

- Peer Instructional Coaching Program
- Art and Science of Teaching
- SATE
- Student Engagement
- Inclusive Education

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%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	88%	86%	85%
Attendance rate for Indigenous** students at this school	81%	77%	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
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	89%	87%	88%
Year 8	89%	90%	85%
Year 9	88%	85%	85%
Year 10	86%	82%	82%
Year 11	87%	84%	84%
Year 12	89%	88%	88%

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	29	11	19	41
2017	32	13	16	39
2018	33	13	22	32

Proportion of Students
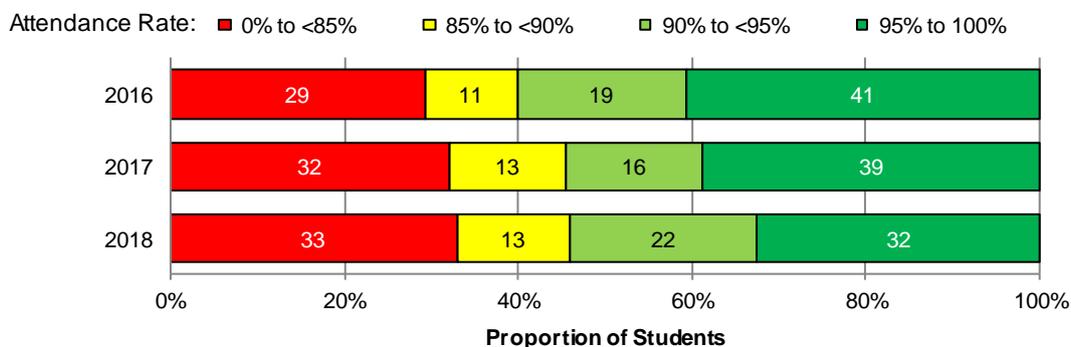
Description of how this school manages non-attendance

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.

Mabel Park State High School implements the *Improving Attendance Planning Tool (DETE)* as the guiding framework for improving attendance and responding to non-attendance. Within that framework it is agreed that responding to non-attendance is a whole-school responsibility with different roles intervening at key points. Parents/guardians are required to provide notification to the school regarding any student absence. A class roll is marked at the commencement of Form class and class teachers mark a roll each lesson thereafter. Text messages are sent home each day for absence after the lesson's roll marking.
Letters for continued absence are sent home in accordance with Department of Education Policy for Managing Student Absence.

Where a student does not attend and there is no reasonable explanation, contact home is made by the school to discuss attendance concerns. This occurs first from the Form teacher, however follow up communication is made by the Student Engagement Team if attendance has not improved, outlining the parent's obligations under the

Compulsory Schooling Requirement of the Education Act. If attendance does not improve, then a warning notice would be issued with referral to the relevant authorities.

Attendance of students in the post compulsory stage of schooling is reviewed on a regular basis.
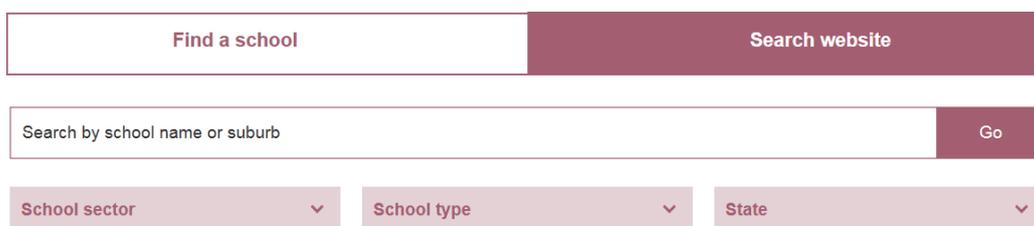
The school continues to promote attendance improvement through our *MPower* rewards programs, assemblies, *MPower* lessons and improvements in data literacy. Students who achieve attendance greater than 95 per cent each term are rewarded with celebration events at the end of each term. Strong consideration is given to the means of connecting each student to the school intrinsically. When students feel a stronger sense of belonging within the school community, attendance increases and improved outcomes follow. With this in mind curriculum planning reflects a strong awareness of student needs and interests as evidenced by the *High Performance* subject line and restorative practices approach to behaviour.

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	74	86	111
Number of students awarded a QCIA	0	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	73	82	109
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	90%	100%
Number of students who received an OP	23	30	19
Percentage of Indigenous students who received an OP	25%	20%	0%
Number of students awarded one or more VET qualifications (including SAT)	73	83	111
Number of students awarded a VET Certificate II or above	73	82	111
Number of students who were completing/continuing a SAT	21	20	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	43%	23%	26%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	86%	93%	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	0	3	0
6-10	5	2	2
11-15	5	2	3
16-20	10	16	11
21-25	3	7	3

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	30	25	56
Certificate II	73	82	111
Certificate III or above	27	16	35

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).

The School offers ten Certificate II Qualifications and seven Certificate III Qualifications, covering a wide range of industry areas. Eleven of these VET qualifications are delivered under Mabel Park's Scope of Registration, with 6 being delivered in partnership with an external registered training organisation.

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%	92%	101%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	53%	92%	73%

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.

Early School Leavers and parents meet with the Youth Support Coordinator and Deputy Principal to discuss their options beyond school. Each early leaver is referred to the Regional Transition Pathways Officer and where appropriate they are connected to programs such as Yourtown's Transition to Work Program, PCYC'S Get Set for Work, Eagleby Learning Centre or Kingston Learning Centre. These programs assist early leavers to make a successful transition to other educational pursuits or employment.

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