

# Maroochydore State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

A warm welcome to the Maroochydore State High School Annual Report. This report details a sample of the achievements and results from Maroochydore SHS in our Golden Jubilee Year, 2014. We are extremely proud of our students, their achievements and the work done by our staff and families to assist our students in the learning process.

Our school places a very strong emphasis on providing a wide range of academic, vocational, cultural, civic and sporting activities for students. Our programs and teaching are supported by an embedded school ethos that every student can achieve, an active student wellbeing program and a Student Services support team, which are all pivotal in our drive to ensure students have every opportunity to create a bright and prosperous future for themselves. Students of all abilities are supported and challenged to realise their potential through an exciting range of subjects and innovative programs that provide something for everyone.

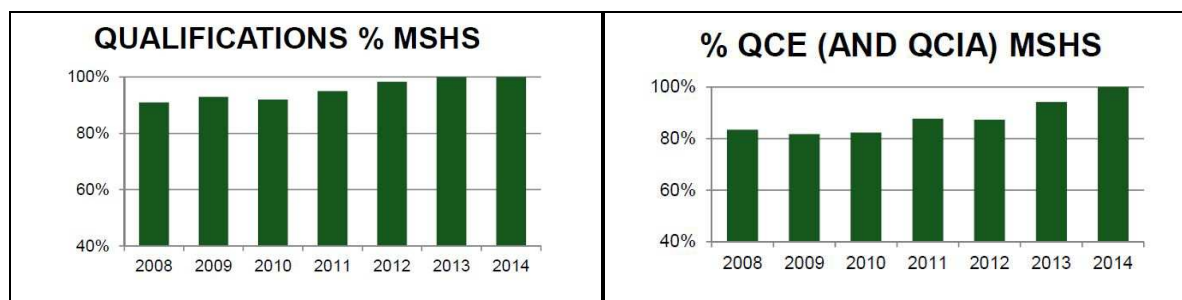
The staff and community of Maroochydore High take great pride in ensuring that our school is a place where everyone has the opportunity to succeed and shine. Our values of Learning, Respect and Safety are realised and enacted through a vision where we strive to achieve excellent outcomes for all through:

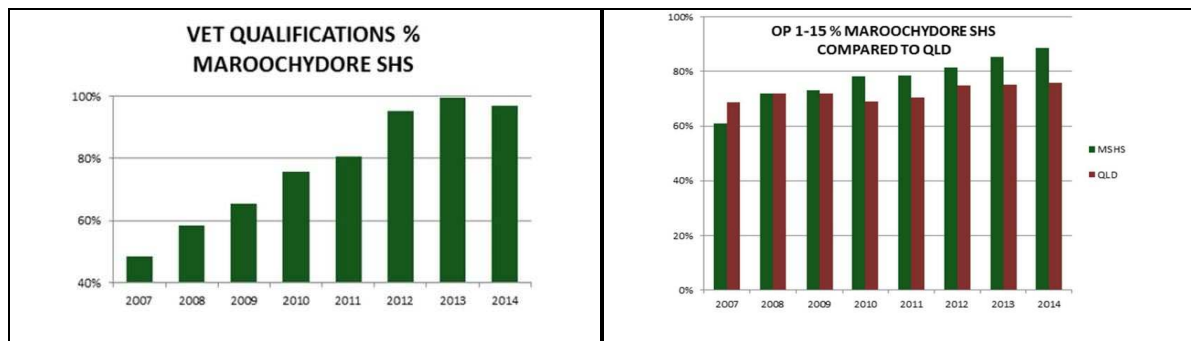
~ empowering high performance ~ fostering positive relationships ~ collaboratively nurturing well-being ~

This is reflected throughout the report and is particularly evident in the steady improvement in Year 12 exit outcomes; over the past eight years, the percentage of eligible students achieving an Overall Position of 1 – 15 has increased by 28% to 88.6% and the percentage of all students graduating with a vocational qualification has more than doubled to 97%. In 2014, our core goal of "All students graduating with the Queensland Certificate of Education (QCE) and then either an Overall Position (OP) or Vocational Education qualification (VET) of worth" was realised with 100% of graduating students exiting with the QCE and then one or more of the other qualifications (OP and/or VET).

### School progress towards its goals in 2014

Continued improvements in our teaching and learning framework, senior education and training plans, monitoring and support of students, coupled with our drive to enhance teaching capability, have all added to substantial gains in Year 12 exit outcomes.





In 2010, our teachers began to research and explore Dr Robert Marzano's Art and Science of Teaching as the foundation for a common language of teaching and pedagogy across the school. In 2014, all teachers were observed by colleagues at least twice a year and they used the feedback that they received as a focus for their professional development and Developing Performance Plans. These conversations were linked to dedicated time in Professional Learning Communities to share best practice and improve performance. This process was recognised with a State Award in Educational Leadership at the 2014 Showcase Awards for Excellence.

The focus on improving literacy and numeracy outcomes has continued and the introduction of the Australian curriculum has been utilised as an opportunity to continue to embed literacy and numeracy strategies into the curriculum. A deliberate focus on "warm-ups" and diagnostic assessment has seen the development of numeracy and literacy strategies embedded as practice. This is reflected in the achievement by all students who sat the NAPLAN tests achieving the National Minimum Standard or better in the numeracy strand.

Final preparation was concluded in 2014 for the introduction of Year Seven into high school. Numerous teachers were interviewed and a team of eight teachers, selected from a mix of local and statewide primary schools, have been inducted into the Maroochy way of delivering Junior Secondary education. A Year Seven precinct was established and rooms refurbished in preparation for the addition of this year level in 2015.

The school and its community was acknowledged further as a high performing learning organisation through the successful application to become an Independent Public School. This recognition has been well received by our community and we look forward to the greater autonomy that Independent Public School status will provide from 2015 on.

### Future outlook

There are three key areas for improvement defined in the School Implementation Plan for 2015: -

1. Continued Improvement in Student Outcomes:
  - a. Literacy & Numeracy with 100% of students at or above NMS
  - b. All Yr 12 Students exit with the QCE and either an OP or Vocational Certification of worth
2. Improved Teaching Capability supported by rigorous pedagogical and developing performance frameworks
3. Improved Student Attendance (92% Target)

We are driving an explicit and detailed local school improvement agenda. Our agenda is couched in terms of specific improvements sought in student performances; it is aligned with state-wide improvement priorities and includes clear targets and timelines. Our goal to strengthen the culture for learning in our school to enhance student outcomes focuses on all students attaining an attendance target of at least 92% and completing every piece of assessment to a satisfactory standard.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1117	549	568	88%
2013	1109	539	570	91%
2014	1164	563	601	89%

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

### Characteristics of the student body:

Our student body is characterised by students from a range of socio-economic demographics. The majority of our students are drawn from six local feeder primary schools and reside within our enrolment catchment boundary. Travel to school is supported by a well serviced bus transport system.

While there is some transience in enrolments owing to the nature of the employment opportunities and the tourist and holiday background of the Sunshine Coast, there is a strong core of students who complete their five years of schooling at Maroochydore State High School. There is not an extensive range of cultural backgrounds present in the student body and very few students have English as a Second Language. In 2014, 3.8% of students identified as Aboriginal or Torres Strait Islander.

Also, within this favourable central Sunshine Coast beach location and destination, we support an array of students from international and interstate origin. We offer an International Student Program that is comprised of about 35 students who study with us from 3 months to 2 years. They are from destinations such as Germany, Italy, Brazil, Chile and Japan. This international composition generates an extension of learning academically, culturally and socially for our whole learning community.

Further, we host a Special Education Unit that provides for the needs of approximately 42 Special Education students. The Unit provides specialist staff and facilities to extend learning opportunities for these children.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	24
Year 11 – Year 12	19	19	19

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	250	157	245
Long Suspensions - 6 to 20 days	74	49	8
Exclusions <sup>#</sup>	12	10	10
Cancellations of Enrolment	8	5	1

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Year 8 excellence and development programs in Academic Challenge, Music, Sport and Creative Industries.
- Year 9 excellence and development programs continued as specialist elective subjects, Cricket Academy, Hard Yacca Trade Skill Development Program, Teens Take Control program.
- Year 10 Performance Based Extension Programs, Cricket Academy, DRIVE Academic Excellence, Work Education.
- Years 11 and 12 DRIVE Academic Excellence Program, Cricket Academy, Specialist classes in Surfing, Rugby League, Marine Studies, Film, Television and New Media, School Based Apprenticeships and Traineeships, International Student Program, Vocational Certificates in Trade areas including Commercial Cookery, Childhood Studies, Health, Industrial Technology, Information Technology, Business and Tourism.
- Japanese is offered at all year levels

### Extra curricula activities

- Student leadership programs (all year levels)
- Student Council and numerous committees supporting the operation of the school
- Instrumental Music
- Humanitarian Aid Tour to Cambodia
- Opti-Minds challenge
- Academic competitions in most subject areas
- Debating
- School Bands and Choir
- Sport teams at interschool and higher levels
- School Magazine committee
- Culture Fest, School Talent Quest and School Musical

### To Note:

- Maroochydore High has a strong tradition of involvement and success in sports. A variety of sporting activities are offered to male and female students - an important aspect of which is that most are team sports. Students in the junior secondary school participate in summer and winter interschool sports against nine other schools. There are three inter house events during the year - Swimming, Cross Country and Athletics Carnivals.
- A student leadership program operates at all year levels with specific service and community development activities a feature of each year level. Our partners include The Beacon Foundation, the Lions Club of Mooloolaba and the Maroochy RSL.
- The Instrumental Music Program is very popular with a number of ensembles performing regularly. Drama, Music and the Visual Arts also showcase their talents in the school musical, talent quests and concerts.
- There is a very active Student Council that operates in both the senior secondary and junior secondary school and a comprehensive Year 12 Committee structure that organizes lunch time activities, school discos, the graduation, student yearbook and a range of other events.
- Public speaking, debating and the Opti-Minds Quest are also very popular. Students actively participate in a range of national Mathematics, Science, English and Computing competitions.
- A range of major excursions are offered across a tri-annual period including a study tour to Japan, a cricket tour to New Zealand, and an annual Humanitarian tour to Cambodia

## How Information and Communication Technologies are used to assist learning

Computers and digital technology play an integral part in student learning. In 2014, Maroochydore High continued to transition from over 300 desktop computers (all linked to the Internet) dedicated to student learning to the Take-Home Laptop program for Year 9 to 11 students. The number of desktops will gradually reduce as computers age and are decommissioned and the laptop program is extended. Every classroom has access to either a data projector, an interactive whiteboard or a computer and large flat screen TV. eLearning is integrated throughout the curriculum. The senior curriculum also includes three subjects dedicated to the development of skills in Information and Communication Technology.

The Information Centre has thirty computers available for student use and opens for an hour before and after school to facilitate student use. The Learning Place is a web based computer server that allows students 24/7 access to the school and is a source of homework, extension and revision activities and a site for assessment items.

The 1:1 laptop take home program for Year 9 to 11 students under the National Secondary School Computer Fund saw an uptake of just over 80%. Laptops were available for use at school to those students who didn't participate in the take home program. The school has full Wi-Fi coverage in and around every building. Teaching staff participated in significant Professional Learning related to effective use of this resource to enhance learning.

## Social Climate

Maroochydore State High School uses a sub-school structure as the focus for student welfare, developing positive student-teacher relationships, managing student behaviour and ensuring the maintenance and development of a supportive school learning environment. The primary reason for adopting this structure is the commitment of the school to ensuring quality student-teacher relationships. Positive relationships based on students and teachers knowing each other, relating to each as people and caring about each other lead to improved behaviour, better self-esteem, more focused learning environments and improved learning outcomes.

Each sub-school has Deans of Students who, along with a Deputy Principal and a Head of Department, oversee the welfare for the students of the year level. The Deans of Students are responsible for coordinating student care and welfare activities, coordinating with a range of specialist support personnel who provide proactive and responsive support to the full range of students enrolled. The Head of Department coordinates and liaises with the School Based Police Officer, School Based Health Nurse and the Chaplain. Maroochydore High's inclusive environment also provides support for students with special needs and indigenous students.

A carefully planned and implemented pastoral care program develops from Year 8 through to Year 12. In the junior secondary school, the emphasis focuses upon personal development and positive relationships gradually shifting to more of an emphasis on career education in the senior school. A strong responsible behaviour and anti-bullying theme is woven throughout the program in all year levels. Year 8 and 9 students participate in a workshop at the start of each year, followed up by sessions on weekly assemblies where they receive a comprehensive instruction program defining bullying, strategies to defend themselves and to self-manage bullying and they are given a clear outline of the process for reporting bullying and introduced to the people involved. All students view drama performances by theatre groups about bullying, including cyber bullying, at least once each year; usually several times for Year 8 - 10. The anti-bullying message is regularly reinforced at all weekly year level parades.

The original Latin motto is translated to mean 'to strive and to serve' and this is woven into the school ethos where all students are provided the opportunity to develop a civic awareness and give back to their community. From Years Eight to Twelve students have the opportunity to support community programs, engage in leadership programs and take part in community days like Shave for a Cure and Chaplaincy fundraisers. Our Year 11 leaders actively support the local Lions Club community initiatives through our school based LEOs club. Students also have the opportunity to take part in the annual Humanitarian project which raises funds for orphanages and schools in Cambodia and India. The students travel to Cambodia to live and teach at a local orphanage school. Our students embrace the opportunities to Strive and Serve, to Succeed and Shine.

**Parent, student and staff satisfaction with the school**

<b>Performance measure</b>			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	93%	85%	97%
this is a good school (S2035)	93%	95%	95%
their child likes being at this school* (S2001)	93%	75%	92%
their child feels safe at this school* (S2002)	100%	90%	93%
their child's learning needs are being met at this school* (S2003)	85%	80%	97%
their child is making good progress at this school* (S2004)	85%	85%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	75%	89%
teachers at this school motivate their child to learn* (S2007)	85%	90%	92%
teachers at this school treat students fairly* (S2008)	92%	90%	91%
they can talk to their child's teachers about their concerns* (S2009)	92%	95%	95%
this school works with them to support their child's learning* (S2010)	85%	90%	95%
this school takes parents' opinions seriously* (S2011)	85%	94%	94%
student behaviour is well managed at this school* (S2012)	93%	68%	93%
this school looks for ways to improve* (S2013)	100%	94%	97%
this school is well maintained* (S2014)	96%	100%	98%

<b>Performance measure</b>			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	96%	99%
they like being at their school* (S2036)	91%	95%	96%
they feel safe at their school* (S2037)	91%	92%	98%
their teachers motivate them to learn* (S2038)	85%	96%	96%
their teachers expect them to do their best* (S2039)	99%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	94%
teachers treat students fairly at their school* (S2041)	80%	83%	90%
they can talk to their teachers about their concerns* (S2042)	69%	82%	80%
their school takes students' opinions seriously* (S2043)	75%	86%	84%
student behaviour is well managed at their school* (S2044)	73%	72%	82%
their school looks for ways to improve* (S2045)	94%	99%	98%
their school is well maintained* (S2046)	85%	90%	92%
their school gives them opportunities to do interesting things* (S2047)	84%	96%	94%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	97%
they feel that their school is a safe place in which to work (S2070)		99%	100%
they receive useful feedback about their work at their school (S2071)		89%	90%
students are encouraged to do their best at their school (S2072)		99%	100%
students are treated fairly at their school (S2073)		98%	99%
student behaviour is well managed at their school (S2074)		89%	87%
staff are well supported at their school (S2075)		92%	87%
their school takes staff opinions seriously (S2076)		89%	89%
their school looks for ways to improve (S2077)		99%	96%
their school is well maintained (S2078)		99%	88%
their school gives them opportunities to do interesting things (S2079)		90%	88%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Our parents can actively participate in the life of the school through the Parents' and Citizens' Association, School Council, Jubilee committees, canteen helpers and Learning Assistance Program volunteers. A fortnightly newsletter is emailed to parents with an email address and hard copies are made available if requested. Student progress reports are provided at the end of each term and parent teacher interviews take place at the start of term two and term three. A parent evening is held early in the year for parents of students in Year 8. The annual cultural and artistic events attract large numbers of parents. Year 10 parents participate in interviews with key school personnel as part of the development of the Senior Education and Training Plan and also for subject selection. A Subject Selection Expo is held for parents of students entering Years 9 and 11. Parents of Year 12 students play an integral part in their graduation celebrations during the final week of schooling. An awards evening, "Our Celebration of Excellence" is held in term four to recognise student effort and achievement. Teachers are actively supported in contacting parents about their child's progress and Deans of Students play a key role in communicating with parents about their child's progress at school. Junior secondary staff and the Principal visit primary schools to meet with new parents as part of the family transition to the secondary school.

### Reducing the school's environmental footprint

Our school has consciously endeavoured to reduce electricity usage through not leaving lights, fans and computers on when rooms are not in use and through the use of solar panels. An ongoing plan is in place to install more economical water use devices as part of the maintenance cycle (e.g. replacing toilet cisterns) which has significantly reduced water use. A student run environment committee supports these initiatives and focuses on recycling.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	432,494	11,215
2012-2013	497,956	8,408
2013-2014	511,491	254

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

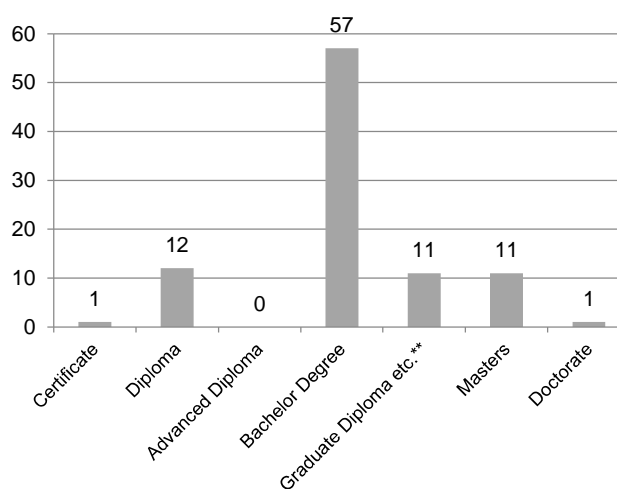
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	93	42	<5
Full-time equivalents	84	30	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	12
Advanced Diploma	0
Bachelor Degree	57
Graduate Diploma etc.**	11
Masters	11
Doctorate	1
<b>Total</b>	<b>93</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$58446.

The major professional development initiatives are as follows:

- Teacher capability – Marzano Teaching & Learning strategies, teacher observation and feedback
- Professional Learning Communities - literacy and numeracy
- Industry work placement and vocational currency
- Queensland Curriculum and Assessment Authority Subject and Assessment Workshops
- Data use and analysis
- eLearning
- OneSchool – Finance

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

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

From the end of the previous school year, 94% of staff was retained by the school for the entire 2014 school year.



## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

## Performance of our students

### Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	91%

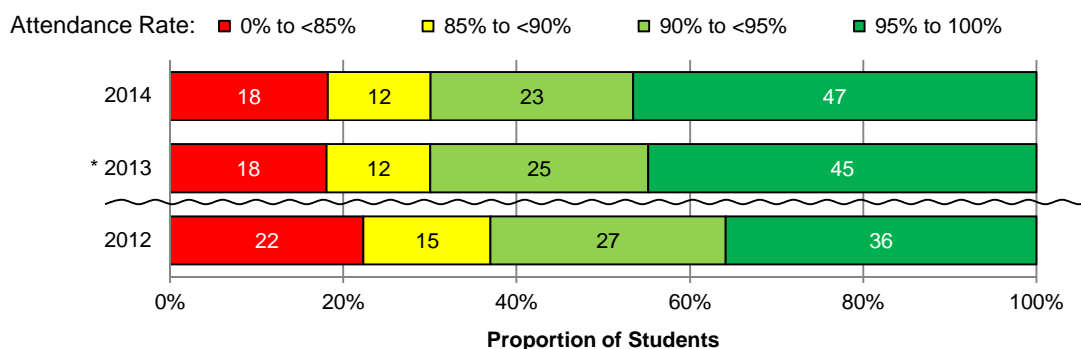
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								90%	88%	89%	91%	90%
2013								92%	88%	87%	93%	94%
2014								92%	90%	87%	92%	93%

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Electronic rolls are marked by teachers every lesson and there is also a morning roll mark session of 10 minutes at 8.35 a.m. Teachers communicate absences to the school office. Late students must check in through the office. Reasons for absence and lateness are communicated by parents to the school via a signed note or by phoning the absence line. If the school does not receive communication regarding reason for absence, then the school will contact the parent/carer regarding the absence or lateness using SMS. If a student has a pattern of absences or lateness then the Sub-school Deputy Principal and the Deans of Students will intervene and work with the student and parent/carer to address the underlying reasons for the pattern of disengagement. The support of specialist student services personnel may also be engaged to assist.

The school works in partnership with other local high schools and the Salvation Army to offer an alternate site for some students.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The apparent retention rate from Year 10 to Year 12 for indigenous students was 100% in 2014. The 2014 indigenous students' attendance was 85.3% and non-indigenous students' attendance was 90.9%. 2014 Yr 9 indigenous students mean scale scores (MSS) in the NAPLAN domains of Reading and Numeracy were above the MSS of indigenous students from all state schools, however, there is scope for improvement.

We acknowledge the incredible support of the AIME program and QATSIF in delivering programs for our students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	72%	76%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	189	172	161
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	1
Number of students receiving an Overall Position (OP)	108	89	79
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	22	31
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	180	171	156
Number of students awarded an Australian Qualification Framework Certificate II or above.	112	131	106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	165	160	160
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	85%	89%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	98%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	17	29	42	19	1
2013	15	27	34	12	1
2014	8	29	33	9	0

As at 19 February 2015. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	164	104	38
2013	149	117	56
2014	136	88	46

As at 19 February 2015. The above values exclude VISA students.

The *Pathways to Success* Vocational Streams on offer or supported at Maroochydore SHS are organised under the Sunshine Coast Regional Council's Economic Employment Pillars of Human Services, Tourism & Hospitality, Industrial Technologies and Business Communication & Technologies. The Certificates supported and achieved included:

- Human Services:
  - Certificate I in Work Education
  - Certificate II in Workplace Practices
  - Certificate II in Security
  - Certificate II in Retail Beauty
  - Certificate II in Nail Technician
  - Certificate II in Public Safety
  - Certificate II in Active Volunteering
  - Certificate II in Salon Assistant (SAT)
  - Certificate III in Fitness
  - Certificate III in Children's Services
  - Certificate III in Sport and Recreation (SATs)
  - Certificate IV Justice Studies
  - Certificate IV in OHS
- Industrial Technologies:
  - Certificate I in Furnishing
  - Certificate I in Engineering
- Tourism & Hospitality:
  - Certificate II in Tourism
  - Certificate II in Hospitality
  - Certificate II in Retail
  - Certificate II in Kitchen Operations
  - Certificate III in Tourism
  - Certificate III in Hospitality (SATs)
  - Certificate III in Retail (SATs)
- Business Communication & Technologies
  - Certificate II in Business
  - Certificate II in information, Digital Media & Technology
  - Certificate III in Business

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Early leavers from Maroochydore State High School generally move to TAFE or into the local workforce. Where ever possible early exit from school is preceded by an interview with a Guidance Officer and/or contact with parents to ensure that requirements of the post compulsory participation phase are being met.