



Mackay District Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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Contact Information

Postal address:	PO Box 8161 Mount Pleasant Mackay 4740
Phone:	(07) 4963 1333
Fax:	(07) 4963 1300
Email:	principal@mackdistspecs.eq.edu.au
Webpages:	http://mackdistspecs.eq.edu.au Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Sheina Treuel

School Overview

At Mackay District Special School, we are committed to providing a caring environment that provides quality, individualised needs based programs in an alternative setting from P-12, where each student is encouraged and supported to reach their full potential. We deliver equitable opportunities for students with diverse needs. We aim for quality educational outcomes which will enable students to access the skills and knowledge necessary to participate in present and future society. We aim to provide the best possible climate where the whole school community can feel safe and happy through skilled, sensitive interpersonal relationships.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

The Mackay District Special School team is working together to develop a high performing, inclusive school by creating a dynamic and innovative environment driven by positive behavioural support systems and incorporating a variety of communication systems including PECS, Proloquo2Go® and iDevices, Auslan/Makaton and Aided Language Displays and PODDS.

Student learning is maximised enabling students to reach their full potential by offering differentiated and personalised programs. Staff at all levels of the organisation is engaged in the learning process by creating a culture of inquiry.

The Mackay District Special School Curriculum Plan outlines our school community's priorities for improving student learning outcomes and addressing policy requirements. The aim of our Curriculum Plan is to link the rationale and structure of the P-12 Assessment and Reporting Framework to individual program development and assessment for students with disabilities focusing on aspects of the General Capabilities in the Australian Curriculum. Disability specific resource materials such as ASDAN and the MDSS Checklist, Intensive Interaction and Active Learning add to the richness of the programs we deliver.

The school's Curriculum Plan is the overarching framework that guides us through curriculum, assessment and reporting procedures, enabling us to create meaningful Individual Curriculum Plans (ICP).

MDSS Pedagogical Framework outlines the way our teachers teach. The underlying principles are:

- * that each student can learn and that the needs of every student are important
- * that each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- * that high expectations should be set for each student as teachers account for the current level of learning of individual students and the different rates at which students develop
- * that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum (AC)

The 3-dimensional design of the AC, comprising of learning areas, general capabilities and cross curriculum priorities provides teachers with the flexibility to personalise learning and build on students' prior learning, experiences and goals.

The process applies to ALL students, regardless of individual circumstances or the type or location of school they attend. The process reinforces every student's entitlement to rigorous, relevant and engaging learning experiences across all areas of the curriculum and ensures that ALL students have the same opportunities and choices in their education.

Future Outlook

There is a clear intention within Mackay District Special School to improve delivery of teaching and learning in the classroom. Coaching is recognised as a key learning methodology for all who would seek to help others grow and develop in their roles. Coaching and feedback are embedded into the way we go about doing business. Leaders more effectively support the development of others by providing feedback, enhancing levels of motivation and commitment, and facilitating improved pedagogical practices and outcomes.

Our purpose is aligned to Education Queensland's 'Every Student Succeeding' Alignment — Collaboration — Empowerment — Capability — Accountability. As a school we deliver improved learning and achievement for all students in the quest for self-determination. Our students will be equipped when they leave school to voice their future aspirations in terms of vocation, future living arrangements and social/recreational activities. Australian Curriculum forms the basis of MDSS Curriculum Plan linked with MDSS Tracking Tool.

All teachers understand and use effective teaching methods, including explicit instruction and enquiry-based learning, to maximise student learning.

The ASDAN Award Scheme

At Mackay District Special School, we are developing a relevant and worthwhile curriculum for our senior students. We are committed to developing opportunities for life-long learning after they leave the school system.

Using Kohler's Taxonomy, we are building a school program philosophy around Transition-Focused Education for our senior students. A key component of program structure and student development is to link with ASDAN. ASDAN an awarding body from the UK, that offers programs and qualifications that explicitly grow skills for learning, skills for employment and skills for life. Certified courses specifically designed for students with Special Education needs are offered.

ASDAN Programs

ASDAN offers a wide choice of flexible, activity-based programs that can be used in a variety of educational settings with learners working at a range of levels. The following link will give more information-

www.asdan.org.uk

Special Education Needs Opportunities

Preparing for Adulthood Programs have been developed for learners with moderate, severe, complex, profound or multiple learning difficulties. These programs provide a real-life context to promote the development of personal, social, independent, ICT and work-related skills. This aligns with Extended General Capabilities of the AC.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	86	27	59	10	95%
2015*	87	28	59	14	94%
2016	93	28	65	17	99%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

MDSS is a band 9 co-educational school catering for students from Prep to Year 12. School enrolment sits on 93 with an upward trend. Complexity of students' needs is increasing with a 1.78 complexity factor (number of disabilities per student). All our students have an intellectual impairment. Generally, the broad trend is an increase in the number of students on the autistic spectrum coupled with an intellectual impairment. These students display complex behaviours along with significant communication issues both in the receptive and expressive realms. 76% of our students are operating in the General Capabilities Literacy 1a-d levels. 66% of our students require significant supports in terms of communication competencies.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	6	6	6
Year 4 – Year 7	6	6	6
Year 8 – Year 10	6	6	6
Year 11 – Year 12	6	6	6

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings are inclusive and cater for our students who are pre-intentional in their learning and also provides for our students who are working within the Learning Areas and General Capabilities of the Australian Curriculum. It is activities-based and has strong links to Activities of Daily Living (ADL).

The MDSS Tracking Tool is based over 15 stages and supports the curriculum. It is aligned to the General Capabilities in the Australian Curriculum and enables us to track student progress.

Integrated Service Delivery Team

MDSS is seeking a model of **Best Practice** to support the complexity of needs of our students and to establish whole school practices. The use of multi-modal communication as well as supporting the sensory needs of students with ASD are MDSS priorities.

There is an identified need for the school to be able to develop a model which enables MDSS to have frequent access to health support staff (Music Therapist, Occupational Therapist, Speech Language Pathologist and Physiotherapist).

The type of therapy provider required is identified as a result of the information provided in the referral process. A system of identifying priorities for support of the students is established through the therapists' collaborative and consultative model.

This develops an understanding amongst health support professionals, teaching and support staff, and with parents and carers.

The approach then becomes embedded in the educational context and has the capacity to reach out to the home environment. It allows a "common language" to be used with consistent understandings and less confusion.

Co-curricular Activities

Over the year students have engaged in the following activities: -

Easter Bonnet Parade, School Discos, St Patrick's Day, School and Sport Captains' Induction, ANZAC Parade, Under 8's Week, Mother's Day activities, P&C Day, State Education Week, Old MacDonald's Farm Visit, AVA Pet Pep, Book Week, Disability Action Week, Father's Day activities, Sailing with Sailors with Disabilities, Religion, Sports Carnival, Senior Graduation, Townsville Challenge Games, Riding for the Disabled and the School Christmas Concert.

MDSS accesses the 'Riding for the Disabled' program which provides suitable horses, trained volunteer helpers, accredited RDA coaches, riding and safety equipment to run structured riding classes for students in our Early Years Phase.

How Information and Communication Technologies are used to Assist Learning

Assistive Technology is defined as 'the software and technology which helps people with disabilities to overcome the additional challenges they face in communication and learning.' (BECTA, 2003)

The range of assistive technologies that are used at Mackay District Special School include:

- * Augmentative and Assistive Communication (AAC) technologies are divided into low technology systems – communication boards, books and objects boards; and high technology systems-computers and specialised software, with the capacity to provide print and voice output
- * Access equipment: switch devices, touch screens, adapted mouse, eye gaze technology, on-screen keyboards, enlarged keyboards, tablet keyboards, ergonomic keyboards and key guards, and environmental access equipment such as remote door openers and ramps
- * Environmental Control Units to control infrared receivers
- * Assistive listening devices and visual aids
- * Tobii eye-gaze technology
- * Mobility and positioning aids such as wheelchairs, adapted classroom chairs, slant boards and wedges (support students in a good position for learning to occur effectively)

Social Climate

Overview

There is a strong sense of community amongst the students, parents/carers and staff at Mackay District Special School. Our focus is on building positive relationships. We do this by showing respect for each other and establishing learning experiences geared towards success. A strong partnership between home and school is consciously developed through a variety of avenues such as communication books, fortnightly newsletter, email, face-to-face meetings, sports days and community barbecues and morning teas. Families are encouraged to visit classrooms to discuss student progress/issues. This supports an environment that is intentionally inviting and forms the basis for good relationships.

Mackay District Special School community believes in a whole school approach to behaviour management which addresses the rights and responsibilities of all participants. We are committed to providing a caring environment that provides quality, individualised needs based programs, in an alternative setting for students P-12, where each student is developed to their full potential. We aim for quality educational outcomes which will enable students to access the skills and knowledge necessary to participate in present and future society. We aim to provide the best possible climate where the whole school community can feel safe and happy, based on skilled, sensitive interpersonal relationships.

The Responsible Behaviour Plan for students is founded on the following principles:

- * The foundation of positive classroom behaviour is effective teaching;
 - * The provision of an inclusive and engaging curriculum underpinned by respectful relationships between staff and students;
 - * Positive behaviour is enhanced through a whole-school approach, core values and effective school organisation and leadership. Whole-school resource allocation supports sustainability of Positive Behaviour for Learning (PBL);
 - * Effective partnerships with parents/carers, the wider school and other support agencies contribute to positive behaviour in the school;
- Staff expertise is valued and developed;

- * Standards of expected student behaviour are linked to positive pro-social behaviours (which have been explicitly taught) and the identification of appropriate assistive/augmentative behaviours to support effective communication;
 - * Responses to chronic or intense challenging behaviour which take into account the reasons as to why the behaviour occurs;
 - * Individual PBL plans are developed for students through the use of functional behavioural assessments.
- Our Discipline Audit stated:

Commendations:

- * The Principal and school leaders have accepted personal responsibility for ensuring a safe, supportive and disciplined learning environment. They demonstrate a strong conviction that student engagement and regular attendance are keys to improved student learning.
- * The school has developed a set of three positively stated school wide expectations: Make Good Choices, Be Respectful and Stay Safe. These expectations are communicated through a variety of ways in classrooms.
- * The school has an ongoing commitment to pedagogy through the Explicit Teaching and Classroom Instruction that Works.
- * The school improvement agenda is strengthened through distributive leadership and the school's Toolkit approach.
- * Staff members are effectively using a range of proactive reward systems across the school such as Positive Certificates and class reward systems to affirm behaviour, attendance and effort success and recording these in OneSchool.

Affirmations:

- * The Parents and Citizens' Association (P&C) have endorsed the school's Responsible Behaviour Plan for Students (RBPS).
- * Community links have been established with businesses, agencies and governmental departments to build parent and community capacity and improve student engagement such as: Men's Shed, Life without Barriers Life Stream, Triple P Parenting Stepping Stones and Management of Young Children Program (MYCP).
- * The school has implemented the Communication Symbol Lanyards and associated support strategies for the classroom and other environments which has ensured students are provided with the scaffolding required to communicate their needs and feelings.
- * Teacher observation and feedback is being undertaken.

Parent, Student and Staff Satisfaction

Mackay District Special School is supported and held in high regard by its school community. Strategies to increase satisfaction ratings had been put in place as part of the school AIP. The result for staff in terms of taking staff opinions seriously is influencing our consultative processes. It is very gratifying that our community of parents and students view our school as being a place where education is the key agenda. We are viewed as a 'curriculum focused' school that is able to measure and monitor student learning outcomes.

Parents' and Students' level of satisfaction with individual questions ranged between 90-100%. 100% of staff reported that they get on well with the students.

The results overall are noteworthy of the high levels of satisfaction across all school community groups. MDSS is a great school and has much to celebrate.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school* (S2001)	100%	100%	96%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	96%
their child is making good progress at this school* (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	100%	96%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	96%
this school works with them to support their child's learning* (S2010)	94%	100%	96%
this school takes parents' opinions seriously* (S2011)	100%	100%	88%
student behaviour is well managed at this school* (S2012)	94%	100%	96%
this school looks for ways to improve* (S2013)	100%	100%	92%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	98%	100%	87%
they receive useful feedback about their work at their school (S2071)	93%	97%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	90%	82%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	97%	100%
student behaviour is well managed at their school (S2074)	100%	94%	93%
staff are well supported at their school (S2075)	88%	83%	89%
their school takes staff opinions seriously (S2076)	83%	86%	88%
their school looks for ways to improve (S2077)	100%	100%	93%
their school is well maintained (S2078)	95%	97%	93%
their school gives them opportunities to do interesting things (S2079)	100%	97%	96%

* 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

Mackay District Special School maintains an open door policy whereby parents/carers are encouraged to communicate with staff. The school actively creates an atmosphere where parents' and carers' opinions are valued and appreciated. We have an active P&C Association that focuses on contributing to the wellbeing of students and families. Parents/Carers give advice freely to assist with many 'disability specific' issues. Parents/Carers are invited to volunteer in a number of programs such as community based activities, swimming and also offering assistance in the classroom. MyTime, a support group for parents/carers and siblings of students with disabilities, was established in 2010. The group meets every second Thursday and is well attended. Central to the involvement of parents/carers in our school is the valued contribution they give to developing meaningful outcomes for their child in the ICP processes.

Respectful relationships programs

The anti-bullying procedures at Mackay District Special School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are explicitly taught the expected school behaviours and receive high levels of social acknowledgement. Additional lessons on bullying and how to prevent and respond to it is a subset of procedures with which our students are already accustomed..

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school is conscious of raising awareness in reducing its environmental impact on the environment. The school has implemented the National Solar Schools Program. The school continues to grow and with the increase in the use of the indoor heated pool the change may be viewed positively.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	174,164	1,628
2014-2015	168,056	5,070
2015-2016	182,325	864

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>. [Further information](#) 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'

Find a school

Sector:

Government

Non-government

te

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	22	28	0
Full-time Equivalent	20	19	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	3
Bachelor degree	14
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$14,861.74

The major professional development initiatives are as follows:

Student Protection, Code of Conduct, Keys to Managing Information, Curriculum Activity Risk Assessment, Health, Safety and Wellbeing, Internal Controls, Specialised Health Training, Collegial Coaching, Athletics Coaching, Intensive Interaction and First Aid/CPR.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

ICP meetings take place at the beginning of each semester and are used to monitor student performance.

- * Is based on an understanding of how students learn
- * provides useful information to report credibly to parents on student achievement
- * requires a variety of measures, clarity of purpose, goals, standards and criteria
- * uses methods which are valid, reliable and consistent
- * acknowledges that improved performance involves feedback and reflection.

Effective processes to monitor student progress.

When assessing students with significant multiple impairments a major challenge is that their progress cannot always be easily tracked vertically. More opportunities are required in order to consolidate the knowledge and skills they learn through experience of applying their learning in different contexts. We use the software MDSS Checklist to see if it can pick up the small steps of achievement.

Teachers engage in the process of moderation each semester through sharing assessment data such as work samples, student portfolios and video clips of performance. The key to achieving confidence in the quality of teacher judgements is the engagement of teachers in professional dialogue. Ongoing coaching conversations around data, pedagogy and individual student progress take place throughout the year.

Culture of evidence-based decision-making

Mackay District Special School focuses on monitoring key literacy and numeracy student performance indicators by:

- focusing on each student's learning to enhance progress, achievement and participation
- intentional teaching and learning
- functional literacy and numeracy
- utilising educational services to meet the needs of students.

Reporting student achievement

The ICP goals provide an important focus for reporting to parents. Program modifications and alternative learning pathways for demonstrating the standards are also considered in the reporting process. Reporting student achievement to parents can also be facilitated through student work samples, portfolios, parent/teacher/student conferences, communication books, iPads and student self-assessment, with written reports based on ICP goals through OneSchool provided to parents at the end of each semester.

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	91%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	86%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Special schools was 89%.

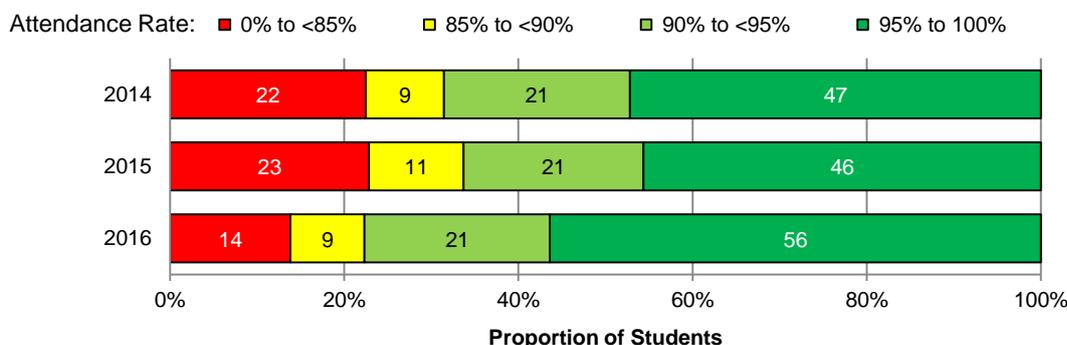
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014													
2015	85%	91%	92%	92%	88%	91%	87%	82%	96%	88%	96%	95%	92%
2016	94%	91%	97%	93%	90%	84%	87%	97%	96%	94%	98%	97%	89%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our rolls are marked twice daily. Parents are asked to contact the school when their child is to be away for any reason. Our school's policy is to contact parents if their child has not arrived within the first 20 minutes of the school day. If the absence is not due to illness or a significant cultural event, then further investigation ensues. We work with the family in ensuring their child attends school through our daily home communication books. As a result, non-attendance tends not to be an issue for MDSS.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	6	3	8
Number of students awarded a Queensland Certificate of Individual Achievement.	6	3	8
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			0%
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.			
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.	0%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.mackdistspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>