



# Murgon State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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# School Overview

Murgon State High School is a rural comprehensive high school catering for Years 7-12. The school provides a broad curriculum catering for all students, with strong links with the community, parents, TAFE, local businesses and local government schools. It is a well-maintained and equipped school set in attractive, spacious surroundings accompanied by a 42 hectare farm.

Our aim is to provide a safe learning environment in which all students can experience success. We challenge every student to find a satisfying pathway to life-long learning and productive employment. We are committed to school wide positive behaviour for learning through our expectations of 'We will Participate – We are Respectful and Responsible – We are Safe'.

The school prides itself on developing academic, cultural and sporting achievements. Murgon State High School continues to provide a broad curriculum offering in a caring environment in which **all** students can achieve their best. The school caters for a wide range of learning needs, including Special Education and whole of school learning support.

# Principal's Foreword

## Introduction

Murgon State High School aims to instil a sense of personal value, strong self-belief and a positive attitude in its students. In our diverse community, we believe strongly in knowing our students and connecting with the community in which they live. We believe every one of our students has the ability to learn, and the right to do so in a supportive environment. Most of all, we believe challenge, enjoyment and success are the key motivators to learning.

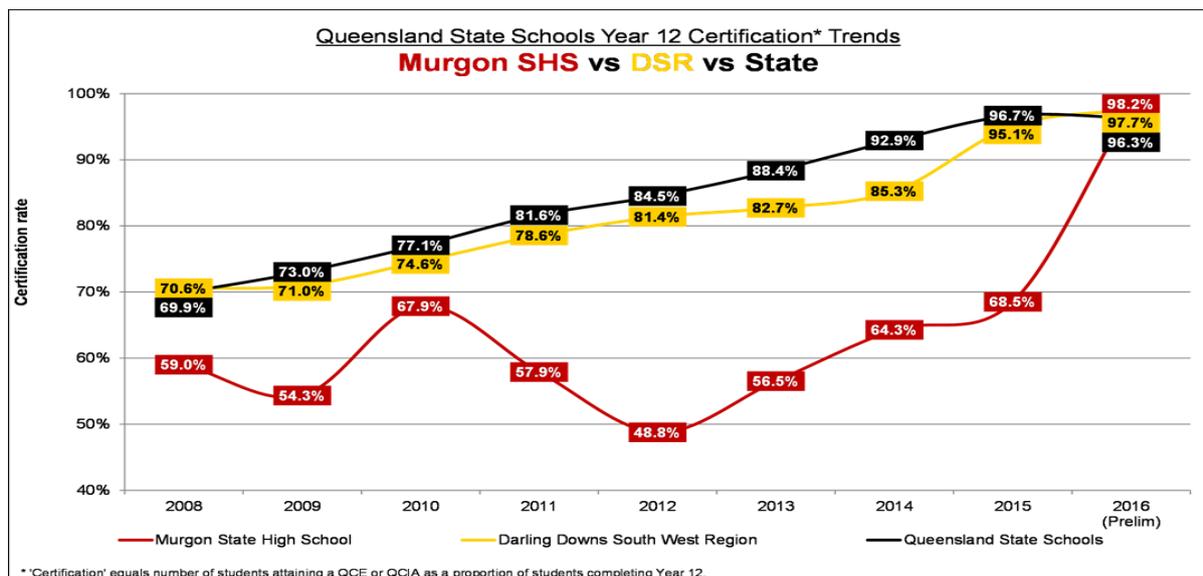
Our school vision of *Creating Pathways for Healthy Futures*, underpins our approach to providing multiple options for Murgon graduates. We know our learners and understand their educational needs through structured case management. We are a school for young people who think and act responsibly, independently and creatively, and who understand the importance of team work.

This report will give you details about our school's results and progress towards achieving our goals.

### School Progress towards its goals in 2016

The school has two clear focuses as part of the explicit improvement agenda. They include developing a quality assured the systematic and strategic implementation of the identified pedagogical practice and reviewing the school's Responsible Behaviour Plan for Students (RBPS) to enable an effective and consistent management of disengaged learners.

In 2016 we prioritised successful certification outcome for all our graduating Year 12 students. The results in the graph below show that we improved by 30% on previous 5 years performance. We also *Closed the Gap* in senior schooling attainment securing 100% certification for all indigenous graduates.



## Future Outlook

### Key improvement strategies

- Refine the explicit improvement agenda to identify, articulate and communicate a sharp, narrow and deep focus. Review the school processes to monitor the implementation of the improvement strategies to ensure that all members of the leadership team are driving the agenda and have clear accountabilities for targets and implementation timelines.
- Develop the skills of the leadership team to drive a strong agenda to improve teaching practices across the school.
- Establish and embed a professional learning plan for the school aligned with the stated school priorities.
- Research and visit like-schools who have successfully embedded a safe, respectful, tolerant learning environment with a view to reviewing the school's Responsible Behaviour Plan for Students (RBPS) and engaging staff at all levels to effectively and consistently implement the reviewed plan.
- Develop and quality assure the systematic and strategic implementation of the identified pedagogical approach across the school.
- Include in the school's professional learning plan opportunities for all staff to develop skills to ensure a consistent application of the Responsible Behaviour Plan for Students, particularly the Essential Skills for Classroom Management and data literacy skills.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	352	188	164	121	83%
<b>2015*</b>	401	211	190	142	81%
<b>2016</b>	381	197	184	142	83%

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.

## Characteristics of the Student Body

### Overview

Murgon State High School is a co-educational rural high school in Murgon. Murgon is located in the Education Region of Darling Downs South West. The High School services the communities of Murgon, Cherbourg, Goomeri, Wondai, Cloyna, Windaera, Proston and a number of other small regional communities. Students emanate from a mix of backgrounds and our local industries include peanuts, dairy farming, beef and cattle production and wine making.

The High School ICEAS is 863. Murgon State High School is a comprehensive high school with approximately 381 students. Most students transition into Murgon State High School from the following feeder schools;

- Murgon State School
- Cherbourg State School
- St Joseph's Catholic School
- Wheatlands State School
- Goomeri State School
- Proston State School
- Cloyna State School
- Windaera State School

Student enrolment numbers have remained steady over the last two years. The school has a significant (37%) Aboriginal and Torres Strait Islander population. The school prides itself on developing academic, cultural and sporting opportunities. Our model



for teaching and learning identifies gifted and talented students who are given opportunities to extend their talents and skills. The school also has a number of students in the support unit, where they have access to dedicated learning support staff. Many students excel academically, socially, culturally and in sport. The school implements Positive Behaviour for Learning (PBL) and has a rewards program i.e. Vivo that acknowledges students achievements throughout the term. The school is also renowned for its agricultural resources and success. The experience of the teachers varies. The staff are dedicated to their own learning and are involved in ongoing professional development. The school has established links with several community groups.

**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			
Year 4 – Year 7			
Year 8 – Year 10	21	19	19
Year 11 – Year 12	17	17	17

\*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

- Murgon State High School delivers curriculum aligned to ACARA
- Murgon State High School's Key improvement strategies identified are;
  - Explicit Instruction (DDSW preferred Pedagogy)
  - Positive Behaviour for Learning
- The High School's original pedagogical focus on Writing (vocab) is in the process of being transitioned to include Reading (Vocab and Comprehension)
- There is a review of our stand alone LEAP program with the view to broadening current strategies to be implemented across the curriculum and across all KLAs/year levels
- Upskilling of Leadership team and all staff in literacy continuum and input of additional resources to track literacy progress – data walls
- Roll out of the Lyn Sharratt Leading Learning Collaborative – modelled, guide and shared learning
- Introduction of a Learning and Engagement faculty. This faculty will include a Head of Department (HOD) Learning and Engagement, STLaN, Pedagogical coach, Behaviour Support teacher and Student Support teacher to support our gifted and talented students and students in our support unit
- We have strong links with external agencies (TAFE, Blue Dog Training, Churchill Education, Embark College) and use our Work Placement Officer and VET coordinator to enhance our students learning opportunities
- The school has been able to secure a number of School Based Apprenticeship/Traineeships and has added additional vocational subjects (Engineering, Outdoor Power Equipment, Hairdressing, Early Childhood, Outdoor Sport and Recreation) to name a few
- Our Year 6 to Year 7 transition program focuses on improving the smooth move between the primary school and high school. Teachers worked closely with the primary schools team teaching in the school and around specialist subjects.

## Co-curricular Activities

### English

- A wide range of poetry, short story, digital and newswriting competitions throughout the year
- Writing competitions based around course work

### Science

- STEM (Science, Technology, Engineering and Mathematics) – enrichment projects
- Central Queensland University campus science and engineering challenge
- National Science Youth Forum
- Biology Study
- Physics Dreamworld Study
- National Science Week Activities

### Drama/Music

- The schools also hosts the Hawkes Bay Youth Theatre Company from New Zealand every year
- The school is involved in the Instrumental music program and has a band with over 20 students involved

### Industrial Design and Technology

- Human Powered Vehicles (HPV) RACQ Maryborough Technology Challenge

### Agriculture

- Murgon State High School Show Cattle participates in a number of rural shows exhibiting their stud cattle. It also participates in the yearly Hoof and Hook animal carcass competition



## Sports

- Murgon State High School offers students a broad range of activities with particular strengths in Sport.
- The school has specific teams that competing in the following disciplines;
  - Netball
  - Rugby League
  - Touch Football
  - Cricket
  - Swimming
  - Athletics
  - Cross Country
  - Squash, Tennis
  - Table Tennis
  - Equestrian

## Leadership

- Year level and Leadership Camp programs provide students with the opportunity to develop knowledge in career development and resilience. All years are involved
- Peer Support Program (Vertical House Structure)

## Community

- An Interact committee that supports the development of activities for students and can range from charity events to fund raising for school facilities. Membership of Interact is drawn from all year levels.
- Multi-cultural celebrations – NAIDOC week
- Queensland Cancer Council - Relay for Life
- Daniel Morcombe Day
- ANZAC Day Ceremony
- Not Now Not Ever - Domestic and Family Violence Prevention

## How Information and Communication Technologies are used to Assist Learning

Murgon State High School operates a laptop hire program ensuring that digital pedagogy can take place anywhere and anytime, both at school and at home. Information Communication and Technologies are embedded across all curriculum areas at Murgon State High School. Our teachers have personal laptops and engage in professional development to enhance their digital pedagogical skills. We believe that students learn and understand ICT concepts more effectively when taught in context rather than in isolation. Students do not merely learn to use applications but rather learn to select an appropriate application for a given problem and apply the application as a tool to help solve the problem. As this learning is contextual, students are far better equipped to apply their knowledge to other areas. This approach will ensure our students are advantaged as lifelong learners who are better equipped to follow their chosen career pathways.

Virtual classrooms created within the secure Education Perfect website are now in use in curriculum areas, and students have access to class notes, homework, quizzes, tests, blogs, learning objects and much more, created by their teachers, and accessible to them via their laptop or school computer.

## Social Climate

### Overview

Murgon State High School is a Positive Behaviour for Learning school. Classroom Profiling and adherence to Essential Skills for Classroom Management is a key focus area for our teaching staff. We believe that persistence and resilience are critical attributes and endeavour to support the development of these qualities through individual modelling and support and productive group work. The school operates a horizontal and vertical pastoral care structure.

Three Year Level Coordinators liaise with House Managers to support student well-being. Another significant support group for our students are our Guidance Officer, School-Based Youth Support Coordinator, School Chaplain, Head of Department Learning and Engagement, Community Education Counsellors, Attendance Officer and Clontarf Team ( for our Indigenous male students).

Murgon State High School believes that all students are entitled to attend a learning environment free from harassment and bullying. Strategies to prevent bullying are based on the regular promotion of our school values, which emphasises caring for one another and reciprocal respect. Strategies to address bullying are based on a whole school approach to recognising and responding to bullying incidents, and referring to the pastoral care roles listed above, particularly Year Level Coordinators and Guidance Officers, to take appropriate action.

Murgon State High School believes in encouraging and recognising positive student behaviour. Vivo ([vivomiles.com.au](http://vivomiles.com.au)) are used to reward students for positive behaviours. Letters of recognition are also sent to parents acknowledging acquisition of these behaviour benchmarks.

Parent/caregivers express strong satisfaction that “their child is getting a good education at school”, that “this is a good school” and “teachers at this school are interested in my child’s well-being”. Students strongly feel ‘their teachers encourage them to do their best’.

## Parent, Student and Staff Satisfaction

### 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)	87%	80%	88%
this is a good school (S2035)	82%	73%	88%
their child likes being at this school* (S2001)	85%	86%	87%
their child feels safe at this school* (S2002)	83%	85%	83%
their child's learning needs are being met at this school* (S2003)	85%	84%	86%
their child is making good progress at this school* (S2004)	85%	80%	92%
teachers at this school expect their child to do his or her best* (S2005)	94%	92%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	84%	81%
teachers at this school motivate their child to learn* (S2007)	79%	77%	88%
teachers at this school treat students fairly* (S2008)	70%	65%	65%
they can talk to their child's teachers about their concerns* (S2009)	88%	89%	95%
this school works with them to support their child's learning* (S2010)	90%	81%	87%
this school takes parents' opinions seriously* (S2011)	73%	75%	84%
student behaviour is well managed at this school* (S2012)	60%	54%	62%
this school looks for ways to improve* (S2013)	83%	79%	88%
this school is well maintained* (S2014)	96%	91%	93%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	85%	94%	89%
they like being at their school* (S2036)	86%	88%	92%
they feel safe at their school* (S2037)	86%	81%	80%
their teachers motivate them to learn* (S2038)	92%	86%	87%
their teachers expect them to do their best* (S2039)	95%	93%	95%
their teachers provide them with useful feedback about their school work* (S2040)	80%	70%	89%
teachers treat students fairly at their school* (S2041)	71%	69%	67%
they can talk to their teachers about their concerns* (S2042)	68%	63%	74%
their school takes students' opinions seriously* (S2043)	76%	75%	75%
student behaviour is well managed at their school* (S2044)	51%	48%	59%
their school looks for ways to improve* (S2045)	88%	93%	93%
their school is well maintained* (S2046)	82%	84%	88%
their school gives them opportunities to do interesting things* (S2047)	88%	87%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	90%	80%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	93%	84%	78%
they receive useful feedback about their work at their school (S2071)	90%	80%	64%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	81%	81%
students are encouraged to do their best at their school (S2072)	88%	86%	80%
students are treated fairly at their school (S2073)	83%	78%	59%
student behaviour is well managed at their school (S2074)	55%	45%	36%
staff are well supported at their school (S2075)	83%	69%	52%
their school takes staff opinions seriously (S2076)	82%	75%	55%
their school looks for ways to improve (S2077)	93%	90%	83%
their school is well maintained (S2078)	98%	96%	96%
their school gives them opportunities to do interesting things (S2079)	95%	84%	87%

\* 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

Murgon State High School has an active Parents & Citizens' Association who meet once a Month. School Reports and updates are provided at these meetings. An informative school newsletter is printed and emailed each week and is available on the school website.

Students receive an Interim Report in Term 1, Term 2 and Term 4. Parents are invited to formal parent-teacher interviews held twice per year.

Year 7 parents are invited to attend an Information Evening which provides an introduction to our school. Year 9 students are invited to attend an information evening regarding subject selection in Year 10. Year 10 parents attend Senior Education and Training Plan meetings with members of the Leadership Team, and Year 11 parents attend meetings to discuss their student's progress toward the achievement of the Queensland Certificate of Education. Parents participate strongly in a range of whole school activities, such awards night, ANZAC Day ceremony, NAIDOC day celebrations, Music, Art and Drama showcase nights and numerous other school functions.

Murgon State High School has forged strong partnerships with many community based organisations such as CTC, QLD Government Family and Child Connect, Cherbourg Health, the Ration Shed and local Elders through programs such as the Yarning Circle and Black Girls Code Club.

### Respectful relationships programs

Violence prevention and respectful relationships education is an important focus at Murgon State High School. We are taking a primary prevention approach, applying a health education curriculum designed to increase students' understanding of sexual assault and domestic violence, and developing student skills in health and media literacy, sexual negotiation, and consent. We integrate these learning activities into our pastoral care program, we also access additional resources such as "Love Bites" which is an extremely successful school-based Domestic and Family Violence and Sexual Assault prevention program.

### 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	337	330	268
Long Suspensions – 6 to 20 days	5	14	7
Exclusions	1	3	1
Cancellations of Enrolment	5	5	7

\* 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 following measures were put in place to reduce the school's environmental footprint;

- Use of rainwater tanks for grounds
- Tinting of windows
- Energy saving measures implemented, ensuring lights and computers are turned off
- Planting of native trees

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	186,526	2,877
2014-2015	196,594	4,947
2015-2016	191,628	

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/>.

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

Sector:  
 Government  
 Non-government

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	37	30	<5
Full-time Equivalents	36	22	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	5
Bachelor degree	28
Diploma	10
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$14,800

The major professional development initiatives are as follows:

- Classroom observation and feedback
- Mentoring of beginning teachers
- Peer Coaching
- School's pedagogical practice – Explicit Instruction
- QCAA sponsored events relating to implementation of senior syllabi
- Roll out of Lyn Sharratt LLC – modelled, guide and shared learning
- Vocab warm up's and opening
- Twilight sessions
- Regionally facilitated ESCM training
- Enhancing the Leadership of your school's Aboriginal and Torres Strait Islander Education focus
- Youth Mental Health First Aid
- Corporate Services/Financial management
- Timetabling

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.	96%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### 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).	79%	83%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	59%	69%	69%

\*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 Secondary schools was 90%.

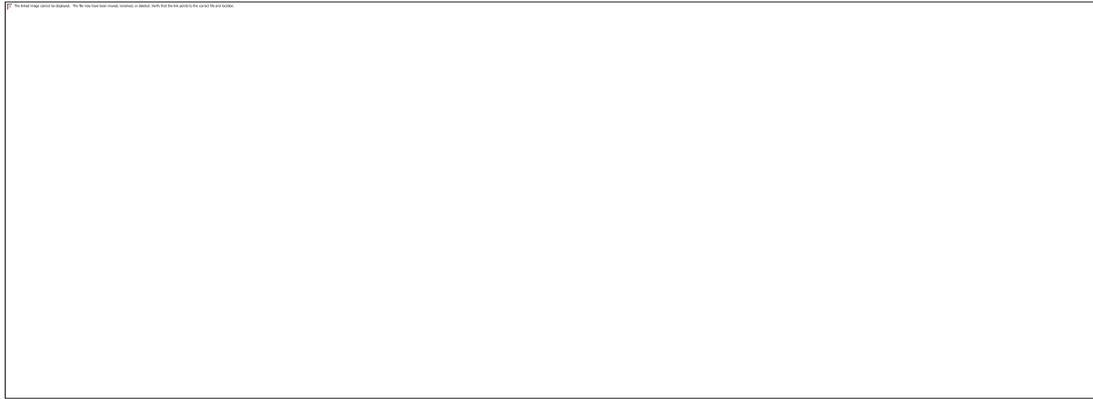
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									80%	81%	75%	78%	84%
2015								82%	86%	86%	79%	81%	82%
2016								86%	83%	82%	82%	78%	81%

\*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.

Non-attendance is managed in state schools in line with the DET 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.

Rolls are marked in each class using the ID Attend system. Unexplained absences at morning roll marking are reported to parents via text messaging. Our dedicated Attendance Officer communicates with parents and caregivers regarding unexplained absences with all absences expected to be explained by the student's parent/guardian.

When a student's absence is prolonged an Extended Consecutive Absence a letter is sent home as per Education Queensland Policy. The Attendance Officer, Community Education Councilors', Youth Support Coordinator and Chaplain provide further support to parents, caregivers and students. External agencies such as CTC and QLD Police may also be engaged.

## NAPLAN

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**.

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School name

Suburb, town or postcode

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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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	56	54	56
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	1
Number of students receiving an Overall Position (OP)	27	19	20
Percentage of Indigenous students receiving an Overall Position (OP)	29%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	11	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	24	36
Number of students awarded an Australian Qualification Framework Certificate II or above.	10	10	27
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	36	34	54
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	36%	40%	92%
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.	48%	58%	45%
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.	70%	83%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	2	9	9	5
2015	3	1	7	7	1
2016	1	0	8	9	2

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	4	9	2
2015	13	8	2
2016	10	25	2

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

- First Aid and CPR
- Certificate 1 in Engineering Pathways
- Certificate 1 in Furnishing

- Certificate 2 in Foundation Skills for Work
- Certificate 2 in Conservation and Land Management
- Certificate 2 in Rural Operations
- Certificate 2 in Hairdressing
- Certificate 2 in Hospitality
- Certificate 2 in Early Childhood
- Certificate 2 in Outdoor Power Equipment
- Certificate 2 in Business Administration
- Certificate 2 in Tourism

## 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.	64%	76%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	36%	31%	74%

\* 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://education.qld.gov.au/nextstep/nextstep.html>

### Early leaver's information

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

Murgon State High School students leave to progress an alternative pathway, such as an apprenticeship or TAFE program. Our Work Placement Officer coordinates work experience and school based traineeships to promote post schooling pathways. Students and parents/caregivers are able to access the expertise and support of school staff (Principal, Deputy Principal, Guidance Officer and Chaplain) to assist in a smooth transition. All students who leave are followed up to ensure that their post-compulsory engagement with further education or work continues at another location.

## Conclusion

Murgon State High school is committed to a learning environment which is supportive and productive.

We believe learning is a shared responsibility by all of the school community and our students are all individuals and with this comes individual learning needs.

Our Learning Support Center targets where students are at and keep on developing them according to their strengths, gifts and interests.

Our school promotes independence, interdependence and self-motivation.

In 2017 we move towards implementation of a Whole of School Literacy Plan, as we are committed to achieving the best possible literacy outcomes for all students.