



Murgon State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Murgon SHS is a co-educational learning community catering for the needs of a diverse student body in the secondary phase of education. We welcome students from a complex mix of cultures including farming, business, rural, township and Indigenous communities. Students from feeder schools join us in Yrs 8, 10, and 11. The school operates across two campuses. The main campus is on an attractively landscaped site including a 42 hectare farm. An intervention program (Annexe), supported by Indigenous Elders, in partnership with a range of community agencies, and staffed with Indigenous teachers/teacher aides, is also offered. We challenge every student to find a satisfying pathway to life-long learning and productive employment. Our staff foster the belief in the worth of effort and the value of striving towards personal and educational goals for our students. We are committed to positive behaviours through our rules of Participation, Respect, Responsibility, and Safe and Legal. We expect high standards of academic achievement and celebrate the unique opportunity we have to share crosscultural experiences and promote understanding, tolerance and friendship.

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 values Believe Strive and Challenge underpin 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 2018

The school has two clear focuses as part of the explicit improvement agenda. They include developing a quality assured 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 learners.

In 2017 we prioritised successful certification outcome for all our graduating Year 12 students. In 2017, we maintained a 100% success rate for QCE accreditation. We also continued to *Close 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 on Reading.
- Implementation of the research of Sharratt through "Putting Faces on the Data"
- 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.

□ Plan for and action the new QCAA Senior Subject selections and the associated staffing implications for 2019 and beyond

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	381	348	347
Girls	197	174	185
Boys	184	174	162
Indigenous	142	127	123
Enrolment continuity (Feb. – Nov.)	83%	83%	82%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Murgon State High School is a co-educational rural high school in the township of Murgon which is located in the Education Region of Darling Downs South West. The High School services the communities of Murgon, Cherbourg, Goomeri, Wondai, Cloyna, Windaera, Moffatdale, 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, tourism and wine making.

The High School ICEAS is 863. Murgon State High School is a comprehensive high school with approximately 347 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
- Moffatdale 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	19	18	17
Year 11 – Year 12	17	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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)

- 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
- Participation in the ICAS English Competition

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 school 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

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, National Reconciliation Day
- Queensland Cancer Council - Relay for Life
- Daniel Morcombe Day
- ANZAC Day Ceremony in the school and in the communities of Cherbourg and Murgon
- 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. Year Level Coordinators liaise with teachers, parents and Deputy Principals

to support student well-being. Another significant support group for our students are our Guidance Officer, School-Based Youth Support Coordinator, School Chaplain, 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) are used to reward students for positive behaviours. Letters of recognition are also sent to parents acknowledging acquisition of these behaviour benchmarks.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	79%	88%
• this is a good school (S2035)	88%	64%	87%
• their child likes being at this school* (S2001)	87%	72%	86%
• their child feels safe at this school* (S2002)	83%	62%	83%
• their child's learning needs are being met at this school* (S2003)	86%	80%	83%
• their child is making good progress at this school* (S2004)	92%	78%	86%
• teachers at this school expect their child to do his or her best* (S2005)	97%	84%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	80%	90%
• teachers at this school motivate their child to learn* (S2007)	88%	77%	90%
• teachers at this school treat students fairly* (S2008)	65%	54%	70%
• they can talk to their child's teachers about their concerns* (S2009)	95%	86%	95%
• this school works with them to support their child's learning* (S2010)	87%	79%	88%
• this school takes parents' opinions seriously* (S2011)	84%	67%	80%
• student behaviour is well managed at this school* (S2012)	62%	43%	66%
• this school looks for ways to improve* (S2013)	88%	65%	81%
• this school is well maintained* (S2014)	93%	77%	90%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	80%	82%
• they like being at their school* (S2036)	92%	61%	72%
• they feel safe at their school* (S2037)	80%	57%	71%
• their teachers motivate them to learn* (S2038)	87%	71%	73%
• their teachers expect them to do their best* (S2039)	95%	82%	90%
• their teachers provide them with useful feedback about their school work*	89%	79%	82%

Percentage of students who agree# that:	2016	2017	2018
(S2040)			
• teachers treat students fairly at their school* (S2041)	67%	52%	51%
• they can talk to their teachers about their concerns* (S2042)	74%	63%	69%
• their school takes students' opinions seriously* (S2043)	75%	52%	56%
• student behaviour is well managed at their school* (S2044)	59%	34%	52%
• their school looks for ways to improve* (S2045)	93%	61%	74%
• their school is well maintained* (S2046)	88%	59%	75%
• their school gives them opportunities to do interesting things* (S2047)	89%	66%	75%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	80%	88%	89%
• they feel that their school is a safe place in which to work (S2070)	78%	70%	93%
• they receive useful feedback about their work at their school (S2071)	64%	72%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	85%	92%
• students are encouraged to do their best at their school (S2072)	80%	89%	96%
• students are treated fairly at their school (S2073)	59%	80%	76%
• student behaviour is well managed at their school (S2074)	36%	39%	85%
• staff are well supported at their school (S2075)	52%	58%	65%
• their school takes staff opinions seriously (S2076)	55%	66%	58%
• their school looks for ways to improve (S2077)	83%	88%	91%
• their school is well maintained (S2078)	96%	82%	91%
• their school gives them opportunities to do interesting things (S2079)	87%	88%	76%

* 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 does not have an active Parents & Citizens' Association currently. All efforts are being made to secure an executive team to lead the P&C. An informative school newsletter is printed and emailed fortnightly 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 are encouraged and invited to participate 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, local Elders and Youth Justice.

Parents of students who are on an ICP or are planning to be commence an ICP are integral in the consultation and development phase.

Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	268	354	300
Long suspensions – 11 to 20 days	7	6	16
Exclusions	1	3	5
Cancellations of enrolment	7	7	10

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	191,628	212,431	166,694
Water (kL)		1,502	1,531

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	30	8
Full-time equivalents	42	24	7

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	10
Bachelor degree	26
Diploma	5
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$36,301.00

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
- Positive Behaviour for Learning
- 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 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	82%	81%	82%
Attendance rate for Indigenous** students at this school	69%	70%	71%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

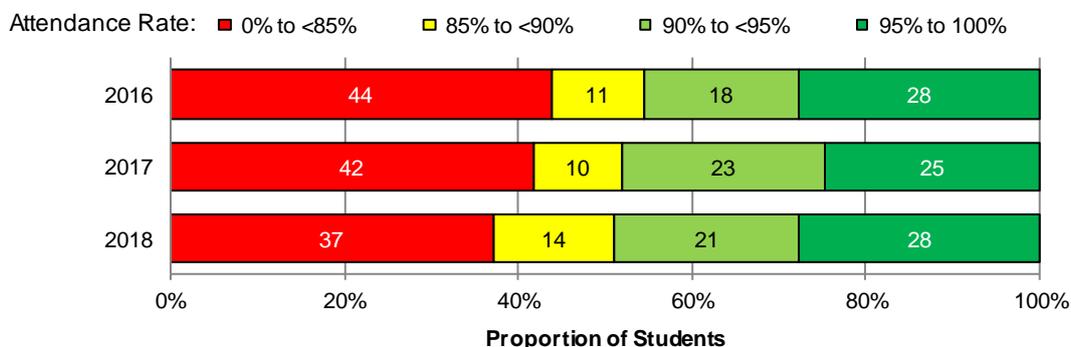
Year level	2016	2017	2018
Year 7	86%	88%	89%
Year 8	83%	83%	86%
Year 9	82%	77%	79%
Year 10	82%	80%	77%
Year 11	78%	78%	74%
Year 12	81%	81%	86%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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

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 Councillors', 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.

In 2017, Murgon State High School commenced its involvement with the Central Office Pilot of the Local Community Body aimed at reducing the numbers of Indigenous families facing prosecution through failure to attend school.

NAPLAN

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	56	55	51
Number of students awarded a QCIA	1	1	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	54	54	48
Percentage of Indigenous students awarded a QCE at the end of Year 12	92%	100%	78%
Number of students who received an OP	20	16	17
Percentage of Indigenous students who received an OP	0%	0%	11%
Number of students awarded one or more VET qualifications (including SAT)	36	42	40
Number of students awarded a VET Certificate II or above	27	39	38
Number of students who were completing/continuing a SAT	14	13	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	45%	75%	47%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	98%
Percentage of QTAC applicants who received a tertiary offer.	100%	92%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	1	2
6-10	0	4	6
11-15	8	7	0
16-20	9	4	9
21-25	2	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	10	0	0
Certificate II	25	35	35
Certificate III or above	2	4	6

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- First Aid and CPR
- Certificate 2 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 Outdoor Power Equipment
- Certificate 2 in Business Administration
- Certificate 2 in Tourism.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	92%	72%	65%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	74%	44%	30%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

Next Step – Post-school destinations

The results of the 2018 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at

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