

MacGregor State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

MacGregor State High School is a school of enviable repute. Our school is renowned for its scholarship where learning is aspirational, challenging and rewarding. With a dedicated staff and innovative curriculum we strive for personal excellence. Our students are enveloped in opportunity in the academic, cultural and sporting facets of school life. We have a firm commitment to social justice, promoting a sense of community spirit and connectedness. We are proud of our school community and the strength of diversity. We are a place in which challenge and choice create opportunities for each and all students to excel to be "The Best We Can Be".

MacGregor State High School opened in 1969 with just 203 students and nine teachers. Today it is a thriving campus of around 1350 students and 170 staff. The school community draws on its members' diverse backgrounds, experience and talent to forge success.

MacGregor is an Independent Public School. Our 'independence' gives us more latitude in curriculum offerings, staffing configuration and funding disbursement, which is developed in consultation with parents, students and staff. This gives us the advantage of being able to attune the delivery of a world-class standard of scholarship to more closely match each student's aptitude. Our teachers are unrelenting in their pursuit of excellence insisting that everyone can make progress in their learning.

The curriculum has three key focus areas all underpinned by high standards, aspiration and opportunity:

Academic: scholarship and enterprise with integrity and altruism.

Cultural: appreciation, creativity and accomplishment in art, music, dance and drama.

Sport: health and fitness; mental and physical resilience; fellowship and fair play.

Our record speaks for itself. 1 in 5 OP eligible students receive an OP between 1 and 5, with 95% and 100% Queensland Tertiary Admission Centre applicants receiving placement while other students complete vocational traineeships.

School progress towards its goals in 2018

During 2018, our School and Strategic Focus Group structure continued to enable us to collectively work on refining our actions to ensure we are establishing ourselves as a school for and of the future. The collaborative culture of these groups truly is representative of our community – one that is fair, equitable and with a great sense of purpose and direction for the school.

In our curriculum areas, a key focus for the year was to engage with the new QCE system delivered from 2019. We were incredibly fortunate to have a number of people involved as markers, syllabus writers and in the assessment trial pilots. By developing this clear understanding of the language, being used in the new QCAA syllabuses we are preparing our students for the academic rigour required in Senior i.e. what is academic excellence, student centred learning and project based learning.

During this time of review, exemplary learning and teaching under the Dimensions of Learning framework is still focussed on the targeted area of reading. PAT-R testing continued in Junior Secondary to provide ongoing data to inform individual student progress and adjustments required.

This year, the school further refined the development of a whole school culture of peer-to-peer observation and feedback focusing upon improving pedagogy, professional sharing across subject areas which is essential to school improvement.

As a school, we continue to focus on the following in 2019:

- Our core business of exemplary teaching and learning for effectiveness and impact in curriculum areas
- Building a culture of high performing effective and efficient teams - a collective.
- A culture that enables effective feedback

With two areas for explicit improvement:

- Reading - inferencing and interpretation of extended text
- Effective Feedback

Future outlook

At MacGregor State High School we have collaboratively developed our vision, Leading Education Building Futures, we are future focussed and all decisions are underpinned by professionalism, our collective intelligence, equity, engagement, student voice and social capital.

We continue to be innovative in our practice while ensuring authentic progress is made by all students to live by our motto of "The Best We Can Be".

Our school at a glance

School profile

| | |
|------------------------------------|------------------|
| Coeducational or single sex | Coeducational |
| Independent public school | Yes |
| Year levels offered in 2018 | Year 7 - Year 12 |

Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total | 1415 | 1332 | 1221 |
| Girls | 718 | 691 | 626 |
| Boys | 697 | 641 | 595 |
| Indigenous | 21 | 22 | 25 |
| Enrolment continuity (Feb. – Nov.) | 97% | 96% | 96% |

Notes:

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

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

Characteristics of the student body

Overview

With an increasing number of students from our local State Schools of MacGregor, Robertson and Sunnybank Hills we celebrate the diversity of our student population. We offer Excellence Scholarships to students in the three areas of Academic; Cultural and Sports. In Junior Secondary our Honours class is a select entry program, with UQ, QUT and GU partnerships ensuring continuity in excellence in the Senior School.

Approximately 35% of our students have English as a second language at home and a small number of Indigenous students as members of our community. The school provides specialist support through English immersion and our Special Education Program (SEP). The actions of our students, both at school and in the public arena, are clearly defined by our school values of Respect, Integrity and Diversity.

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 | 23 | 23 | 21 |
| Year 11 – Year 12 | 18 | 18 | 17 |

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Junior Secondary

- Year 7 – 9 students study a core curriculum with semester long electives chosen by students to ensure Junior Secondary have an element of choice in their course of study. Core subjects are year-long and with the minimum of a continuous semester engagement with electives, this ensures academic rigour across all subjects.

Senior Secondary

- Year 10 serves as a transition year towards Years 11 and 12 with a range of subjects to prepare students for the formal rigour of senior study. Students study English and Mathematics with their choice of four year-long electives.

Pedagogical Framework

- All curriculum is delivered within the “Dimensions of Learning” (DoL) pedagogical framework with the school community currently researching other options as a part of our MacGregor State High School culture of learning.

Co-curricular activities

- Verge Young Entrepreneurs
- Future Anything
- ANZAC Day Commemorations
- Red Shield Appeal
- Lions Youth of the Year
- Centre for Artistic Development (CAD) and Junior Aspiring CAD (JAC)
- Instrumental Music and Choral Programs
- Creative Generation
- School Musicals
- Sport Programs – State and National competitions
- Representative Pathways for QSSSS Sports
- Swimming, Cross Country and Athletics Championships
- Opportunities with a number of Universities

How information and communication technologies are used to assist learning

We continue the roll out of our BYOx program across the school. Take up rates were between 70 and 80 percent of students in Years 8 and 9. The take up rate in Year 7, 2018 is above 95%. The underlying philosophy with our BYOx program is to move towards a “demand driven” model where we connect students to a personal device that transitions between home and school. To assist the move to this model over time, the school maintains a fleet of over 600 computers across the school for student access, as well as device borrowing opportunities in the BYOx program.

We continue to use the services of “DayMap” at MacGregor SHS as our IT student learning platform. This initially started with basic functions such as roll marking but has since expanded into a resource used more widely across the school, especially with students. It is envisaged that “DayMap” will become our IT platform to promote communication and learning across our school. The implementation is driven by a team of teachers formed through the IT Strategic Focus Group.

The question of how IT is to be used in the future to enhance learning at MacGregor SHS currently sits with the IT Strategic Focus Group. The group is looking at all options based on published research and our MacGregor context, including the use of all devices in classes as a learning tool. "DayMap" will be our communication portal between staff, teachers and parents who will also drive the increased and enhanced use of digital technology at our school.

Social climate

Overview

- At MacGregor SHS our population includes people from over 60 cultural backgrounds, our strength is our diversity where compassion and respect is demonstrated in our school motto of "The Best We Can Be".
- We value classrooms that are high in challenge yet low in threat.
- Students are informed of high expectations in all areas such as attendance, punctuality, readiness for learning and presentation.
- The school continues to provide an extensive support network for students. The Clan program addresses a range of non-curriculum specific issues such as relationships, community awareness, cyber safety and career development.
- The school has support groups for each year level, which meet weekly to address students' specific concerns and provide this information to relevant staff.
- These groups comprise a variety of staff such as the Guidance Officer, School Nurse, Chaplain, Head of Department International Programs, Head of Special Education (SEP), Youth Support Worker, Year Level Co-ordinator and Deputy Principals.
- The school pays particular attention to celebrating student diversity and success. The annual Multicultural Assembly continues to be a highlight of the year where students showcase their cultural heritage to fellow students, parents and students from our local primary schools.
- Each term we continue to celebrate our achievements across the Academic, Cultural and Sporting fields through a variety of methods, online, face to face and social media.

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

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* 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) | 97% | 90% | 92% |
| • they like being at their school* (S2036) | 91% | 80% | 91% |
| • they feel safe at their school* (S2037) | 92% | 91% | 88% |
| • their teachers motivate them to learn* (S2038) | 91% | 70% | 94% |
| • their teachers expect them to do their best* (S2039) | 98% | 93% | 99% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 88% | 77% | 86% |
| • teachers treat students fairly at their school* (S2041) | 73% | 66% | 70% |
| • they can talk to their teachers about their concerns* (S2042) | 77% | 61% | 59% |
| • their school takes students' opinions seriously* (S2043) | 76% | 58% | 70% |
| • student behaviour is well managed at their school* (S2044) | 80% | 69% | 73% |
| • their school looks for ways to improve* (S2045) | 96% | 84% | 95% |
| • their school is well maintained* (S2046) | 89% | 70% | 79% |
| • their school gives them opportunities to do interesting things* (S2047) | 86% | 88% | 95% |

* 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) | 99% | 98% | 100% |
| • they feel that their school is a safe place in which to work (S2070) | 100% | 100% | 100% |
| • they receive useful feedback about their work at their school (S2071) | 92% | 91% | 95% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 91% | 87% | 88% |
| • students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| • students are treated fairly at their school (S2073) | 100% | 100% | 98% |
| • student behaviour is well managed at their school (S2074) | 99% | 99% | 96% |
| • staff are well supported at their school (S2075) | 96% | 96% | 94% |
| • their school takes staff opinions seriously (S2076) | 93% | 96% | 93% |
| • their school looks for ways to improve (S2077) | 99% | 100% | 100% |
| • their school is well maintained (S2078) | 81% | 91% | 92% |
| • their school gives them opportunities to do interesting things (S2079) | 92% | 95% | 96% |

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|------|------|------|
|---|------|------|------|

* 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

As an Independent Public School MacGregor State High School engages with the immediate school community through both the School Council and Parents & Citizens Association.

The MacGregor Schools Business and Community Alliance is a joint schools initiative that offers local business, individuals and alumni the opportunity to engage and build a network with both MacGregor State School and MacGregor State High School. The MacGregor Schools Business and Community Alliance is committed to:

- Enriching school curriculum through business support
- Creating opportunities for business promotion and networking
- Creating opportunities for additional resource support to enhance the learning program
- Creating opportunities for early engagement with Higher Education Institutions
- Attracting work placement opportunities for students
- Providing financial incentives for families with students enrolled across both schools

Respectful relationships education programs

- MacGregor State High School includes respectful relationship learnings as part of the Curriculum Enhancement Program.
- MacGregor State High School provides many opportunities for students to grow and develop in a variety of areas.
- Strategies of enhancement and differentiation allow students to be supported in the achievement of their personal goals as well as achieving the ideals of our school vision and school motto for all students to be "The Best We Can Be".
- MacGregor State High School Community Liaison Officer to help with students of African background at risk; providing a link between home, family and school.
- The school also provides support through difficult social / emotional issues; assessment inventory; collaboration with external agencies to provide intensive support e.g. CYMHS, Gallang Place, Kurbingui, Department of Communities.
- The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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 | 148 | 115 | 64 |
| Long suspensions – 11 to 20 days | 3 | 4 | 6 |
| Exclusions | 3 | 7 | 8 |
| Cancellations of enrolment | 4 | 2 | 2 |

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

Despite an increase in electrical equipment, MacGregor has been able to maintain a similar consumption of energy. Efficient lighting, timers and community awareness of saving power through initiatives such as "Earth Hour" have contributed. The use of water reduction valves continues to minimise water usage, as well as the use of tank and bore water supplies where possible.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 476,481 | 455,064 | 460,727 |
| Water (kL) | 4,226 | 2,126 | 3,779 |

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 | 115 | 53 | <5 |
| Full-time equivalents | 107 | 37 | <5 |

*Teaching staff includes School Leaders.

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

Qualification of all teachers

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate | 2 |
| Masters | 17 |
| Graduate Diploma etc.* | 22 |
| Bachelor degree | 71 |
| Diploma | 2 |
| Certificate | 1 |

*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 \$223,207

The major professional development initiatives are as follows:

- Faculty and Curriculum Specific Professional Learning
- School Leadership Professional Development
- QCAA Subject Workshops
- Curriculum Development
- Project Based Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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 | 92% | 93% | 93% |
| Attendance rate for Indigenous** students at this school | 82% | 84% | 84% |

* 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 | | | |

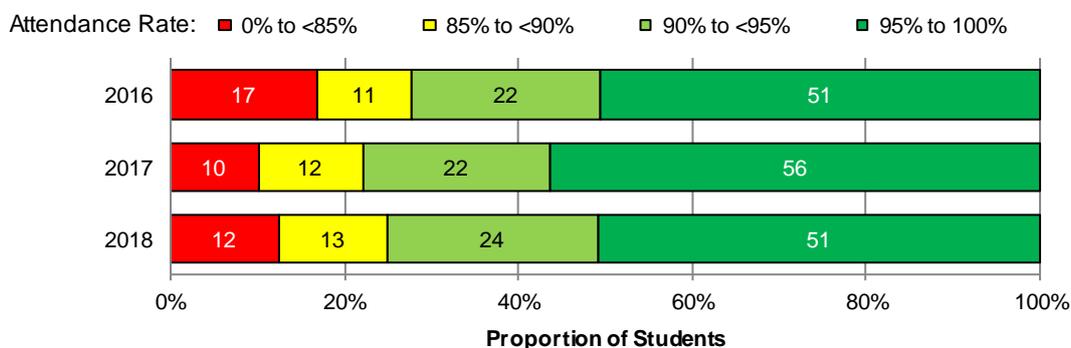
| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7 | 94% | 94% | 95% |
| Year 8 | 92% | 93% | 93% |
| Year 9 | 93% | 93% | 93% |
| Year 10 | 92% | 92% | 92% |
| Year 11 | 92% | 94% | 92% |
| Year 12 | 91% | 93% | 92% |

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.

All student attendance is monitored at various levels in the school starting with the Clan teacher (Pastoral Care) who marks the clan roll each morning at 8.55. If a student is absent, cross checks are made using “Daymap” and any student still unaccounted for triggers a text to their parent/caregiver informing them of the absence. Students in Out Of Home Care are monitored in accordance with notification protocols. Rolls are also electronically marked for each student in every lesson.

Together with immediate daily notification by text of an absence, if a student is absent for three consecutive days, a phone call is made home to contact parent/caregivers to establish a reason for the absences. Students with significant attendance issues are referred to a Deputy Principal. During Year Level Assemblies students are recognised for having excellent attendance and all students are encouraged by their Year Level Deputy Principal to attend regularly.

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 | 245 | 265 | 234 |
| Number of students awarded a QCIA | 2 | 2 | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 243 | 263 | 234 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 100% | 100% | 100% |
| Number of students who received an OP | 97 | 150 | 116 |
| Percentage of Indigenous students who received an OP | 0% | 0% | 20% |
| Number of students awarded one or more VET qualifications (including SAT) | 116 | 147 | 136 |
| Number of students awarded a VET Certificate II or above | 97 | 139 | 134 |
| Number of students who were completing/continuing a SAT | 18 | 20 | 31 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 85% | 78% | 80% |
| 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% | 100% |
| Percentage of QTAC applicants who received a tertiary offer. | 91% | 98% | 95% |

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 | 20 | 15 | 18 |
| 6-10 | 40 | 51 | 33 |
| 11-15 | 22 | 51 | 42 |
| 16-20 | 15 | 30 | 23 |
| 21-25 | 0 | 3 | 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 | 31 | 9 | 3 |
| Certificate II | 88 | 86 | 83 |
| Certificate III or above | 16 | 76 | 79 |

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).

During 2018, we had 35 Year 12 students complete the Diploma of Business and a number of others students completing a variety of vocation programs through TAFE Brisbane, TAFE SkillsTech and Private Providers. The number of students completing a Certificate II and above has grown throughout the year.

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 | 91% | 94% | 90% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 100% | 67% | 83% |

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 the school in Years 10, 11 and prior to completing Year 12 are described below:

Each cohort is managed by a support team of staff lead by the Year Level Deputy Principal. This team accesses, tracks and connects data to monitor the holistic welfare of each student. A variety of internal and external programs support and maintain student enrolment at the school. The school is the pathway guardian for all of its students and takes every step necessary to ensure smooth transitions to other education, industry placement or further training.

Next Step – Post-school destinations

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

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

The report will be available at:

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