

MacGregor State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

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.

School progress towards its goals in 2015

MacGregor State High School has continued with a clearly defined and relentless improvement agenda through the 2015 school year. The school is proud of our pedagogical framework, the Dimensions of Learning (DoL), which provides us with a common language in all that we do to improve learning outcomes for our students. We are now in the seventh year of our DoL journey and can confidently report that our framework is truly embedded as part of our day to day practice.

A key focus for 2015 has been MacGregor's engagement with Griffith University in an Accelerated Literacy Program for students in Years 7-9. Reading is a critical foundation block for all learning in all curriculum areas. The program has implemented a clear data gathering process through PAT-R pre and post testing and has involved the implementation of reading strategies across multiple faculty areas. The continued implementation of these reading strategies will remain part of an ongoing focus of raising the reading, comprehension and learning capabilities of all students regardless of their current levels.

GOAL	Partially Completed	Completed	Continuing 2016	OUTCOME AND GOALS
<p>Implement a whole school approach to Reading</p> <ul style="list-style-type: none"> Targeted specialist programs and resources using Investing for Success funding Revise NAPLAN preparation in the Junior School and provide depth in the curriculum to explicitly teach the requirements of reading Implementation of Griffith Uni Accelerated Literacy program to become self sufficient through the development of internal expertise. 		✓	✓	This will continue as a priority in 2016
<p>Implement a whole school approach to Writing</p> <ul style="list-style-type: none"> HODs/DP/teachers class visits to provide feedback on writing strategies using the school Reflective Feedback Observation Protocol (RFOP) Targeted specialist programs and resources using Investing for Success funds Target setting to measure improvement – whole school, departmental, classroom and individual student Implementation of strategies from Patricia Hipwell on Writing What You Want to Say with direct links to Dimensions of Learning Complex Reasoning Processes. 	✓		✓	This will continue as a priority in 2016
<p>Implement a whole school approach to Numeracy</p> <ul style="list-style-type: none"> Targeted specialist programs and resources using Investing for Success funds Review the 2014 Numeracy Faculty Plan and plan for adjustments based on outcomes and feedback HODs/DP/teachers class visits to provide feedback on numeracy strategies using the school Reflective Feedback Observation Protocol (RFOP) Revise NAPLAN preparation in the Junior School and provide depth in the curriculum to explicitly teach the requirements of numeracy 		✓	✓	This will continue as a priority in 2016
<p>Developing instructional leadership quality of the Middle Management Leadership Team</p> <ul style="list-style-type: none"> Initial implementation of the Head of Program Performance Plans to improve the leadership capabilities of "team leaders" in the Annual Teacher Performance Review (ATPR) process Sharing of planning, processes and data with other HODs and faculty staff Line Managers to supervise and provide feedback through a review of the ATPR process for members of the Leadership team. 	✓		✓	This will continue as a priority in 2016

<p>Implement the transition of Year 7 to High School</p> <ul style="list-style-type: none"> • Pedagogical PD through DoL HUBS to ENHANCE TEACHING AND LEARNING PRACTICES in Junior Secondary classrooms • Implement work programs and unit outlines aligning to DoL framework and systemic requirements • Use Flying Start initiatives to reconfigure existing facilities to suit the needs of Junior Secondary 		✓	✓	This will continue to be refined in 2016 as part on the ongoing development of Junior Secondary.
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Future Outlook

MacGregor State High School is on an upwards trajectory of excellence that is being driven by strong leadership, outstanding staff, passionate students and a strong parent group. Into the future our school will continue to be innovative and look for ways to move our students beyond normal expectations of progress. MacGregor will “value add” to all students who enrol with us and ensure they can truly be “The Best They Can Be.”

In Junior:

- All eligible students reach National Minimum Standard in reading and numeracy or have a plan to do so.
- An improvement is shown with Yr. 7 & 9 students on their 5/7 NAPLAN results.
- 20% will be in the upper 2 bands in 7 & 9 NAPLAN results.
- A reduction in ‘N’ ratings across all faculties to address only medical and family issues.

In Senior:

- 100% students graduate with a meaningful pathway and a QCE/QCIA
- >95% QTAC applicants receive an offer
- OP 1 – 15 85%
- A reduction in ‘N’ ratings, other than for students under Special Provisions, to nil.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1375	707	668	16	96%
2014	1359	674	685	24	95%
2015	1428	693	735	20	95%

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:

MacGregor is an enormously culturally diverse school. Our school promotes tolerance and understanding within our whole school community and we are proud that this is reflected in the wonderful actions of our students in the Academic, Cultural and Sporting arenas. The school provides for a range of students through our EALD Unit (250 students) and our Special Education Program (49 students). For a further 700 students, English is a second language at home and the school has 17 Indigenous students. The actions of our students, both at school and in the public arena, are clearly defined by our Behaviour motto. "Respect Others, Act Responsibility" R.O.A.R, is a simple yet powerful description of the expectations of all MacGregor students.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	22	23
Year 11 – Year 12	19	19	19

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	165	167	153
Long Suspensions - 6 to 20 days	9	7	12
Exclusions	5	6	7
Cancellations of Enrolment	3	14	3

* 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.

Curriculum delivery

Our approach to curriculum delivery

MacGregor State High School uses the Dimensions of Learning (DoL) as our school wide pedagogical framework which is currently in its seventh year of implementation. This common framework and common language allows multiple teachers to provide a consistent approach to the learning of each student while still maintaining teacher autonomy and a subject specific approach.

DoL, as a teaching framework, encompasses the two key transitional components of our school, Junior and Senior Secondary. Our approach is unique in that it offers students in Junior Secondary an element of choice in an expanding format from year 7 to 9. Students in Years 7 and 8 study core subjects with the same group of students but then branch out to an elective subject each semester of their choice. In Year 9 this expands to two elective subjects each semester in preparation for the transition to Senior Secondary.

Year 10 is a true transition year at the start of the Senior Secondary phase of learning where students select four year long electives along with a Maths and English subject that mirrors the structure of Years 11 and 12. The year is not treated as a watered down version of Year 11 but a carefully constructed, skills based year that prepares students for a successful transition to Year 11 regardless of the pathway chosen.

Extra curricula activities

While academic success is the focus of our unrelenting improvement agenda, research clearly shows that a great school addresses the holistic development of students as part of this focus. MacGregor offers a wide range of opportunities in extra curricula activities in the areas of Community Engagement, Performing Arts, Sport, University Options and External Competitions.

Some examples of this are:

- 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
- Wednesday and Saturday sport programs
- Representative pathways for QSSS sports
- Swimming, Cross Country and Athletics championships
- Opportunities with a number of universities
- ICAS, Rio Tinto, Titration

How Information and Communication Technologies are used to improve learning

During 2015 MacGregor developed a Bring Your Own Device (BYOD) program for Junior Secondary in 2016 with iPads the preferred platform. All teachers were supplied with an iPad halfway through 2015 with a brief to “play” with the device and become familiar with the iOS system. At the same time classroom trials with the Year 7 Honours class were implemented to test and use apps for future implementation. A group of dedicated teachers formed the iSupport team which encouraged early adopters to trial apps and report back to the group. This group then led professional development sessions for other teachers on key apps that could be used by teachers in a stand alone mode or for classes with nearly full engagement of a device.

The BYOD program is part of a broader use of ICT with students at MacGregor. An overriding principle of ICT use is that it compliments effective teaching practice and does not replace it. MacGregor prides itself on its IT infrastructure with over 600 computers across 20 classrooms utilising a strong and secure network. Student access to support structures such as the “Follow You” printing system and tech support continue to remain a school priority. The use of ICT’s in the teaching and learning process continues to evolve with ongoing staff development and a futures orientated focus on looking for new opportunities at both the device and systemic levels.

Social Climate

MacGregor SHS, while comprised of students from over 60 cultural backgrounds, is a harmonious and tolerant school. The Dimension 1 of Learning (DoL), “Attitudes and Perceptions”, forms the basis of how the “stage for learning” is set at our school. 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 Curriculum Enhancement Program (CEP) 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 concerns and provide this information to relevant staff. These groups comprise a variety of staff staff as the Guidance Officer, School Nurse, Chaplain, Head of English as a Second Dialect (EALD), Head of Special Education (SEP), Youth Support Worker, Year Level Co-ordinator and Deputy Principal.

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 our Spirit Assemblies.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	91%	94%
this is a good school (S2035)	100%	91%	92%
their child likes being at this school (S2001)	100%	100%	98%
their child feels safe at this school (S2002)	100%	100%	96%
their child's learning needs are being met at this school (S2003)	100%	95%	94%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is making good progress at this school (S2004)	100%	91%	91%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	83%
teachers at this school motivate their child to learn (S2007)	100%	86%	83%
teachers at this school treat students fairly (S2008)	100%	95%	84%
they can talk to their child's teachers about their concerns (S2009)	100%	95%	92%
this school works with them to support their child's learning (S2010)	100%	95%	81%
this school takes parents' opinions seriously (S2011)	100%	86%	85%
student behaviour is well managed at this school (S2012)	100%	91%	90%
this school looks for ways to improve (S2013)	100%	95%	94%
this school is well maintained (S2014)	81%	95%	84%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	98%	93%
they like being at their school (S2036)	95%	98%	85%
they feel safe at their school (S2037)	96%	98%	93%
their teachers motivate them to learn (S2038)	91%	99%	85%
their teachers expect them to do their best (S2039)	96%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	88%	94%	85%
teachers treat students fairly at their school (S2041)	83%	94%	73%
they can talk to their teachers about their concerns (S2042)	80%	88%	67%
their school takes students' opinions seriously (S2043)	79%	92%	68%
student behaviour is well managed at their school (S2044)	86%	86%	76%
their school looks for ways to improve (S2045)	94%	96%	95%
their school is well maintained (S2046)	86%	94%	85%
their school gives them opportunities to do interesting things (S2047)	84%	94%	83%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	99%	94%
they feel that their school is a safe place in which to work (S2070)	98%	99%	99%
they receive useful feedback about their work at their school (S2071)	91%	94%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	84%	78%
students are encouraged to do their best at their school (S2072)	99%	100%	99%
students are treated fairly at their school (S2073)	99%	100%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
student behaviour is well managed at their school (S2074)	98%	98%	99%
staff are well supported at their school (S2075)	92%	94%	90%
their school takes staff opinions seriously (S2076)	87%	85%	85%
their school looks for ways to improve (S2077)	99%	98%	97%
their school is well maintained (S2078)	78%	88%	81%
their school gives them opportunities to do interesting things (S2079)	93%	93%	89%

'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

The MacGregor P and C continues to support the school through the operation of the canteen and uniform shop. A small but dedicated group provide input into the school direction. Parent satisfaction as indicated in the School Opinion Survey continues to be strong across areas.

The development of our reach into the local community continues to evolve through an expansion of school based apprenticeships, our Performing Arts links through the JAC tour, MacGregor SHS Mayfest and Arts Collaboration and our participation in Lions Youth of Year as examples.

Reducing the school's environmental footprint

Despite a 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	483,513	5,161
2013-2014	479,156	2,791
2014-2015	488,756	2,571

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

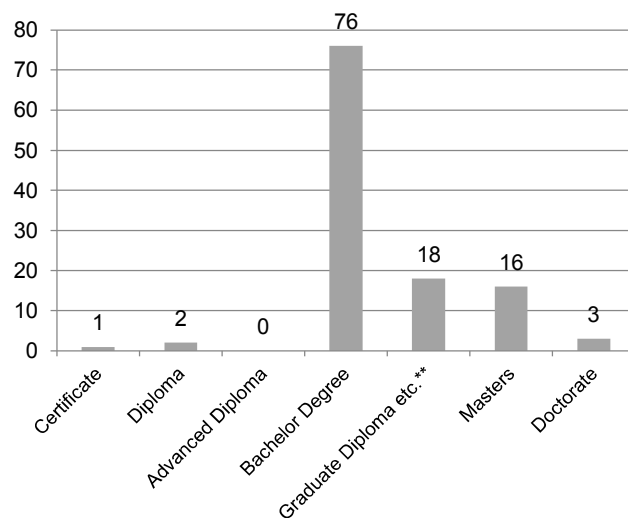
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	116	51	<5
Full-time equivalents	110	37	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	2
Advanced Diploma	0
Bachelor Degree	76
Graduate Diploma etc.**	18
Masters	16
Doctorate	3
Total	116



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was \$71 249

MacGregor believes that we are all learners. We continue to promote collegial engagement between our staff to allow good practice to be shared, discussed and refined for ongoing capability improvement. Our Reflective Feedback Observation Protocols (RFOP), developed by teachers in consultation with Dr Tina Doe from the Central Queensland University, continue to allow our teachers to formally provide feedback to each other on clearly focused areas for improvement in practice.

The major professional development initiatives are as follows

- Subject Based in-service
- Dimensions of Learning Professional Development days
- Student Data Analysis in-service
- Accelerated Literacy with Griffith University
- Writing What You Want to Say with Patricia Hipwell
- Code of Conduct
- Student Protection
- The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

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

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

Find a school

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	80%	82%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

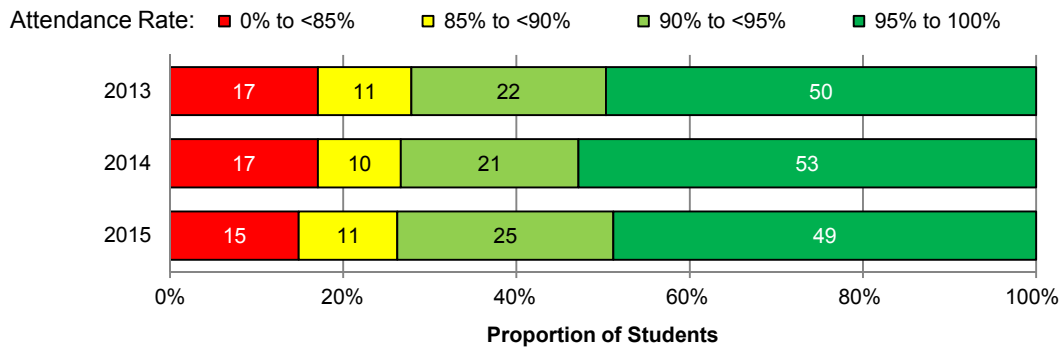
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									94%	92%	90%	93%	90%
2014									94%	93%	92%	89%	92%
2015							94%	95%	92%	93%	92%	90%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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. The roll is also marked for each student in every lesson and this data is checked against daily absences. If a student is absent for three consecutive days, a phone call is made home to contact parents. If no contact is made a letter is sent to inform the parents of the student's absence from school. All student absences are recorded by the staff using an electronic roll marking program that then allows automated text messages to be sent out daily.

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

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

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

Find a school

Where it says '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 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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	94%	101%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.		300%	133%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	263	280	229
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	136	147	75
Percentage of Indigenous students receiving an Overall Position (OP)	0%	67%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	29	36
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	258	273	197
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	64	68
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	239	274	227
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	74%	79%	85%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	95%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	15	44	42	23	12
2014	30	43	43	24	7
2015	8	35	21	8	3

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	255	68	23
2014	262	14	50
2015	185	48	22

As at 16 February 2016. The above values exclude VISA students.

MacGregor State High School acknowledges that every student is on their own path to achieving their dreams. MacGregor's Vocational Education Pathways Officer is a specialist, school funded position that connects senior students to training and industry options. Students have the option of combining their training and industry experience with their school academic program.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

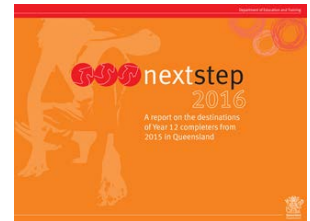
Early school leavers information

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 2016

DESTINATIONS OF 2015 YEAR 12s

MacGregor State High School



Introduction

This page presents a summary of results of the annual *Next Step* survey for MacGregor State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2016, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2016 at www.education.qld.gov.au/nextstep.

Response rate for MacGregor State High School

Table 1 below reports the response rate for MacGregor State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended MacGregor State High School in 2015.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, MacGregor State High School 2016

Number of respondents	Number of students who completed Year 12	Response rate (%)
191	237	80.6

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2016, 80.1% of young people who completed Year 12 at MacGregor State High School in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (51.8%). The combined VET study destinations accounted for 28.3% of respondents, including 20.4% in campus-based VET programs, with 15.7% of Year 12 completers entering programs at Certificate IV level or higher.

7.9% commenced employment-based training, either as an apprentice (5.2%) or trainee (2.6%).

In addition to the above study destinations, a further 3.1% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination).

19.9% did not enter post-school education or training, and were either employed (10.5%), seeking work (6.8%) or not in the labour force, education or training (2.6%).

Figure 1: Main destination of Year 12 completers, MacGregor State High School 2016

