



Marsden 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

Marsden SHS is a great school with an excellent reputation. Since 1987, it has come to symbolise high quality public school education and has grown to over 2500 students. Our school culture is founded on high performance expectations and personalised attention. Our core values of persistence, passion and pride underpin everything that makes Marsden so unique. Marsden offers a comprehensive learning environment led by passionate and engaging teachers working together to deliver outstanding achievements across the academic, sporting, cultural and creative industries fields. Marsden SHS has a strong sense of community and is able to offer individual attention to maximise the potential of all students. We are convinced that Marsden's balanced approach - between respecting our proud traditions and stimulating innovation and progress - will bring great benefits to students personally and professionally in the future.

As a school community we are focused upon communicating strong academic and social values where everyone is encouraged to take responsibility for their own behaviours - the school is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building a school culture that models and promotes high expectations of teaching & learning, behaviour and uniform.

Essential to effective teaching & learning at Marsden SHS is a safe, supportive and disciplined environment that respects the following rights: The rights of all students to learn. The rights of teachers to teach. The rights of all to be safe. The School takes pride in its culture where the Academic, Cultural & Sporting Performance, Codes of Behaviour and Dress Standards support a strong Marsden State High School identity and school pride within Logan City.

This is an innovative, proud and culturally vibrant school community where all students are challenged to work towards our vision - Dare to Inspire... Make a Difference! Being part of this passionate school community means that you are surrounded by possibility and superior opportunity every day. Discover the advantages of Marsden SHS and learn what it's like to be part of this unique community.

School progress towards its goals in 2018

- Successful implementation to develop ongoing professional learning of all staff members and the further development of a self-reflective culture focused on improving classroom learning and changing classroom practice.
- The opening of our \$6 million Centre of Excellence to enable greater community engagement.
- Continue to build a learning environment characterized by the engagement of students in challenging, meaningful learning in every classroom through the consistent implementation of policy, procedures and high expectations around student management with the support of the AVID program.
- Successful implementation of our four year strategic plan focused on:
 - Evidenced based pedagogy
 - Curriculum
 - A thriving workforce
 - School operations
 - Community engagement

Future outlook

2019 will be characterised by a focus on "Body, Mind, Character" as we continue to provide first class learning and development experiences for our students and broader community. Our efforts to continue to provide first class facilities to support our growing school community will include a strong focus on academic excellence and the STEM field.

Our continued focus on being a leader in the field of staff development will also help to share our future actions. Our engagement with the university sector will continue to provide opportunities for our students both at school and beyond their schooling years.

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	2057	2054	2199
Girls	947	914	984
Boys	1110	1140	1215
Indigenous	155	178	158
Enrolment continuity (Feb. – Nov.)	90%	91%	89%

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

Our student population comes from an extremely broad range of cultural backgrounds and Marsden SHS is proactive in valuing the diverse contributions of each of these groups to the richness of school life. Students are drawn primarily from the local government area of Logan City that is bound by Logan Motorway, and Mount Lindsay Highways. A large proportion of students however travel a significant distance from locations outside of these boundaries to access the schools comprehensive range of Sporting, Cultural and Academic Excellence Programs.

The Logan region is one of Queensland's most rapidly expanding with substantial residential population growth over a relatively short period of time. This growth is predicted to continue and will be stimulated further through infrastructure developments proposed in the Queensland Government South East Queensland Infrastructure Plan - the school's population is predicted to increase to over 2700+ by 2020. The region is also characterised as having a community demographic comprising a relatively low socioeconomic populous and an above average unemployment rate compared to other areas of the State. The school's Index of Community Socio-educational Advantage (ICSEA) is 945 - 51% of our students are in the Bottom Quarter, while 2% are in the Top Quarter. These issues have impacted on young people within the community and present significant challenges for the school in ensuring that our pathways reflect the diversity of needs of our student population. Our intervention framework (literacy, numeracy, gifted & talented, social) uses data to build a strong foundation, especially in Junior Secondary, to ensure we are value adding for all students and creating a culture for students to be successful in the Senior Phase of Learning.

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	24	23	25
Year 11 – Year 12	21	20	20

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

The school offers a broad range of Queensland Curriculum and Assessment Authority subjects and Vocational Education opportunities.

In the Junior schooling curriculum, the accent is on providing all students with a broad education. The focus is on relationship building and cooperative learning skills necessary for Senior Schooling subject suites.

Year 7, 8 & 9 students study a set course with specialisation in two extension electives

Year 10 is the commencement of the senior school where students can choose elective subjects which will transition them for a learning pathway through the senior school

Year 11 and 12 students are offered an extensive range of subjects to allow individualised learning pathways to be developed. These learning pathways are linked to each student's post school options.

Language Other Than English (LOTE) subject offered is Mandarin Chinese.

Specialist classes are offered for Mathematics, Science, English, Humanities, Music, Dance, Rugby League, Football, and Basketball.

Interschool sport is available for students in all year levels with Year 7, 8 and Year 9 sport on Tuesdays and Year 10, 11 and 12 sport on Wednesdays.

Co-curricular activities

One of the unique things about Marsden SHS is the variety of activities students can participate in. Whether you are into sport, music, drama, science, debating – our school can cater for your needs and interests:

- School of Excellence – Academics, Music, Dance, Rugby League, Football, and Basketball
- Debating, Academic Competitions, OptiMinds, Arts Showcase, Multi-Cultural Concert
- Camps and Trips eg NASA and China Trip
- Instrumental Music is offered (percussion, strings, woodwind, brass wind).
- School Based Traineeships and Apprenticeships, Work Education & Work Experience
- Active Student Leadership Program MAD @ Marsden in conjunction with The Commonwealth Bank

How information and communication technologies are used to assist learning

Marsden SHS is completely networked and wireless with a multi-media laboratory, six high-tech computer labs and mobile laptop labs. Our emphasis is on increasing integration as a learning tool. Focus for the future will be on expansion of digital pedagogies and use of tablets in classrooms.

Social climate

Overview

The School enjoys generous community support and families are supportive of the school's high expectations culture as it relates to our Code of Dress and Code of Behaviour - we believe that everyone is responsible for

their own behaviour and makes choices about appropriate behaviour. Hence, our school's behaviour plan is based on a positive approach to behaviour and proactive programs. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

Although we set rules to provide order and effectively manage large groups of people, rules also play a vital role in students' learning. Setting rules and helping students follow them is part of the longer-term aim of helping young people to learn self-discipline and respect for others and to take responsibility for their actions. Our school rules are based on our core values: PERSISTENCE, PASSION, PRIDE and aim to make students take increasing responsibility for their own behaviour and the consequences of their actions. Consequently, we enforce clear standards of academic and social behaviour where teaching and learning rights are promoted and protected. At the heart of our school's positive climate is the preservation of everyone's fundamental rights.

Essential to effective learning at Marsden SHS is a safe, supportive and disciplined environment that respects the following RIGHTS:

The rights of all students to learn

The rights of teachers to teach

The rights of all to be safe.

As a community, we are aiming to create a safe, supportive and disciplined learning environment that is:

Violence Free – hands off other people and their property

Harassment Free - address and target bullying behaviours in a constructive manner

Smoke, Alcohol & Drug Free – keep drugs, alcohol & smoking out of the school environment

The welfare and well-being of our students is a high priority at Marsden SHS. The care of students is, in the first instance, the responsibility of the individual classroom teacher. If a problem or issue cannot be solved at this level, it may be referred to the Heads of Department, Deputy Principals, Executive Principal, Guidance Officer, Special Needs or Learning Support staff, depending upon the specific need. Parents may contact the Head of Department or other staff listed in the Prospectus on the matter of a welfare issue at any time. It is important that all children feel engaged and safe in our school environment to ensure they have the best possible chance to achieve to their maximum potential. We need to be informed if all is not right. Students will be supported in their learning through government and community agencies working closely with the parents/caregivers, teacher/s and support personnel:

- Parents
- Teachers
- Heads of Department
- Head of Special Education Services
- Teacher Librarian
- Administration Staff
- Guidance Officer
- School Chaplain
- Student Liaison Officer
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator
- Career and Transition Support Staff
- Advisory Visiting Teachers
- Youth Pathways Advisor
- Student Engagement Officer
- Student Support Services Staff
- Community Education Counsellor

Marsden SHS offers a comprehensive and diverse range of specialised student support services including a Special Education Program (SEP) catering for students with disabilities, specialist Behaviour Management support and a large Learning Support Unit.

Marsden SHS has a diverse student population including 194 Aboriginal & Torres Strait Islander students who are supported by a Community Education Counsellor, Deputy Unit Manager, Teacher Aide and external organisations such as the Former Origin Greats and Brisbane Broncos.

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)	96%	98%	93%
• this is a good school (S2035)	95%	98%	93%
• their child likes being at this school* (S2001)	93%	95%	90%
• their child feels safe at this school* (S2002)	93%	95%	93%
• their child's learning needs are being met at this school* (S2003)	93%	98%	91%
• their child is making good progress at this school* (S2004)	92%	100%	93%
• teachers at this school expect their child to do his or her best* (S2005)	95%	98%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	98%	90%
• teachers at this school motivate their child to learn* (S2007)	91%	98%	92%
• teachers at this school treat students fairly* (S2008)	88%	93%	84%
• they can talk to their child's teachers about their concerns* (S2009)	94%	98%	94%
• this school works with them to support their child's learning* (S2010)	92%	100%	91%
• this school takes parents' opinions seriously* (S2011)	91%	98%	87%
• student behaviour is well managed at this school* (S2012)	92%	98%	85%
• this school looks for ways to improve* (S2013)	94%	98%	97%
• this school is well maintained* (S2014)	97%	98%	96%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	88%	87%
• they like being at their school* (S2036)	80%	82%	78%
• they feel safe at their school* (S2037)	83%	84%	75%
• their teachers motivate them to learn* (S2038)	83%	85%	77%
• their teachers expect them to do their best* (S2039)	94%	96%	88%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	89%	77%
• teachers treat students fairly at their school* (S2041)	61%	72%	60%
• they can talk to their teachers about their concerns* (S2042)	65%	63%	61%
• their school takes students' opinions seriously* (S2043)	58%	64%	63%
• student behaviour is well managed at their school* (S2044)	61%	61%	64%
• their school looks for ways to improve* (S2045)	84%	90%	84%
• their school is well maintained* (S2046)	76%	81%	75%
• their school gives them opportunities to do interesting things* (S2047)	89%	86%	88%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	97%	92%	85%
• they feel that their school is a safe place in which to work (S2070)	96%	92%	90%
• they receive useful feedback about their work at their school (S2071)	86%	87%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	88%	85%
• students are encouraged to do their best at their school (S2072)	98%	96%	93%
• students are treated fairly at their school (S2073)	95%	87%	84%
• student behaviour is well managed at their school (S2074)	90%	87%	84%
• staff are well supported at their school (S2075)	90%	82%	76%
• their school takes staff opinions seriously (S2076)	91%	80%	67%
• their school looks for ways to improve (S2077)	99%	93%	89%
• their school is well maintained (S2078)	86%	82%	84%
• their school gives them opportunities to do interesting things (S2079)	93%	90%	86%

* 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

Through the Parents & Citizens' Association we encourage active parent involvement in our decision-making processes. We strive to develop positive and caring interpersonal relationships between students, teachers and the community. The Parents' and Citizens' Association meets on the first Wednesday of each month at 3.00 pm in the school's Administration Block (Muchow Road entrance). The Parents & Citizens' Association serves: (a) as a forum for discussion and feedback about the school and its operations and (b) to provide students/school with resources not supplied by the Department of Education. It is vital that parents make the Parents & Citizens' Association their own. It is a great opportunity to get directly involved in the school and a great way to get to know the Administration team and teachers of the school. The school holds both formal and informal interviews where parents and teachers get the opportunity to meet each other and discuss the progress and performance of a student. The school holds two parent/caregiver reporting evenings each year. However, a parent does not have to wait until Parent/Teacher evening to talk with teachers - any mutually convenient time will do. Please do not hesitate to contact the school as soon as you feel there is a need. Parent and caregiver support and the nurturing of positive caring and connected relationships at home, with clear rules and boundaries being established, can be one of the most important contributing factors to a child's success at school. Parents, in partnership with teachers, play a vital role in shaping our young people to become active, positive and productive citizens, who take responsibility for their own learning and behaviour, in their ever-changing life roles as family, community and workforce members.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. At Marsden SHS these programs include our M-Line and MMM (Marsden Mako Mentoring) structure. Further information is shared through our Year and Whole School Parades and via individual programs delivered throughout the year.

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	878	848	600
Long suspensions – 11 to 20 days	51	42	52
Exclusions	33	31	40
Cancellations of enrolment	11	7	15

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

Marsden SHS is continuing the process of working with the entire school community to develop proactive and sustainable strategies to improve its environmental outcomes. The "Don't Mess With Marsden" litter reduction program and Cleaners Recycling Program have had a significant impact across the school community due to the inclusive and collaborative approach to implementation.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	692,700	683,862	602,870
Water (kL)	3,853		

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School 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	159	94	<5
Full-time equivalents	152	71	<5

*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	1
Masters	21
Graduate Diploma etc.*	45
Bachelor degree	90
Diploma	2
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 \$100,003.

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Leadership development
- Literacy and numeracy
- Differentiation and academic advancement (particularly through the AVID program)

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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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	88%	89%	87%
Attendance rate for Indigenous** students at this school	84%	84%	80%

* 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

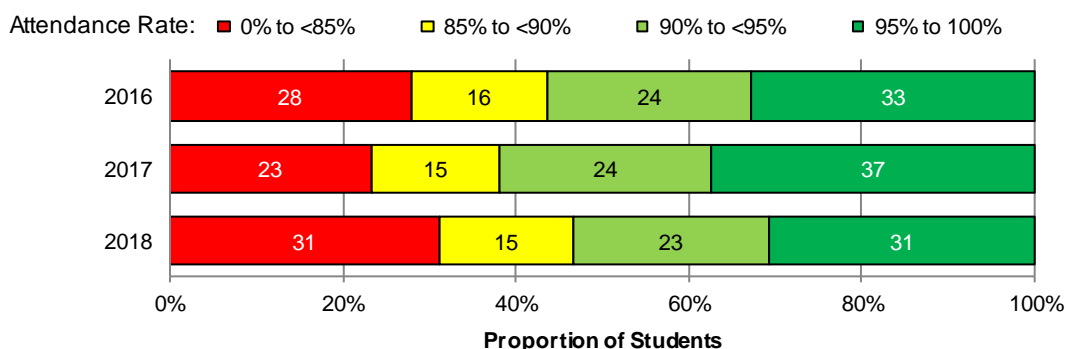
Year level	2016	2017	2018
Year 7	91%	91%	90%
Year 8	89%	89%	86%
Year 9	88%	89%	85%
Year 10	85%	87%	87%
Year 11	87%	87%	84%
Year 12	91%	90%	87%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

School rolls are marked during each class with every teacher using the electronic ID Attend system – the school’s two fulltime Engagement Officers work with the Deputy Principal’s and Year Level Heads of Department to follow up on each student – every student is individually tracked and monitored. Letters are generated after three days of unexplained absences and sent home to families warning them of attendance requirements.

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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	307	285	296
Number of students awarded a QCIA	3	1	7
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	304	284	289
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	95%	100%
Number of students who received an OP	66	62	93
Percentage of Indigenous students who received an OP	13%	16%	14%
Number of students awarded one or more VET qualifications (including SAT)	286	260	289
Number of students awarded a VET Certificate II or above	270	254	286
Number of students who were completing/continuing a SAT	68	49	64
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	73%	53%	41%
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%	99%
Percentage of QTAC applicants who received a tertiary offer.	92%	99%	98%

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	5	7	4
6-10	20	8	17
11-15	23	18	17
16-20	15	22	39
21-25	3	7	16

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	231	58	70
Certificate II	230	214	282
Certificate III or above	102	110	106

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).

Cert II Business

Cert III Business

Cert II Tourism

Cert III Fitness

Cert I Construction

Cert II Construction

Cert II Automotive

Cert II Engineering

Cert II Furnishing

Cert II Visual Art

Cert III Visual Art

Cert II Creative Industries

Cert III Music Industry

Cert II Information, Digital Media and Technology

Cert II Hospitality

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	81%	81%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	63%	89%	69%

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.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways.

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.

This school's report will be available at

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