

Marsden State High School
Queensland State School Reporting
2013 School Annual Report



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|----------------|---|
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Principal's foreword

Queensland State School Reporting

2012 School Annual Report



Introduction

This Annual report documents the schools achievements on a range of outcome measures for the last twelve months at Marsden SHS (2013). Marsden SHS is the comprehensive secondary school of choice for students in Logan City. Marsden SHS has been operating since 1987 and has a long and proud tradition of providing quality public education for the youth of Logan City. Since then, the school has grown to over 1850 students. Marsden SHS has a strong sense of community and is able to offer individual attention combined with a comprehensive range of academic, sporting, vocational and cultural opportunities. Marsden enjoys an excellent reputation and has outstanding achievements across the academic, cultural, citizenship and sporting areas. We have outstanding staff who have contributed much to the lives of our students over the years. Marsden State High School provides you with many new, comprehensive and exciting opportunities for participation over your 5 years of high school. One of the hallmarks of Marsden State High School is the safe, disciplined and inclusive educational environment where young people can focus on achieving excellence in a range of academic, vocational, sporting and cultural pursuits. 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 learning, behaviour and uniform**.

The School takes pride in its culture where the Academic Performance, Codes of Behaviour and Dress Standards support a strong Marsden State High School identity and school spirit within Logan City. The school has an experienced and dynamic leadership team comprising over 50 support staff, 130 teachers led by 13 Heads of Department, 2 Guidance Officers, 1 HOSES, 5 Deputy Principals and an Executive Principal. The leadership team works with all staff in a collegial atmosphere where staff are challenged and supported to try new ideas to ensure continuous improvement. Marsden State High School's enrolment has continued to increase (1855 in 2012) while mobility is steady at about 30% of school enrolment. Our student population comes from an extremely broad range of cultural and ethnic groups 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 Lindesay Highways. A large proportion of students however travel a significant distance from locations outside of these boundaries. Strong and innovative partnerships and alliances with business, industry, government agencies and community organisations are a strong feature of Marsden State High School.

We are convinced that your course of study at this school will bring great benefits to you personally and professionally in the future. In the end success at school involves a healthy combination of **hard work and commitment** mixed with **fun and enjoyment**. This is an exciting, comprehensive and culturally vibrant school community where all students are challenged to work towards our school vision. We value parental involvement in our school activities and welcome visits from interested members of the school community. Since 1987 the school has produced outstanding graduates whose education at Marsden has been an enjoyable and rewarding experience – an experience that has provided them with the skills to make significant and positive contributions at local, state, national and international levels. The following report provides you with a clear snap shot of our schools achievements.

School progress towards its goals in 2013

- Continue the development of evidence-based teaching practices through the implementation of the ASOT pedagogical framework.
- Continue 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.
- 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.
- Ensure that there is a shared understanding of differentiation and that it is a feature of every teacher's classroom practice.
- Further develop teachers' skills in the routine use of data so that they are self-reflective of their efforts in improving their teaching and in meeting school-wide targets.
- Ensure the implementation of rigorous literacy and numeracy intervention strategies across all faculties and/or key learning areas.

KEY: Implemented, Significant Progress, In Progress, Not Yet Started

Queensland State School Reporting

2012 School Annual Report



Future outlook

Priority Areas of Development:

- Pedagogical Framework - Art & Science of Teaching (Marzano)
- Differentiation
- Literacy & Numeracy

At Marsden SHS we understand that organizations learn primarily through individuals who learn and grow. As 2014 approaches Marsden SHS aims to build upon its strong traditions whilst starting think in new ways, leading in new ways and relating to the future in new ways (preserve our core – stimulate the future). We need to explore new approaches to schooling that ensures we are in step with the interests and imperatives of our students. Strong, consistent and stable leadership has been a cornerstone of Marsden SHS success over the past 20 years and this will continue into 2014 as we drive the three key areas for development. 2014 is also the year where we increase the intensity around our planning for implementation of junior secondary (year 7) in 2015.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 1789 | 827 | 962 | 89% |
| 2012 | 1806 | 805 | 1001 | 91% |
| 2013 | 1814 | 802 | 1012 | 91% |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Marsden SHS is the comprehensive secondary school of choice for students in Logan City. ABS Data describes the community as being in the low socio economic category. The region is also characterised as having a community demographic comprising a relatively low socio-economic populous and an above average unemployment rate compared to other areas of the State. Families work in a broad cross section of occupations. 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 and Program 2005 – 2016. The region is also characterised as having a community demographic comprising a relatively low socio-economic populous and an above average unemployment rate compared to other areas of the State. A disproportionately high level of the working population engages in work outside the region. These issues have impacted on young people within the community and present significant challenges to achieve work and training outcomes with local industry – generational unemployment and poverty is a real issue. Marsden State High School is the largest secondary school operating within the Logan district of South East Queensland, with a student body of 1842. Marsden SHS is a comprehensive coeducational (boys and girls) state high school offering an extensive range of academic, vocational, cultural and sporting programs including Schools of Excellence in Rugby League, Soccer, Basketball, Girls Touch Football and Volleyball. Marsden also offers an exceptional Learners Program for all academically gifted students.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 22 | 23 | 23 |
| Year 11 – Year 12 | 18 | 19 | 19 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 455 | 431 | 424 |
| Long Suspensions - 6 to 20 days | 113 | 130 | 101 |
| Exclusions | 7 | 8 | 4 |
| Cancellations of Enrolment | 6 | 3 | 4 |

Curriculum offerings

Our distinctive curriculum offerings

Marsden State High School offers students a comprehensive range of curriculum pathways across the Junior and Senior Phases of learning with a balance of academic, vocational, sporting and cultural experiences. Through our *Speciality Extension* curriculum model (developed as part of the Australian Curriculum), students have a real choice in determining the course that best meets their individual needs and helps them to achieve their goals and dreams. The key to improving learning outcomes is to recognise the diverse education and training needs of young people, and provide a range of opportunities to meet those needs. Our school community believes that student engagement is a precursor to achievement and as such we strive to constantly explore new approaches to schooling that ensures we are in step with the interests and imperatives of our young people. We strive to provide high quality education experiences that make a positive difference to the lives of all young people who enrol in our school community. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. The Curriculum in our school is flexible, broad and coherently organised around the Australian Curriculum incorporating the 8 Key Learning Areas (English, Mathematics, Science, History, The Arts, Health & Physical Education, Languages Other Than English, Technology). The school is structured around 4 x 70 minute learning blocks each day to allow us to focus on developing and extending literacy, numeracy and thinking skills. The school operates a flexible day structure with a 2:30pm finish for all students to allow them extra time for balancing their travel, study and work commitments. Students at Marsden State High school come from a variety of social/cultural groups and family backgrounds. While this makes for a diverse and dynamic learning community, it also means that students have a broad range of learning abilities and interests:

The school offers a broad range of Queensland Studies Authority subjects and Vocational Education opportunities. Work Education is a feature of the school curriculum and this program has gained national attention.

- 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 8 & 9 students study a set course with specialisation in 2 extension electives + 70min extra English and Maths each week (4 x 70mins in total each week for both)
- Year 10 is the commencement of the senior school where students can choose 4 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 students post school options.
- Language Other Than English (LOTE) subject offered is Mandarin Chinese.
- Specialist classes are offered for Music, Mathematics, Science, Rugby League, Soccer and Netball.

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

Extra curricula 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:

- Schools of Excellence – Rugby League & Soccer & Basketball & Interschool Sport & Girls Touch Football & Volleyball
- Debating, Academic Competitions, Tournament of Minds, School Musical, Rock Eisteddfod, Multi Cultural Concert, Marsden on Display Talent Quest
- Camps and Trips eg Ski Trip & China Trip
- A variety of modules such as Public Speaking, Desktop Publishing, First Aid and Hospitality are offered to the senior school for one session per week. Human Relationship Education is provided to all senior students in the module program.
- Instrumental Music is offered (percussion, strings, woodwind, brasswind).
- School Based Traineeships and Apprenticeships, Work Education & Work Experience
- Active Student Leadership Program MAD @ Marsden in conjunction with Bankwest

How Information and Communication Technologies are used to assist learning

Significant improvement has occurred in the area of ICT's and the integration of technology into the curriculum. Marsden SHS is completely networked and wireless with a multi-media laboratory, 6 high-tech computer labs and mobile laptop labs including the introduction of the 1 to 1 take home lap top program. The current student / computers ratio is 1:1. While we will continue to improve this ratio, the emphasis will now be on increasing integration as a learning tool. Focus for the future will be on expansion of digital pedagogies and use of tablets (such as ipads) in classrooms.

Our school at a glance

Social climate

Our school at a glance

The School enjoys generous community support and families are supportive of the school's **high expectations** culture as it relates to Code of Dress and Code of Behaviour - we believe that everyone is responsible for his/her 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. Why do we have clear boundaries and consequences at Marsden SHS? Why do we have rules at Marsden SHS? Why are our expectations high? 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 schools 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.

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. 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 High. The care of students is, in the first instance, the responsibility of the individual classroom teacher and associated Dean. If a problem or issue cannot be solved at this level, it may be referred to the Heads of Department, Deputy Principals, Principal, Guidance Officer, Special Needs or Learning Support staff, depending upon the specific need. Parents may contact the Dean or other staff listed in the Prospectus on the matter of a welfare issue at any time. It is important that your child feels engaged and safe in our school environment to ensure they have the best possible chance to achieve 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 • School Based Police Officer
- Teachers • School Based Youth Health Nurse
- Heads of Department • Youth Support Coordinator (YFS)
- Head of Special Education Services • Career and Transition Support Staff
- Teacher Librarian • Advisory Visiting Teachers
- Administration Staff • Youth Pathways Advisor
- Guidance Officer • Student Engagement Officer
- School Chaplain • Student Support Services Staff

Our school at a glance

- Student Liaison Officer • Community Education Counsellor

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

Marsden SHS has a diverse student population including 110 Aboriginal & Torres Strait Islander students who are supported by a part time Community Education Counsellor/teacher aide.

Our school at a glance

Parent, student and staff satisfaction with the school

Significant improvements in all of these areas were evident throughout the 2013 school year – Marsden’s enrolments continued to increase in 2013 which reflects continuing growth in community confidence in the school. Our staff and parent satisfaction data is well above the state average.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016) | 100% | 93% |
| this is a good school (S2035) | 100% | 100% |
| their child likes being at this school* (S2001) | 100% | 97% |
| their child feels safe at this school* (S2002) | 100% | 97% |
| their child's learning needs are being met at this school* (S2003) | 100% | 90% |
| their child is making good progress at this school* (S2004) | 100% | 93% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 93% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 93% |
| teachers at this school treat students fairly* (S2008) | 100% | 89% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% |
| this school works with them to support their child's learning* (S2010) | 100% | 97% |
| this school takes parents' opinions seriously* (S2011) | 100% | 86% |
| student behaviour is well managed at this school* (S2012) | 100% | 97% |
| this school looks for ways to improve* (S2013) | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 93% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 89% | 98% |
| they like being at their school* (S2036) | 90% | 95% |
| they feel safe at their school* (S2037) | 87% | 95% |
| their teachers motivate them to learn* (S2038) | 87% | 90% |
| their teachers expect them to do their best* (S2039) | 95% | 99% |
| their teachers provide them with useful feedback about their school work* (S2040) | 88% | 92% |
| teachers treat students fairly at their school* (S2041) | 76% | 86% |
| they can talk to their teachers about their concerns* (S2042) | 68% | 78% |
| their school takes students' opinions seriously* (S2043) | 69% | 83% |
| student behaviour is well managed at their school* (S2044) | 61% | 82% |

Our school at a glance

| | | |
|---|-----|-----|
| their school looks for ways to improve* (S2045) | 89% | 99% |
| their school is well maintained* (S2046) | 85% | 93% |
| their school gives them opportunities to do interesting things* (S2047) | 88% | 97% |

Performance measure

| | | |
|--|--|------|
| Percentage of school staff who agree that: | | 2013 |
| they enjoy working at their school (S2069) | | 98% |
| they feel that their school is a safe place in which to work (S2070) | | 100% |
| they receive useful feedback about their work at their school (S2071) | | 94% |
| students are encouraged to do their best at their school (S2072) | | 100% |
| students are treated fairly at their school (S2073) | | 99% |
| student behaviour is well managed at their school (S2074) | | 100% |
| staff are well supported at their school (S2075) | | 97% |
| their school takes staff opinions seriously (S2076) | | 93% |
| their school looks for ways to improve (S2077) | | 100% |
| their school is well maintained (S2078) | | 94% |
| their school gives them opportunities to do interesting things (S2079) | | 94% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 3:30 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 Education Queensland. 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. Parent volunteers are encouraged to participate in school life and are coordinated through the Student and Community centre. The Parents and Citizen's Association manages the school canteen and uniform shop. 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 (2) 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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Marsden SHS is in the process of working with the entire school community to develop proactive and sustainable strategies to continually improve its environmental outcomes.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 590,466 | 8,318 |
| 2011-2012 | 507,963 | 10,119 |
| 2012-2013 | 600,649 | 9,930 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

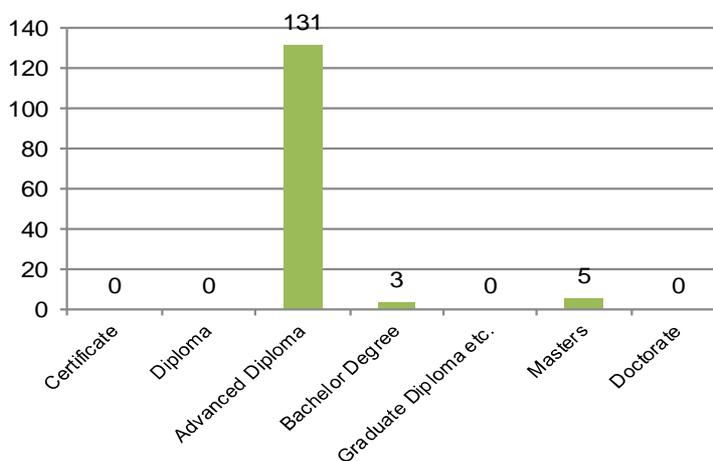
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 139 | 72 | <5 |
| Full-time equivalents | 132 | 52 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 131 |
| Bachelor Degree | 3 |
| Graduate Diploma etc. | 0 |
| Masters | 5 |
| Doctorate | 0 |
| Total | 139 |



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 65,000.00

The major professional development initiatives are as follows:

The Art and Science of Teaching (Marzano)

Differentiation

Literacy and Numeacy

The proportion of the teaching staff involved in professional development activities during 2013 was % . 100

Our staff profile

Average staff attendance

| | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 95% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 86% | 88% | 89% |
| The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%. | | | |

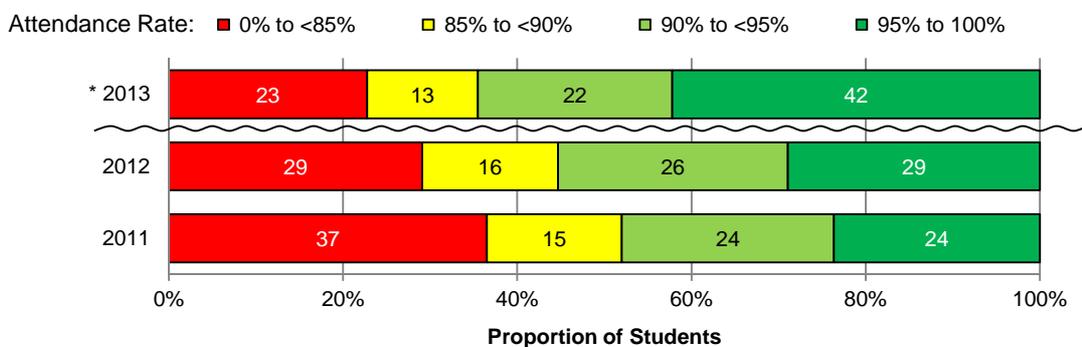
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | | | | | | | | 89% | 86% | 85% | 84% | 84% |
| 2012 | | | | | | | | 90% | 88% | 85% | 86% | 89% |
| 2013 | | | | | | | | 91% | 91% | 86% | 90% | 89% |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked during form class and every teacher marks a class roll for every lesson using the electronic ID Attend system – the school's two fulltime Truancy and Family Liaison Officers work with the Deputy Principal's and Deans to follow up on each and every 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. In 2013 roll marking for all sessions was electronic and the school employs two full time truancy officers to follow up on absences with individual students and families including on average undertaking 20 home visits a week.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

[..\Data\Data - Indigenous Students Markbook\CTG2012 Marsden SHS \(2176\).pdf](#)

| Apparent retention rates Year 10 to Year 12 | 2011 | 2012 | 2013 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 70% | 76% | 75% |

| Outcomes for our Year 12 cohorts | 2011 | 2012 | 2013 |
|---|------|------|------|
| Number of students receiving a Senior Statement. | 241 | 272 | 308 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 0 | 0 | 0 |
| Number of students receiving an Overall Position (OP). | 49 | 61 | 78 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 39 | 53 | 43 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 223 | 267 | 301 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 182 | 236 | 260 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 156 | 208 | 281 |
| 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. | 53% | 56% | 51% |
| 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. | 97% | 99% | 99% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 99% | 97% |

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

| | Number of students in each Band for OP 1 to 25. | | | | |
|------|---|---------|----------|----------|----------|
| | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2011 | 1 | 12 | 13 | 18 | 5 |
| 2012 | 2 | 13 | 19 | 22 | 5 |
| 2013 | 4 | 14 | 22 | 25 | 13 |

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

| | Certificate I | Certificate II | Certificate III or above |
|------|---------------|----------------|--------------------------|
| 2011 | 147 | 179 | 29 |
| 2012 | 232 | 225 | 26 |
| 2013 | 263 | 250 | 50 |

As at 5 May 2014. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. . The vast majority of early leavers go to TAFE in the main or find various forms of employment.

NEXT STEP 2014 YEAR 12 DESTINATIONS Marsden State High School



Introduction

This page presents a summary of results of the annual *Next Step* survey for Marsden 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 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, 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 2014 at www.education.qld.gov.au/nextstep.

Response rate for Marsden State High School

Table 1 below reports the response rate for Marsden State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Marsden State High School in 2013.

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, Marsden State High School 2014

| Number of respondents | Number of students who completed Year 12 | Response rate (%) |
|-----------------------|--|-------------------|
| 222 | 309 | 71.8 |

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 2014, 53.2 per cent of young people who completed Year 12 at Marsden State High School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (22.1 per cent). The combined VET study destinations accounted for 31.1 per cent of respondents, including 23.9 per cent in campus-based VET programs, with 15.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

7.2 per cent commenced employment-based training, either as an apprentice (4.5 per cent) or trainee (2.7 per cent).

In addition to the above study destinations, a further 3.6 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

46.8 per cent did not enter post-school education or training, and were either employed (23.9 per cent), seeking work (19.4 per cent) or not in the labour force, education or training (3.6 per cent).

Figure 1: Main destination of Year 12 completers, Marsden State High School 2014

