

Morayfield State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Morayfield State High School is committed to the development of every student and the contribution that each person can make to our community. We provide a high quality education that is relevant to the needs of individuals, provides multiple pathways for students and engages student interest. We equip our youth for the future to enable them to contribute to a socially, economically and culturally vibrant society.

We aim for excellence and set high standards for all members of the school community in work ethic, behaviour and pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting arenas can be directly attributed to a highly professional, experienced and dedicated staff. Our staff make a significant contribution to the lives of our students. We believe high quality teaching is vital for high quality learning.

Our school vision '*Achieving Excellence through Innovation and Integrity; Leadership and Community*' commits all staff and students to learning that engages students and to providing access to a high quality education that ensures a clever, skilled and creative community of learners. At Morayfield we are focused on maximising student achievement. To this end, we offer a wide range of courses and activities designed to enhance the future prospects of our young people as they make their way in a very competitive world.

This annual report details our school's achievements for 2014 and highlights some of the programs and initiatives that have supported student success.

School progress towards its goals in 2014

In 2014, Morayfield State High School made significant progress in the following key areas:

Successful Learners:

- Implementation of the Australian Curriculum
- Key Literacy and Numeracy improvement strategies
- Differentiation Strategies

Great People:

- Implement the Developing Performance Framework for all staff
- Develop and enact a pedagogical framework based on ASoT (Art and Science of Teaching) Framework

Engaged Partners:

- Getting ready for Secondary School – Year 7 into High School
- Parent and Community Engagement Framework

High Standards:

- Teaching and Learning/Discipline Audit Priorities
- Internal Audit Priorities
- Opinion Survey Priorities

Future outlook**Priority Areas of Development for 2015:****Successful Learners:**

- Improve Literacy and Numeracy
- Improve Academic Achievement
- Improve Engagement – focus on attendance

Great People:

- Teaching Quality – professional knowledge, practice and engagement
- Leadership and Performance – lead teaching and learning; lead improvement, innovation and change

Engaged Partners:

- Create and Foster Partnerships
- Parent and Community Engagement Strategy

High Standards:

- School Performance – data and strategies

Our school at a glance

School Profile**Coeducational or single sex:** Coeducational**Year levels offered in 2014:** Year 8 - Year 12**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1295	631	664	88%
2013	1339	634	705	88%
2014	1265	590	675	88%

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

Characteristics of the student body:

Morayfield State High School is located in the Moreton Bay Region and has a steadily growing population. Our students are engaged in a range of academic, sporting and cultural pursuits. *My School* places our Index of Community Socio-educational Advantage (ICSEA) value at 944 (Australian average is 1000) with 81% being in the bottom quarters. Our students are from a range of cultural backgrounds, but most significantly we have approximately 7.7% who are Aboriginal and Torres Strait Islander and 7.2% who are Pacific Islander.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Year 8 – Year 10	25	24	25
Year 11 – Year 12	19	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	342	371	233
Long Suspensions - 6 to 20 days	19	31	3
Exclusions [#]	3	6	3
Cancellations of Enrolment	22	15	14

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings**Our distinctive curriculum offerings**

Our school has developed programs to nurture all students and cater for their diverse needs. Distinctive curriculum offerings include:

Junior School:

- A comprehensive fully aligned Junior School education program which includes student choice in elective studies across all of the non-core Key Learning Areas.
- Junior School core curriculum is offered at extension and core levels.
- Specialist programs – Robotics, Rugby League and Literacy Numeracy Program.

Senior School:

- In Year 10, students consolidate Junior School studies and prepare for the Senior Phase. Students plan appropriate individual pathways for the future by developing a Senior Education and Training Plan (SETP).
- Senior Schooling programs offer pathways for both academic and vocational qualifications.
- Vocational Certificate qualifications range from Certificate I to Certificate III level both within the school setting, the Morayfield Trade Training Centre, and/or through partnerships with external providers such as TAFE and Binnacle.
- Students in the Senior School also have the opportunity to participate in external studies through TAFE, Queensland University of Technology and the Brisbane School of Distance Education.
- A partnership has also been established with Construction Skills Queensland (CSQ) to deliver the Doorways 2 Construction course.
- An individualised flexible learning environment exists in the Senior School which supports students accessing School Based Traineeships and Apprenticeships, VET in Schools programs, and work experience programs.

Extra curricula activities

Our school has a strong commitment to the overall development of students and provides an extensive co-curricular range of activities. This occurs through our sporting, cultural and social programs. All students are encouraged to find an area of interest and foster this through formal curriculum and co-curricular activities that are offered. Activities include:

- Student Leadership Program (including Leadership Camps, Junior Leadership Program and Peer Mentors)
- State and National Competitions in an array of disciplines
- Maths-Science-Technology Enrichment Camp
- Robotics (at district, state and national levels)
- Stage and Concert Bands
- Instrumental Music Program
- School Musical productions
- Music Performance students: performances at Urban Country Music Country Festival, Creative Generations, School Choir
- Technical Theatre students: behind the scenes work at school productions and events
- Drama Troupe: various community performances and workshops for Primary School students
- Dance Troupes: Dance Ed in the Spotlight, District Dance Challenge, Brisbane Eisteddfod and various dance competitions
- Visual Arts: Creative Generation Excellence Awards in Visual Art and Design, Senior Art Camp, Eyeball Art Exhibition
- Extensive sporting opportunities for all students including inter-school sport; entry into various competitions in AFL, Rugby League, Touch, Netball, Volleyball, Soccer, Rugby Union
- ARTIE Program and Tutoring to supporting Indigenous students
- Homework Club and programs to support learning and engagement (eg tutoring, de-coding, Drumbeat, Rock and Water)
- Careers Expos
- Explore University camps and activities (in partnership with QUT)
- Cultural activities including Harmony Day celebrations and Cultural Infusion Day
- Rugby League Tours

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are embedded in all curriculum programs across faculties at Morayfield State High School. Teachers use a variety of technologies to engage students in the classroom and to create an information-rich environment. These technologies include interactive whiteboards, data projectors, data logging and Clickview Video. A variety of subject specific software is also used as a tool to ensure learning is meaningful. Examples of software used by faculties are CAD, GIS mapping software, Scientific data collection software, Spellodrome and Mathletics. Teachers also provide students with access to course materials via eLearn on the Learning Place.

In addition to these uses of Information and Communication Technologies, there are some specific courses of study such as Information Technology Systems, Information Processing and Technology, Business Communication and Technology and a range of introductory subjects that are offered through the Junior School. The school is also a registered Academy in the CISCO Networking Academy program and the Microsoft IT Academy.

Two staff members are qualified Digital Pedagogy Facilitators and approximately 75% have completed their ICT Pedagogical Licence or Certificate. Digital Coaches work regularly with staff to support the use of technology to enhance student learning.

The National Secondary Schools Computer Fund (NSSCF) has provided additional devices for student use which has enabled us to achieve a 1:1 ratio of students to computers in Years 9-12. We have a number of computer labs available for classes; trolleys of laptops are located across the school to allow access in general learning areas and students also have the option of a "take home" model.

Social Climate

Morayfield State High School provides a supportive environment both within and outside the classroom. Student care and welfare is supported by Form Teachers, Year Level Coordinators, Heads of Department and Deputy Principals.

In addition to this structure, the school has a Student Support Team that consists of our Head of Department – Student Support, Guidance Officers, Behaviour Support Teachers, Youth Support Coordinator, School Based Youth Health Nurse, School Chaplain, Indigenous Education Coordinator and School Based Police Officer. The Student Support Team meets regularly and takes a proactive approach to addressing student needs through developing and facilitating various programs as well as offering individual case management. This team provides an extensive network of Inter-agency support for the young people in our community.

All student welfare and support is underpinned by the School Wide Positive Behaviour Support Program. This program involves the explicit teaching of the school rules of *Be Respectful, Be Responsible and Be Co-operative* and accompanying behaviour expectations. An extensive staff and student rewards program operates to facilitate a focus on acknowledging positive behaviours as a multi-tiered prevention-intervention model. This program provides common and consistent expectations and language across the school that facilitates improved relationships between students and staff. Morayfield State High School entered a partnership with the Morayfield Shopping Centre to expand the rewards program through the Summit Club which was launched in 2012 and has been extremely successful.

Our SWPBS Program is supported by our Responsible Behaviour Plan for Students and aligns with The Code of School Behaviour. It sets out the expectations of the school community and the rights of individual students. It outlines a range of supportive strategies and consequences and whole school positive preventive action for facilitating expected standards of behaviour. Clear processes and procedures to address unacceptable behaviour (including bullying and cyberbullying) are included in this document.

AIM (Aspiration, Improvement and Management) is our Pastoral Care Program. This program is delivered to all year levels and addresses the needs of our students and our school community.

Morayfield State High School caters for students with disabilities through a well-established Special Education Program. Timetables are developed for students involved in the program based on individual needs and may incorporate some classes within the centre and others within the structure of the main timetable. Classes offered solely to students within the program include Mathematics and Numeracy, English and Literacy, Essential Science, Health and Independent Living and Work Readiness.

Students from Indigenous and Pacific Island backgrounds are also offered individual support through literacy and numeracy tutorial programs. Opportunities are available for Indigenous students to visit tertiary institutions and career expos. Indigenous students also have the opportunity to participate in the ARTIE Academy and are offered additional tutorial support through the ARTIE Program and our Homework Club. These programs are expanding each year.

Student Leadership is highly valued and encouraged at Morayfield State High School. A Student Leadership Program operates from Year 8 to 12. Students from Year 12 have the opportunity to lead as School Captains, Prefects, Class Captains and House Captains as well as to be active members of the Student Representative Council. Students in Years 8-11 have the opportunity to lead as Student Leaders, Peer Mentors, Class Captains and as members of the Student Representative Council. As part of our Student Leadership Program, Leadership Breakfasts are held each term for our student leaders and for the student leaders from our Coalition Primary Schools with the aim of developing leadership capabilities through a series of workshops presented by school staff and guest speakers.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	92%	91%
this is a good school (S2035)	92%	83%	90%
their child likes being at this school* (S2001)	83%	75%	91%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child feels safe at this school* (S2002)	75%	83%	94%
their child's learning needs are being met at this school* (S2003)	75%	83%	84%
their child is making good progress at this school* (S2004)	75%	100%	87%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	92%	85%
teachers at this school motivate their child to learn* (S2007)	75%	92%	91%
teachers at this school treat students fairly* (S2008)	92%	73%	82%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	88%
this school works with them to support their child's learning* (S2010)	83%	100%	85%
this school takes parents' opinions seriously* (S2011)	91%	88%	84%
student behaviour is well managed at this school* (S2012)	83%	91%	80%
this school looks for ways to improve* (S2013)	83%	100%	92%
this school is well maintained* (S2014)	100%	100%	94%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	94%	88%
they like being at their school* (S2036)	86%	94%	89%
they feel safe at their school* (S2037)	86%	94%	94%
their teachers motivate them to learn* (S2038)	71%	90%	86%
their teachers expect them to do their best* (S2039)	95%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	80%	90%	87%
teachers treat students fairly at their school* (S2041)	63%	74%	81%
they can talk to their teachers about their concerns* (S2042)	59%	75%	69%
their school takes students' opinions seriously* (S2043)	67%	80%	78%
student behaviour is well managed at their school* (S2044)	55%	72%	72%
their school looks for ways to improve* (S2045)	90%	96%	91%
their school is well maintained* (S2046)	80%	95%	91%
their school gives them opportunities to do interesting things* (S2047)	76%	89%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		98%	95%
they feel that their school is a safe place in which to work (S2070)		98%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		87%	82%
students are encouraged to do their best at their school (S2072)		96%	96%
students are treated fairly at their school (S2073)		98%	94%
student behaviour is well managed at their school (S2074)		87%	83%
staff are well supported at their school (S2075)		81%	79%
their school takes staff opinions seriously (S2076)		82%	82%
their school looks for ways to improve (S2077)		92%	99%
their school is well maintained (S2078)		87%	86%
their school gives them opportunities to do interesting things (S2079)		79%	80%

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

'Agree' represents the 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

At Morayfield State High School we are committed to developing and sustaining valued partnerships with students, staff, parents/caregivers and the broader community. Parents are encouraged to be members of the Parents and Citizens' Association. The P&C meet monthly and are actively involved in the decision making processes of the school; they also provide a range of services to the school that include the operation of the Uniform Shop and Tuckshop.

Information and enrolment sessions were held for parents wishing to enroll students in Years 7 and 8 in 2015 and a series of Primary School visits were held to support a smooth transition to High School. Enrolment interviews are conducted for all other students. These interviews are conducted by a Deputy Principal to ensure that both parents and students are fully informed of school expectations and to gain insight into the needs of each student.

Parents are regularly invited to the school to participate in celebration events such as morning teas, barbeques, awards presentations and formal events such as ANZAC Day ceremonies, Senior Induction and Graduation.

Parent Teacher Interviews are held twice annually. Progress reports are issued early in Semester One and formal reports are issued at the end of each semester. Parents are contacted by teachers concerning their student's progress and are also invited into the school to participate in Academic Reviews.

Year 10 students and their parents are involved in Senior Education and Training Plan interviews each year. Parents are encouraged to be involved in all of these opportunities to discuss their student/s progress and plan for the future. Early in Term Three, parents are invited to attend subject information evenings for students at various education junctures to assist parents and students with subject selection and pathway planning for the following year.

Morayfield State High School recognises the importance of communication between school and home. A school newsletter is produced fortnightly and is distributed via email as well as being available in hard copy. The school also has a Facebook page which is used to communicate with parents and students. The school administration and teachers communicate regularly with parents by phone, letter and email. Parents are encouraged to contact the school about any issues of concern. We value our parents as partners and key stakeholders in our education community and they are encouraged to play an active and supporting role in the life of the school.

Reducing the school's environmental footprint

We consciously endeavour to be energy efficient and have implemented proactive strategies to address environmental issues and sustainability.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	486,031	8,464
2012-2013	513,702	6,000
2013-2014	325,460	1,713

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

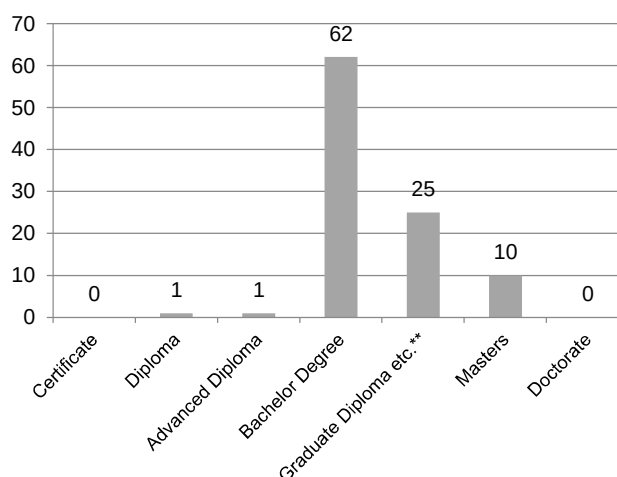
Our 2014 staff composition included:

- Principal
- Four Deputy Principals
- Business Services Manager
- 12 Heads of Department and one Head of Special Education Services
- One full-time Guidance Officer and one part-time Guidance Officer
- 99 Teachers (13 worked part time)
- Two Science Operations Officers
- Two Computer Technicians
- 22 Teacher Aides (11 working in the Special Education Program)
- Six Administration Officers/Assistants
- 11 Cleaners
- One Facilities Officer
- One Groundsman.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	99	46	<5
Full-time equivalents	95	30	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	1
Bachelor Degree	62
Graduate Diploma etc.**	25
Masters	10
Doctorate	0
Total	99



*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 2014 were \$40 195.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- High Reliability Schools
- School Wide Positive Behaviour Support
- Essential Skills in Classroom Management
- Literacy and Numeracy
- More Support for Students with Disabilities
- Junior Secondary School
- Curriculum specific (including National Curriculum, QCAA professional learning and alternative programming)
- Vocational Education and Training (including Workplace Assessor qualifications)
- IT (including BYOD planning)
- Mentoring for Effective Teaching
- Beginning Teacher Support
- Individual teacher and non-teacher requirements
- Curriculum and Cognitive Coaching
- School Finances and Legal Issues
- Workplace Health and Safety (including staff wellbeing)
- First Aid Qualifications

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	85%	87%

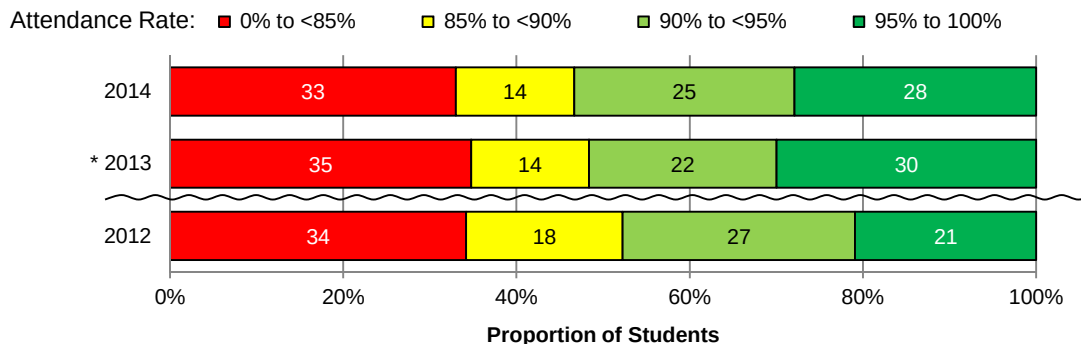
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012	-	-	-	-	-	-	-	87%	84%	83%	85%	87%
2013	-	-	-	-	-	-	-	90%	85%	85%	78%	88%
2014	-	-	-	-	-	-	-	90%	87%	83%	87%	86%

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

An Attendance Officer is responsible for the managing, monitoring and reporting of all student attendance data at Morayfield State High School. Rolls are marked daily in the morning, and student attendance is constantly monitored throughout each lesson of the day using an attendance monitoring system (ID Attend) and OneSchool. Student movement to specialists, office staff, counsellors, Deputy Principals and sick bay, as well as late arrivals and early departures are monitored through an electronic system that prints leave passes for all outside of class movements.

In the case of truancy, unexplained absence, a series of absences or a pattern of absence (including late arrivals), contact is made with the parents by the Attendance Officer or the Deputy Principal. Where a student demonstrates that their learning is being placed at risk due to accumulated absences of any kind, Deputy Principals follow up with students and parents in early intervention review meetings to formulate proactive strategies to support the student to resolve issues of concern and remove any barriers. Where no improvement is evident after intervention, letters are sent outlining legal responsibilities and penalties for students in the compulsory phase of schooling. Non-compliance letters are sent and interviews scheduled for students in the Compulsory Participation Phase of schooling who are not regularly attending school.

Exemptions and flexible arrangements for modified programs are developed in consultation with the students, parents and student support services and are monitored by the Guidance Officer and Deputy Principal.

In line with our Schoolwide Positive Behaviour Support Program, attendance rates are linked to Summit Club membership and rewards.

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

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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.

Achievement – Closing the Gap

In 2014 the attendance rate for Non-Indigenous students was 87.5% and was 79.0% for Indigenous students. While there was an improvement in the attendance rates for Indigenous students from 77.9% in 2012 to 80.3% in 2013, the attendance rate dipped by 1.3% in 2014. The Gap between Indigenous and Non-Indigenous in 2014 was 8.5% compared to 5.4% in 2013.

Indigenous students are supported by an Indigenous Education Coordinator and an Indigenous Teacher Aide. All Indigenous students have an Individual Education Plan and strategies have been implemented to support engagement, cultural connections and academic achievement (including literacy and numeracy programs, career days and expos, ARTIE Program, leadership programs and scholarships for students in the Senior School).

The Gap between Indigenous and Non-Indigenous apparent retention Years 10-12 was 15.0% in 2014. The apparent retention gap Year 10-12 has trended down over the past four years 25.1% in 2011, 18.1% in 2012, 19.2% in 2013 and 15.0% in 2014.

The Gap between Indigenous and Non-Indigenous students Mean Scale Score on Year 9 NAPLAN was 11 for Reading, 25 for Writing and 19 for Numeracy (2013 = 13R, 13 W and 15 N). The results for 2013 and 2014 both represent a notable improvement from 2012 (31 R, 62 W and 30 N).

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	76%	64%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	172	233	160
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	3
Number of students receiving an Overall Position (OP)	49	85	57
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	19	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	137	191	129
Number of students awarded an Australian Qualification Framework Certificate II or above.	104	168	109
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	129	193	147
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.	80%	54%	63%
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.	95%	97%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	87%	89%

As at 19 February 2015. 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
2012	4	17	18	10	0
2013	2	21	23	23	16
2014	6	14	16	18	3

As at 19 February 2015. 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
2012	103	98	25
2013	108	147	52
2014	83	93	34

As at 19 February 2015. The above values exclude VISA students.

Certificate I courses undertaken by students include:

- Information Digital Media and Technology
- Business
- Construction
- Engineering
- Work Readiness
- Hospitality

Certificate II courses undertaken by students include:

- Information Digital Media and Technology
- Business
- Hospitality
- Sampling and Measurement
- Outdoor Recreation

Certificate III courses undertaken by students include:

- Fitness
- Childrens' Services

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 (2014 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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who leave Morayfield State High School before the end of Year 12 generally do so for employment or transition to another Educational Institution. We also face the challenge of transience with students moving in and out of the area or between schools. The Principal, Deputy Principal or Guidance Officer will liaise with parent and student in all instances to support the transition.