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.

The school has developed programs to nurture all students and cater for their diverse needs. In the Junior Secondary School, students undertake the core subjects of English, Mathematics, Science, Studies of Society and Environment and Health and Physical Education which are taught at extension, core and foundation levels to enhance the success of each student. Students also select elective programs in the areas of Technology (including Robotics, Business, Information Communication Technology, Manual Arts and Home Economics), Languages Other Than English (French), The Arts (Visual Art, Music, Dance, Drama) and Sporting Excellence (Rugby League). Our curriculum in the Senior School includes a wide variety of academic and vocational subjects, including School Based Traineeships and Apprenticeships and other community partnerships that enhance the opportunities and outcomes for our students.

At Morayfield State High School, all students are encouraged to achieve their personal best and to strive for excellence. Our school motto “Strength Through Integrity” is represented in all that we do. This Annual report provides information about our school’s profile as it relates to teaching, learning and outcomes achieved in 2011.

School progress towards its goals in 2011

In 2011, Morayfield State High School conducted a Quadrennial School Review and made significant progress in the following key areas:

Vision and Culture:
- School vision clearly articulated and ensured shared understanding by community.
• Ensuring a data-driven, evidence-based learning community.
• Promoting a high performance culture for students and staff.

Pedagogy:
• All staff further engaged with the Dimensions of Learning as Morayfield State High School's school wide learning framework.
• Continued strong focus on pedagogy to improve academic achievement by eliminating the busy work and engaging in academically rigorous pedagogies that teach our students to think.
• Building teacher capability to differentiate teaching and learning to improve individual student outcomes.
• Integrating ICTs to support learning.

Literacy, Numeracy and Science:
• Supporting individual student improvement (Literacy and Numeracy) through targeted intervention and intensive support.
• Improving engagement and achievement in Science and promoting the STEM (Science, Technology, Engineering and Mathematics) agenda.

Future outlook

In 2011, Morayfield State High School undertook a Quadrennial School Review which set strategic priorities for the next four years. Our school community has identified the following as our strategic priorities for 2012:

Literacy and Numeracy: Improving achievement in all areas through focussed and co-ordinated activities.

Quality Curriculum: Ongoing review of curriculum (design and delivery) to ensure all ability levels are catered for and to ensure destination success for students (including subject offerings and time allocations to support the implementation of the Australian curriculum).

High Expectations: Promoting high expectation regarding performance: Academic (effective use of class time to support engagement and learning, improved work ethic, providing quality feedback and early intervention and support for students not achieving); Behaviour (continued implementation of SWPBS, review of Responsible Behaviour Plan for Students, consistent management of students disrupting the learning environment); and Attendance (develop Attendance Policy and a culture where being late to class or absent is not acceptable and implement strategies to support this).

Professional Learning Culture: Develop positive learning culture for all staff (including Professional Development Plans), train additional Teacher Mentors, support for beginning teachers, use of coaches (Literacy, Numeracy and Digital) to build teacher capability.

This agenda is in line with state/national school performance improvement regime and we have set annual targets in relation to Year 9 NAPLAN performance, Year 12 outcomes, Indigenous student achievement, student attendance and retention and school satisfaction measures.
## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Year levels offered:** Year 8 - Year 12

### Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1239</td>
<td>616</td>
<td>623</td>
<td>89%</td>
</tr>
</tbody>
</table>

### Characteristics of the student body:

Morayfield State High School has a steadily growing population comprised of a 50% gender split and significant sub-populations of Aboriginal and Torres Strait Islander students (6%), and Pacific Islander students (7%).

### Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.1</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.7</td>
</tr>
</tbody>
</table>

### School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>376</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>14</td>
</tr>
<tr>
<td>Exclusions</td>
<td>5</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>18</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Years 8 and 9:

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

Year 10:

- Students consolidate Junior Secondary 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).

Years 11 and 12:

- 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 My Other Mother.
- 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.
- Partnerships have also been established with Construction Skills Queensland (CSQ) to deliver the Doorways 2 Construction course and a new partnership with the Caravanning Industry will allow students to pursue a career in the Manufacturing Industry.
- 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 extra-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 Year 11 Leadership Camp, Junior Ambassador Program and Peer Mentors)
- State and National Competitions in an array of disciplines
- Public Speaking and Debating competitions
- Maths-Science Enrichment Camp
- Robotics (at district, state, national and world levels)
- Stage and Concert Bands
- Instrumental Music Program inclusive of a Strings Program
- School Musical productions
- Music Performance students – performances at Urban Country Music Country Festival, Creative Generations, School Choir
- Drama Troupe – Theatre Sports Competition, various community performances and workshops for Primary School students
- Dance Troupes – Dance Ed in the Spotlight, District Dance Challenge, Dance Tour
- Visual Arts - Creative Generation Excellence Awards in Visual Art and Design, Senior Art Camp, Eyeball Art Exhibition
Our school at a glance

- Extensive sporting opportunities for all students including Inter and Intra School sport; entry into various competitions in AFL, Rugby League, Softball, Basketball, Ten Pin Bowling, Soccer, Cricket
- ARTIE Program supporting Indigenous students
- Careers Expos
- Explore University camps and activities (with QUT)
- Cultural activities including Harmony Day celebrations and Cultural Infusion Day

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 and Mathletics. Teachers are also providing 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 Secondary School. The school is also a registered Academy in the CISCO Networking Academy program.

One staff member is a qualified Digital Pedagogy Facilitator, six staff members of the school have completed their ICT Pedagogical Licence and 53 hold their ICT Pedagogical Certificate. 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.

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 Heads of Year. In addition to this structure, the school has a Student Support Team that consists of a Guidance Officer, Youth Support Coordinator, School Based Youth Health Nurse, School Chaplain, Youth Pathways Advisor, Community Education Counsellor, Indigenous Education Coordinator, School Based Police Officer and Pacific Island Education Support 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.

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 need 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, 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. For Indigenous students, opportunities are available for them to visit tertiary institutions and career expos. Indigenous students also have the opportunity to participate in a leadership camp, Stronger Smarter activities, P-Plate Program and the ARTIE Program. 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 and House Captains as well as be active members of the Student Representative Council. Students in Years 8-11 have the opportunity to lead as Student Ambassadors, Peer Mentors and as members of the Student Representative Council.

All student welfare and support is underpinned by the School Wide Positive Behaviour Support Program ‘Aim High’. This program involves the explicit teaching of the school desired behaviour expectations of Respect, Responsibility and Co-operation. 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.
Our school at a glance

between students and teachers. In 2011, Morayfield State High School entered a partnership with the Morayfield Shopping Centre to expand the rewards program through a Summit Club which was launched in 2012.

Parent, student and teacher satisfaction with the school

We are very proud of the relationships that exist between all key stakeholders of our school and we are well supported by our community. Our School Opinion Survey results indicate general satisfaction with all aspects of school performance and we expect this to continue and improve.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>64%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>84%</td>
</tr>
</tbody>
</table>

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 Parent's and Citizens Association. The P & C meet monthly and are actively involved in the decision making processes of the school. The P & C provides a range of services to the school that include the operation of the Uniform / Bookshop and Tuckshop. Community representatives and parents were also involved in the Quadrennial School Review in 2011 where feedback provided was used to guide the future strategic direction of the school and monitor progress towards the achievement of targets.

Enrolment interviews are conducted with each student 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 celebrations events such as morning teas, awards presentations and formal events such as Anzac Day ceremonies and Graduation.

Parent Teacher Interviews are held twice annually. Progress reports are issued early in each semester and formal reports are issued at the end of each semester. Year 10 students and their parents are involved in Senior Education and Training Plan interviews in October 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 3, parents are invited to attend subject information evenings for students at various education junctures to assist parents and students with subject selection for the following year.
Our school at a glance

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 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

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

In 2011, our electricity and water usage increased due to a combination of factors including increased student enrolments, opening of additional facilities (Morayfield Trade Training Centre and Science Block), additional computers through NSSCF and the installation of additional air-conditioning. We consciously endeavour to be energy efficient and have implemented strategies to address environmental issues and sustainability.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>491,200</td>
<td>44,212</td>
</tr>
<tr>
<td>2010</td>
<td>454,073</td>
<td>758</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>8%</td>
<td>5733%</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>94</td>
<td>38</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>88</td>
<td>27</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>83</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $43,817.

The major professional development initiatives are as follows:

- Dimensions of Learning
- School Wide Positive Behaviour Support
- Numeracy
- Literacy
- Queensland Studies Authority professional learning
- National Curriculum in English, Mathematics and Science
- Vocational Education and Training including the upgrading of staff Workplace Assessor qualifications
- Digital Pedagogy Training
- Mentoring for Effective Teaching
- Beginning Teacher Support
- Individual teacher requirements
- Curriculum specific requirements
- Workplace Health and Safety
- First Aid Courses

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2011 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.
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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%. The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>88%</td>
<td>87%</td>
<td>85%</td>
<td>88%</td>
<td>88%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>% of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;85 %</td>
<td>10%</td>
</tr>
<tr>
<td>85 to &lt;90 %</td>
<td>15%</td>
</tr>
<tr>
<td>90 to &lt;95 %</td>
<td>20%</td>
</tr>
<tr>
<td>95 % or Above</td>
<td>35%</td>
</tr>
</tbody>
</table>

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.

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 and 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 Absentee Officer or the Head of Year. Where a student demonstrates that their learning is being placed at risk due to accumulated absences of any kind, Heads of Year follow up with students and parents in early intervention review meetings to construct proactive strategies to support the student to remediate the issues of concern. Where no improvement is evident

2011 School Annual Report

Queensland Government
Performance of our students

after intervention, letters are sent outlining legal responsibilities and penalties.

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 Head of Year.

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.

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

In 2011 the attendance rate for Non-Indigenous students was 87.4%. There was a noted improvement in the attendance rates for Indigenous students to 84.4% The Gap between Indigenous and Non-Indigenous in 2011 was 3.0% compared to 7.5% in 2010.

Indigenous students are supported by an Indigenous Education Coordinator, a Community Education Counsellor and an Indigenous Teacher Aide. All Indigenous students have an Individual Education Plan and strategies have been implemented to support engagement and academic achievement (including literacy and numeracy tutorial programs, career days and expos, ARTIE Program, P-Plate, leadership programs and scholarships).

The Gap between Indigenous and Non-Indigenous apparent retention Years 10-12 increased to 25% in 2011 (7% in 2010, 30% in 2009; 15% in 2008).

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 76%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>161</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>3</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>67</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>14</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>128</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>101</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>140</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>63%</td>
</tr>
<tr>
<td>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.</td>
<td>96%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>93%</td>
</tr>
</tbody>
</table>
Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>9</td>
<td>26</td>
<td>22</td>
<td>3</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

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

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>97</td>
<td>21</td>
</tr>
</tbody>
</table>

Certificate I courses undertaken by students include: Information Technology, Business Studies, Construction, Furnishing, Engineering, Work Readiness and Hospitality.

Certificate II courses undertaken by students include: Information Technology, Business Studies and Community Recreation.

Certificate III courses undertaken by students include: Fitness, Childcare and Hospitality.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early 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. The Principal, Deputy Principal, Guidance Officer or Head of Year will liaise with parent and student in all instances.