

The Gap State High School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

This annual report is a collective summary of information to inform our local and wider communities about the performance of our school in 2015. The Gap State High School is fast becoming a leading national comprehensive school that delivers a full broad and holistic education.

As an Independent Public School in 2015 our students attained high academic performances, developed their leadership and emotional intelligences and participated in a wide range of academic, musical, artistic, adventure, sporting, cultural and social activities. As a school we continually aim to develop the whole person, ready for a successful future in an ever changing world.

Vision:

"Educating the whole person in a supportive local community"

Mission:

Our mission is to provide a dynamic, co-educational environment founded on sound, innovative and research-based teaching practice. In this context we encourage parents to work closely with us to ensure young people in our care develop their unique potential and use their knowledge and abilities to create a better future for all.

Values:

Courage, Commitment, Consideration, Co-operation and Courtesy.

Our values are underpinned by common sense and developing personal traits towards good character.

School progress towards its goals in 2015

Implementing our current Strategic Plan 2014-2017 focuses on four main domains to improve educational outcomes for our students.

- An Exceptional Learning Environment
- High Quality Teaching
- Quality Relationships
- Building the Future

The Art and Science of Teaching (ASOT) framework has been chosen to provide a consistent language of teaching and strategies across the school and Dimension of Learning (DOL) framework is used to develop higher order thinking skills in classrooms. The ongoing improvement of physical surroundings, refurbishments of learning areas, new classroom buildings and a very large sports hall have

complimented high quality teaching to provide a very calm, organised and purposeful learning environment.

The school has also reviewed our awarding winning leadership program GOALS and has now added units of positive psychology to further enhance the relevance of the program. Using the latest international research into elements that contribute towards a happy life, wellbeing and positive education are now influencing classroom content and interactions across the curriculum.

Future outlook

In 2015 the first full cohort of Year 7 students arrived in the school after 2.5 years of planning, organizing, a pilot program and a new building. These students along with the 2015 Year 8 students increased our school population to nearly 1300 students. Due to this we have re-structured our school into a Junior Secondary and Senior Secondary framework to meet the growing and changing needs of our future students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1040	471	569	11	95%
2014	1065	487	578	11	95%
2015	1220	567	653	13	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Seventy-five percent of our students live in our catchment area with a further 25% coming from nearby suburbs in the north-west area of Brisbane. The majority of our students transition from the local primary schools in the Mt Coot-tha cluster.

The student body exhibit many strong personal characteristics including quality student relationships, a large instrumental music program and an appreciation of the performing and visual arts. It also has a rich blend of international students who study at our school over various periods of time from 6 months to 3 years. Our International Student Program gives the school an international perspective and a considerable number of our students aspire to furthering their studies overseas after completing their Secondary Schooling and/or University courses. Another aspect of this program is that it positions our school well with a future focus and awareness of the opportunities that lie ahead in an increasing global community.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	-	-	-
Year 4 – Year 7 Primary	-	-	-
Year 7 Secondary – Year 10	26	26	24
Year 11 – Year 12	20	20	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	38	42	22
Long Suspensions - 6 to 20 days	0	1	1
Exclusions	1	2	2
Cancellations of Enrolment	0	5	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Leadership Program: Year 7-12

All students study the award winning GOALS program - Gap Outdoor Leadership Studies which focuses on leadership skills and the personal development and wellbeing of students. The program is diverse and contains a rich blend of theory, practical knowledge, relationship development and challenges. The program has previously won a State Showcase Award for Excellence in Leadership and an Outdoor Education Federation Award and continues to be a centre piece within the school curriculum. The course is staffed by teachers who are required to attain additional qualifications so that students can experience the unique purpose built Leadership Centre. Furthermore the school provides a variety of opportunities for students to demonstrate leadership skills in formal and informal roles at school, in the community and throughout the outdoor education program and sporting programs.

Academic Programs:

Honours Academic	Year 7 – 10
Honours Music	Year 8 - 10
STEM (Science, Technology, Engineering & Mathematics)	Year 9 & 10
AMEB Classroom Music Theory.	Year 7 - 10
Extension Mandarin Chinese (Teaching with comprehensible Input)	Year 9 - 12
Visual Art Enrichment classes	Year 7 - 10
Mathematics Extension classes	Year 7 - 12
Whole of school tutorial program	Year 7 - 12
Year 12 Music Extension - QCAA subjects –	Year 12
Multiple Vocational Education Pathways including Electro technology and Engineering (Trade Training Centre), Fitness and Hospitality.	Year 11 - 12
Enhanced Studies Program at University of Queensland –	Year 12
START program at Queensland University of Technology.	Year 12

Extra curricula activities

Instrumental music ensembles and orchestras involving over 250 students.	Year 7-12
Student choirs.	Year 7-12
Public Speaking competitions.	Year 11-12
Year Level Camping program for all year levels	Year 7-11
International Excursions. China Year 11, Adventure Hiking New Zealand	Year 11-12
World Challenge S.E Asia or Africa Year 10-11 Snow Skiing	Year 10 -12
Sporting teams – Interschool Year 7 -10, District, and Metropolitan North and State competitions.	Year 10-12
Special Interest Volleyball program, Addition coaching in athletics, swimming and cross-country. Student organised School Dances – 3 per year.	Year 7-12

The school has continued to expand and use new digital and informational technologies across the school.

Staff are continually provided with additional professional development to expand the ICT integration into the curriculum and develop more extensive e-learning opportunities for students. Many teachers attend state wide conferences and workshops to enhance their ICT knowledge and share their skills with other teachers and schools.

A bring your own iPad program for year 7 students began in 2015 supported by an increased network capacity with new software and hardware upgrades.

The new sports hall is supported by six large apple televisions with iPad compatibility to enhance our Health and Physical Programs.

Chinese language lessons continued using the IWB language software and technologies while music, film and TV continuously improve their Apple Mac labs increasing the creativity and complexities for learning digital music and media assignments. The music department is using their Interactive Smart boards which complement their Showcase winning MacBook based Music curriculum. IWB boards are also fitted into 5 Science laboratories.

How Information and Communication Technologies are used to improve learning

The Gap State High School is building innovation through technologies in the curriculum where the teachers provide the opportunity for students to learn in the 21st century. The focus on inquiry-based, project-based and personalised learning pedagogies is used with programs such as Stile App, Arduino robotics program and coding. Stile App is a program that is used by students and teachers at The Gap State High School that allows self-paced student learning and caters for all levels of achievement. Robotics and coding are a core part of the curriculum at the Gap State High School. Arduino is an open-sourced electronic prototyping platform based on flexible, easy-to use hardware and software used for Robotics. This builds capacity for student innovation and prepares students for jobs in the future.

Social Climate

The Gap State High School experiences a strong demand for enrolment places from students outside the school's defined catchment area. The school is characterised by a history of high achievement in the academic, cultural, and personal development fields, offers a diverse curriculum together with a number of high profile, high quality specialist courses, all very well regarded by students, parents and the education community.

Social development is structured around the Year Level Co-ordinators each responsible for a year level cohort of students. The co-ordinators with form teachers travel through the year levels together. This allows for a group of teachers to 'get to know' students very well. The year co-ordinators take an active role in the social well-being of all their students and work closely with other staff and students to organise special events and also be a point of contact for students who require assistance or support at times throughout the year.

Bullying and Harassment strategies are used throughout the school to raise awareness in the school and wider community regarding bullying and harassing behaviour and its negative impact on not only individuals but also the atmosphere of a classroom and the climate of the school. School programs, parades and talks are used to promote the development of skills to minimise the incidence and impacts of bullying and harassment and all students are encouraged to be proactive so that they can make a difference.

The school works towards developing a whole school commitment to tolerance of differences, whether they be based on gender, age, race, ethnicity or ability and provide guidelines and procedures for dealing with bullying when it occurs. Student Leaders are a role model and promote student activities regularly on weekly parades and year level assemblies. The students also organise many activities including student dances, fashion parades and working bees, all these activities have been well attended and very successful.

The school has a strong tradition of social justice. It celebrates harmony week annually with a week of activities and financially supports numerous charities. Students and staff regularly invite guest speakers to come and share their special experiences with students to create an awareness and understanding of the more complex social issues within our society.

There are also many groups, music ensembles, clubs, committees and activities for students to be involved in during lunch breaks.

The school opinion survey results below also indicate how the school is meeting the needs of students, parents and staff.

The Student Executive Leaders are a very influential group within the school who lead **Parent, student and staff satisfaction with the school**

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	97%	96%
this is a good school (S2035)	100%	98%	98%
their child likes being at this school (S2001)	100%	97%	96%
their child feels safe at this school (S2002)	100%	97%	95%
their child's learning needs are being met at this school (S2003)	95%	97%	94%
their child is making good progress at this school (S2004)	95%	94%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	94%	95%
teachers at this school motivate their child to learn (S2007)	89%	93%	94%
teachers at this school treat students fairly (S2008)	95%	92%	95%
they can talk to their child's teachers about their concerns (S2009)	95%	97%	94%
this school works with them to support their child's learning (S2010)	94%	94%	93%
this school takes parents' opinions seriously (S2011)	94%	94%	90%
student behaviour is well managed at this school (S2012)	95%	93%	92%
this school looks for ways to improve (S2013)	95%	99%	97%
this school is well maintained (S2014)	100%	99%	98%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	97%	99%
they like being at their school (S2036)	98%	97%	98%
they feel safe at their school (S2037)	96%	98%	98%
their teachers motivate them to learn (S2038)	96%	97%	97%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	95%	97%	97%
teachers treat students fairly at their school (S2041)	88%	97%	92%
they can talk to their teachers about their concerns (S2042)	85%	90%	89%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school takes students' opinions seriously (S2043)	83%	92%	94%
student behaviour is well managed at their school (S2044)	80%	88%	91%
their school looks for ways to improve (S2045)	95%	98%	98%
their school is well maintained (S2046)	92%	97%	98%
their school gives them opportunities to do interesting things (S2047)	97%	97%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	99%	97%
they feel that their school is a safe place in which to work (S2070)	99%	99%	99%
they receive useful feedback about their work at their school (S2071)	86%	93%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	88%	84%
students are encouraged to do their best at their school (S2072)	99%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	99%
student behaviour is well managed at their school (S2074)	89%	94%	93%
staff are well supported at their school (S2075)	88%	93%	93%
their school takes staff opinions seriously (S2076)	89%	92%	92%
their school looks for ways to improve (S2077)	99%	99%	99%
their school is well maintained (S2078)	99%	100%	100%
their school gives them opportunities to do interesting things (S2079)	93%	93%	96%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

A weekly newsletter is emailed to all parents (over 1200 email addresses) or a hard copy can be collected from the office. Two times a year the school produces The Gap Connexion a brochure outlining school and student successes. The publication is distributed to 10,000 letter boxes in the local school catchment area.

In January a welcome cuppa is provided on the first day of school for all new parents.

In February Year 7 parents are invited to attend information evenings to hear from key teachers and meet their students' teachers. In March, an information evening for Year 11 and 12 parents is held to inform parents about the requirements during their final years and the resources and options available during and post senior schooling.

In April Term 1 Parent Interviews for all year levels.

In July information sessions for Year 8 and Year 10 were provided to assist with subject selections for 2016.

In September Year 10 parents and students are invited to attend a twenty minute Senior Education and Training Plan (SET Plan) to discuss their future plans and educational requirements.

Throughout the year all future Year 7 students have an enrolment interview with parents and the administration. A web based on-line appointment booking system is implemented to improve access and assist parents in making bookings for parent-teacher interviews, SET Plan interviews and enrolment interviews.

Family support:

The Parents & Citizens Association and Chaplaincy have established a Family Benefit Fund to minimise the risk of limiting access to learning due to financial hardship, emotional issues or family relationships. The funds are managed through the Chaplain, Principal and Business Services Manager.

The P&C Association and School Council are very supportive and active within the school community. The regular meetings have a very good cross section of parental representation and through the executive, general meetings and council meetings provide regular guidance and input to school.

The P&C Association has also been active in providing financial support to the POPARTS Committee (Parents of Performing Arts Students) and SHAPE Committee (Sport Health & Physical Education). These sub committees become involved in supporting the core and co-curricular activities of students and teachers in these special curriculum areas. The Parent & Citizens Association have developed a five year action plan with input from all stakeholders in the school. This plan will guide and direct the allocation of resources both now and into the future.

Parent participation and attendance at school activities, parent meetings, parent-teacher interviews, SET Plan interviews, student performance evenings and social evenings is steadily increasing from past years

Reducing the school's environmental footprint

In 2015 additional air conditioning units were installed across the school and in the new buildings. The school oval has had increased usage by community groups and a higher level of maintenance has been required to maintain the grassed playing areas

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	494,796	652
2013-2014	556,084	2,260
2014-2015	632,485	7,352

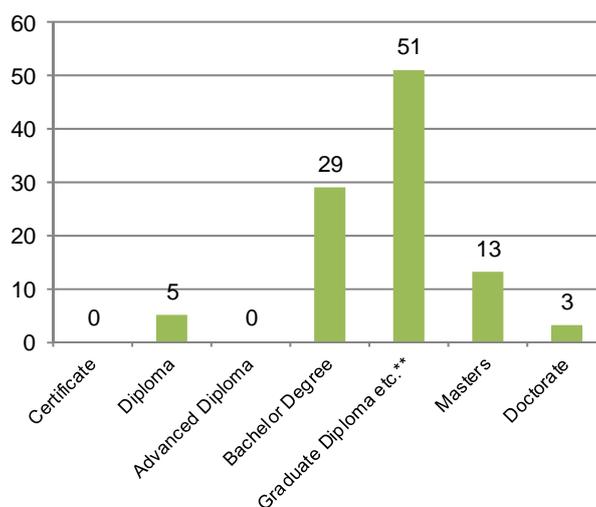
*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile**Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	101	44	<5
Full-time equivalents	92	34	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	51
Masters	13
Doctorate	3
Total	101



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was \$100,702.

The major professional development initiatives are as follows:

- School literacy and pedagogical workshops, Junior Secondary schooling strategies and positive education and wellbeing.
- Updating professional knowledge and assessment practices across all the key learning areas through the Queensland Curriculum and Assessment Authority, Subject Associations and Education Queensland.
- Courses were attended in Auto-Cad, Mathematics, Biology, Physics, Chinese, E-Learning Courses, and Higher Order Thing Strategies.
- The following conferences were attended for ongoing professional learning. National and State Vocational Education Trends, Qld Principals' Association, BEAQ - Business Studies Conference, Art Teachers Conference, VET Network, VET Symposium, Home Economics Conference, English Teachers Conference, Industrial Technology Conference, Science Teachers Conference, Learning, Support Conference, two Positive Education Conferences and the Professional Development Network
- Staff participated in courses and/or received accreditations in. Outdoor education qualifications, Wilderness First aid training, Peer Skills Facilitator Training and Peer Mediation Training.
- Compliance training was completed in; Workplace Health & Safety, First Aid Instructors re-certification, Cert IV in Career Development, Cert IV in Training and Assessment, AQTF – workshop,
- The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

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 2015 school year.

School income broken down by funding source

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

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

Find a school

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	81%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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

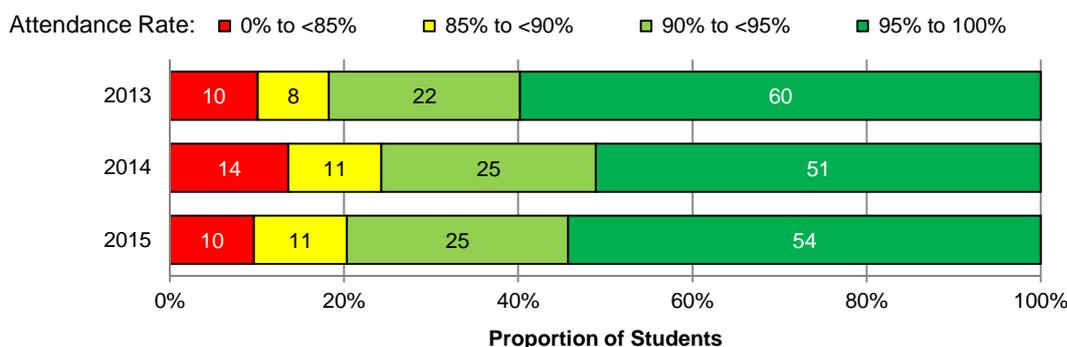
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								97%	95%	92%	90%	94%	95%
2014								94%	94%	90%	90%	92%	94%
2015								95%	94%	92%	92%	94%	93%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

The school uses an electronic roll marking system whereby class rolls are marked at the beginning of the day in Form class and then marked in every subsequent lesson through-out the day. Students arriving late or leaving early are recorded by school office staff and a paper receipt displaying date, time and the student's photograph is issued for each occurrence. Parents are required to authorise these absences by letter, email message or phone call.

Unexplained absences are when parents have not contacted the school about an absence or the student has not attended school by choice. The Deputy Principals and Year Co-ordinators monitor the roll marking databases for unexplained absences and will speak directly to students and contact parents about unexplained absences. Students who truant classes as a consequence will attend after school detentions to make –up the time. Frequent offenders will be issued an attendance card to be taken to each lesson for teacher initialling and checking by the administration at the end of each day. In more complex situations the Guidance Officer and other support staff become involved to provide support and assistance to improve regular attendance at school.

Attendance checks are always readily available for parents and each term a report card is sent home detailing explained and unexplained absences.

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

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	94%	92%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.		200%	33%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	184	171	178
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	136	114	125
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	9	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	88	60	87
Number of students awarded an Australian Qualification Framework Certificate II or above.	83	45	81
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	178	167	176
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	93%	95%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	98%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	97%	95%

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

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	24	42	41	25	4
2014	31	45	30	8	0
2015	42	44	33	6	0

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

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	12	70	22
2014	20	25	21
2015	14	62	32

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

- Certificate II in Hospitality
- Certificate III in Fitness
- Certificate III in Business
- Certificate II in Engineering
- Certificate II in Electrotechnology
- Certificate II in Auto-Mechanical

Post-school destination information

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

Early school leavers information

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

Students who leave before the completion of Year 12 either move their with families interstate or overseas or international students return to their home country. Other students who leave have been selected into scholarship programs or have secured full-time employment in the workforce or have been assisted with placements into full time training programs such as apprenticeships and TAFE courses.