



Marsden State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Marsden SHS is a great school with an excellent reputation. Since 1987, it has come to symbolise high quality public school education and has grown to over 2250+ students. Our school culture is founded on high performance expectations and personalised attention. Our core values of persistence, passion and pride underpin everything that makes Marsden so unique. Marsden offers a comprehensive learning environment led by passionate and engaging teachers working together to deliver outstanding achievements across the academic, sporting, cultural and creative industries fields. Marsden SHS has a strong sense of community and is able to offer individual attention to maximise the potential of all students. We are convinced that Marsden's balanced approach - between respecting our proud traditions and stimulating innovation and progress - will bring great benefits to students personally and professionally in the future.

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

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

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

Principal's Foreword

Introduction

This Annual report documents the school's achievements on a range of outcome measures for the last twelve months at Marsden State High School. Marsden SHS is the comprehensive secondary school of choice for students in Logan City. 2017 saw the school join a select number of schools to be re-accredited through the Australasian Schools Accreditation Agency process. This coupled with a successful School Review from the Education Department's School Improvement Unit has provided the community with a high level of confidence in regards to the operations and future direction of Marsden SHS.

School Progress towards its goals in 2017

- Ongoing development of evidence-based teaching practices through the implementation of the ASOT pedagogical framework.
- Successful implementation to develop ongoing professional learning of all staff members and the further development of a self-reflective culture focused on improving classroom learning and changing classroom practice.



- Continue to build a learning environment characterized by the engagement of students in challenging, meaningful learning in every classroom through the consistent implementation of policy, procedures and high expectations around student management with the support of the AVID program.
- Successful external and internal review processes to reflect on practices and plan for future success.

Future Outlook

2018 will be characterised by a focus on “Excellence in each and every classroom”, with particular work to define and refine our processes around academic rigour in our classes. The opening of our \$6 million Centre of Excellence will also be a highlight in 2018. An overview of the key areas for Marsden SHS includes:

- Evidence-based pedagogy
- Curriculum (including the introduction of a new Senior System)
- A thriving workforce
- Operational certainty and school values
- Community engagement
- School culture and values

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2060	930	1130	157	90%
2016	2057	947	1110	155	90%
2017	2054	914	1140	178	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our student population comes from an extremely broad range of cultural backgrounds and Marsden SHS is proactive in valuing the diverse contributions of each of these groups to the richness of school life. Students are drawn primarily from the local government area of Logan City that is bound by Logan Motorway, and Mount Lindsay Highways. A large proportion of students however travel a significant distance from locations outside of these boundaries to access the schools comprehensive range of Sporting, Cultural and Academic Excellence Programs. The Logan region is one of Queensland's most rapidly expanding with substantial residential population growth over a relatively short period of time. This growth is predicted to continue and will be stimulated further through infrastructure developments proposed in the Queensland Government South East Queensland Infrastructure Plan - the school's population is predicted to increase to over 2500+ by 2020. The region is also characterised as having a community demographic comprising a relatively low socioeconomic populous and an above average unemployment rate compared to other areas of the State. The school's Index of Community Socio-educational Advantage (ICSEA) is 931 - 54% of our students are in the Bottom Quarter, while 2% are in the Top Quarter. These issues have impacted on young people within the community and present significant challenges for the school in ensuring that our pathways reflect the diversity



needs of our student population. Our intervention framework (literacy, numeracy, gifted & talented, social) uses data to build a strong foundation, especially in Junior Secondary, to ensure we are value adding for all students and creating a culture for students to be successful in the Senior Phase of Learning.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	23
Year 11 – Year 12	21	21	20

Curriculum Delivery

Our Approach to Curriculum Delivery

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

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

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

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

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

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

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

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

Co-curricular Activities

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

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

How Information and Communication Technologies are used to Assist Learning

Marsden SHS is completely networked and wireless with a multi-media laboratory, six high-tech computer labs and mobile laptop labs. The current student / computers ratio is 1:1. While we will continue to improve this ratio, the emphasis will now be on increasing integration as a learning tool. Focus for the future will be on expansion of digital pedagogies and use of tablets in classrooms.

Social Climate

Overview

The School enjoys generous community support and families are supportive of the school's high expectations culture as it relates to Code of Dress and Code of Behaviour - we believe that everyone is responsible for their own behaviour and makes choices about appropriate behaviour. Hence, our school's behaviour plan is based on a positive approach to behaviour and proactive programs. All members of the school community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.

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

The rights of all students to learn

The rights of teachers to teach

The rights of all to be safe.

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

Violence Free – hands off other people and their property

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

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

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

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

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

Marsden SHS has a diverse student population including 178 Aboriginal & Torres Strait Islander students who are supported by a Community Education Counsellor, Deadly Unit Manager, Teacher Aide and external organisations such as the Former Origin Greats and Brisbane Broncos.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	86%	96%	98%
this is a good school (S2035)	86%	95%	98%
their child likes being at this school* (S2001)	100%	93%	95%
their child feels safe at this school* (S2002)	100%	93%	95%
their child's learning needs are being met at this school* (S2003)	86%	93%	98%
their child is making good progress at this school* (S2004)	86%	92%	100%
teachers at this school expect their child to do his or her best* (S2005)	86%	95%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	93%	98%
teachers at this school motivate their child to learn* (S2007)	86%	91%	98%
teachers at this school treat students fairly* (S2008)	100%	88%	93%
they can talk to their child's teachers about their concerns* (S2009)	86%	94%	98%
this school works with them to support their child's learning* (S2010)	86%	92%	100%
this school takes parents' opinions seriously* (S2011)	100%	91%	98%
student behaviour is well managed at this school* (S2012)	71%	92%	98%
this school looks for ways to improve* (S2013)	100%	94%	98%
this school is well maintained* (S2014)	100%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	91%	88%
they like being at their school* (S2036)	94%	80%	82%
they feel safe at their school* (S2037)	90%	83%	84%
their teachers motivate them to learn* (S2038)	88%	83%	85%
their teachers expect them to do their best* (S2039)	95%	94%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	84%	89%
teachers treat students fairly at their school* (S2041)	78%	61%	72%
they can talk to their teachers about their concerns* (S2042)	75%	65%	63%
their school takes students' opinions seriously* (S2043)	73%	58%	64%
student behaviour is well managed at their school* (S2044)	71%	61%	61%
their school looks for ways to improve* (S2045)	94%	84%	90%
their school is well maintained* (S2046)	86%	76%	81%
their school gives them opportunities to do interesting things* (S2047)	92%	89%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	90%	97%	92%
they feel that their school is a safe place in which to work (S2070)	92%	96%	92%
they receive useful feedback about their work at their school (S2071)	84%	86%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	84%	88%
students are encouraged to do their best at their school (S2072)	98%	98%	96%
students are treated fairly at their school (S2073)	98%	95%	87%
student behaviour is well managed at their school (S2074)	90%	90%	87%
staff are well supported at their school (S2075)	86%	90%	82%
their school takes staff opinions seriously (S2076)	85%	91%	80%
their school looks for ways to improve (S2077)	96%	99%	93%
their school is well maintained (S2078)	85%	86%	82%
their school gives them opportunities to do interesting things (S2079)	90%	93%	90%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Through the Parents & Citizens' Association we encourage active parent involvement in our decision-making processes. We strive to develop positive and caring interpersonal relationships between students, teachers and the community. The Parents' and Citizens' Association meets on the first Wednesday of each month at 7.00 pm in the school's Administration Block (Muchow Road entrance). The Parents & Citizens' Association serves: (a) as a forum for discussion and feedback about the school and its operations and (b) to provide students/school with resources not supplied by the Department of Education. It is vital that parents make the Parents & Citizens' Association their own. It is a great opportunity to get directly involved in the school and a great way to get to know the Administration team and teachers of the school. Parent volunteers are encouraged to participate in school life. The Parents and Citizen's Association manages the school canteen and uniform shop. The school holds both formal and informal interviews where parents and teachers get the opportunity to meet each other and discuss the progress and performance of a student. The school holds two parent/caregiver reporting evenings each year. However, a parent does not have to wait until Parent/Teacher evening to talk with teachers - any mutually convenient time will do. Please do not hesitate to contact the school as soon as you feel there is a need. Parent and caregiver support and the nurturing of positive caring and connected relationships at home, with clear rules and boundaries being established, can be one of the most important contributing factors to a child's success at school. Parents, in partnership with teachers, play a vital role in shaping our young people to become active, positive and productive citizens, who take responsibility for their own learning and behaviour, in their ever-changing life roles as family, community and workforce members.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. At Marsden SHS these programs include our daily Connect Class structure and our eMpower lessons held each week. Further information is shared through our Year and Whole School Parades and via individual programs delivered throughout the year.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	881	878	848
Long Suspensions – 11 to 20 days	56	51	42
Exclusions	34	33	31

Environmental Footprint

Reducing the school's environmental footprint

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	649,189	27,805
2015-2016	692,700	3,853
2016-2017	683,862	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	153	91	<5
Full-time Equivalents	147	67	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	21
Graduate Diploma etc.**	42
Bachelor degree	87
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$94,028

The major professional development initiatives are as follows:

Our pedagogical framework (The Art and Science of Teaching)

Differentiation and academic advancement (particularly through the AVID program)

Leadership

Literacy and Numeracy

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	84%	84%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

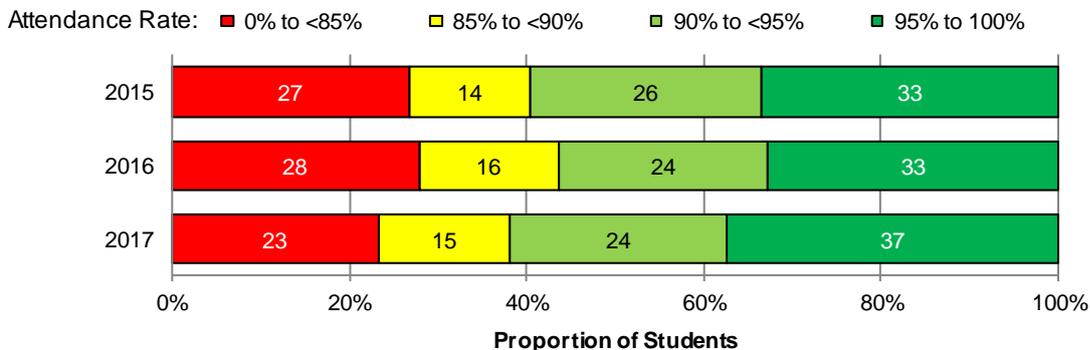
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	90%	87%	87%	87%	85%
2016								91%	89%	88%	85%	87%	91%
2017								91%	89%	89%	87%	87%	90%

*Attendance rates effectively count 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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

NAPLAN

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 states ‘**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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	287	307	285
Number of students awarded a Queensland Certificate of Individual Achievement.	3	3	1
Number of students receiving an Overall Position (OP)	89	66	62
Percentage of Indigenous students receiving an Overall Position (OP)	31%	13%	16%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	45	68	49
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	269	286	260
Number of students awarded an Australian Qualification Framework Certificate II or above.	235	270	254

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	280	304	284
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	94%	100%	95%
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.	44%	73%	53%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	92%	99%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	2	16	21	42	8
2016	5	20	23	15	3
2017	7	8	18	22	7

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	231	210	68
2016	231	230	102
2017	58	214	110

As at 14th February 2018. The above values exclude VISA students.

Cert II Business
 Cert III Business
 Cert II Tourism
 Cert III Fitness
 Cert I Construction
 Cert II Construction
 Cert II Automotive
 Cert II Engineering
 Cert II Furnishing
 Cert II Visual Art
 Cert III Visual Art
 Cert II Creative Industries
 Cert III Music Industry
 Cert II Information, Digital Media and Technology
 Cert II Hospitality

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	81%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	68%	63%	89%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

Early leavers information

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