

# Marsden State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This Annual report documents the schools 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. Marsden SHS has been operating since 1987 and has a long and proud tradition of providing quality public education for the youth of Logan City. Since then, the school has grown to over 2100 students. Marsden SHS has a strong sense of community and is able to offer individual attention combined with a comprehensive range of academic, sporting, vocational and cultural opportunities. Marsden enjoys an excellent reputation and has outstanding achievements across the academic, cultural, citizenship and sporting areas. We have outstanding staff who have contributed much to the lives of our students over the years. Marsden SHS provides our students with many new, comprehensive and exciting opportunities for participation over the six years of high school. One of the hallmarks of Marsden SHS is the safe, disciplined and inclusive educational environment where young people can focus on achieving excellence in a range of academic, vocational, sporting and cultural pursuits. As a school community we are focused upon communicating strong academic and social values where everyone is encouraged to take responsibility for their own behaviours – the school is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building a school culture that models and promotes high expectations of learning, behaviour and uniform.

The School takes pride in its culture where the Academic Performance, Codes of Behaviour and Dress Standards support a strong Marsden SHS identity and school spirit within Logan City. The school has an experienced and dynamic leadership team comprising over fifty support staff, over 150 teachers led by fifteen Heads of Department, three Guidance Officers, a HOSES, five Deputy Principals and an Executive Principal. The leadership team works with all staff in a collegial atmosphere where staff are challenged and supported to try new ideas to ensure continuous improvement. Our student population comes from an extremely broad range of cultural and ethnic groups and Marsden SHS is proactive in valuing the diverse contributions of each of these groups to the richness of school life. Students are drawn primarily from the local government area of Logan City that is bound by Logan Motorway, and Mount Lindesay Highways. A large proportion of students however travel a significant distance from locations outside of these boundaries. Strong and innovative partnerships and alliances with business, industry, government agencies and community organisations are a strong feature of Marsden SHS.

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

### School progress towards its goals in 2015

- Successful introduction of Yr 7 into the high school setting

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

### Future outlook

- Academic Excellence
- Reading and writing skills
- Staff development and performance
- Operational certainty and school values
- Engagement and attendance
- Tracking of students

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1814	802	1012	109	91%
2014	1801	814	987	124	90%
2015	2060	930	1130	157	90%

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:

Marsden SHS is the comprehensive secondary school of choice for students in Logan City. ABS Data describes the community as being in the low socio economic category. The region is also characterised as having a community demographic comprising a relatively low socio-economic populous and an above average unemployment rate compared to other areas of the State. Families work in a broad cross section of occupations. The Logan region is one of Queensland's most rapidly expanding with substantial residential population growth over a relatively short period of time. This growth is predicted to continue and will be stimulated further through infrastructure developments proposed in the Queensland Government South East Queensland Infrastructure Plan and Program 2005 – 2016.

A disproportionately high level of the working population engages in work outside the region. These issues have impacted on young people within the community and present significant challenges to achieve work and training outcomes with local industry – generational unemployment and poverty is a real issue. Marsden SHS is the largest secondary school operating within the Logan district of South East Queensland, with a student body of approximately 2100. Marsden SHS is a comprehensive coeducational (boys and girls) state high school offering an extensive range of academic, vocational, cultural and sporting programs including Schools of Excellence in Rugby League, Football, Basketball, Girls Touch and Volleyball. Marsden SHS also offers an Exceptional Learners Program for all academically gifted students.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	24
Year 11 – Year 12	19	19	20

\*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	424	693	881
Long Suspensions - 6 to 20 days	101	16	56
Exclusions	4	15	34
Cancellations of Enrolment	4	13	10

\* 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

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. 2015 saw the introduction of the AVID program in Yr 7, with Marsden SHS the only Queensland school offering this outstanding program with a proven record of success in developing academic performance in students.

Year 7, 8 & 9 students study a set course with specialisation in two extension electives + 70min extra English and Maths each week (4 x 70mins in total each week for both)

Year 10 is the commencement of the senior school where students can choose 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 students post school options.

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

Specialist classes are offered for Music, Mathematics, Science, Rugby League, Football, Basketball and 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.

### Extra curricula activities

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

- Schools of Excellence – Rugby League, Football, Basketball, Girls Touch and Volleyball
- Debating, Academic Competitions, OptiMinds, Arts Showcase, Multi-Cultural Concert, Marsden on Display Talent Quest
- Camps and Trips eg Borneo 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 Bankwest

### How Information and Communication Technologies are used to improve 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 (such as ipads) in classrooms.

## Social Climate

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 schools positive climate is the preservation of everyone's fundamental rights. Essential to effective learning at Marsden SHS is a safe, supportive and disciplined environment that respects the following RIGHTS:

The rights of all students to learn

The rights of teachers to teach

The rights of all to be safe.

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                            | • School Based Police Officer         |
| • Teachers                           | • School Based Youth Health Nurse     |
| • Heads of Department                | • Youth Support Coordinator           |
| • Head of Special Education Services | • Career and Transition Support Staff |
| • Teacher Librarian                  | • Advisory Visiting Teachers          |
| • Administration Staff               | • Youth Pathways Advisor              |
| • Guidance Officer                   | • Student Engagement Officer          |
| • School Chaplain                    | • Student Support Services Staff      |
| • Student Liaison Officer            | • 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 157 Aboriginal & Torres Strait Islander students who are supported by a Community Education Counsellor and Teacher Aide.

## 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)	93%	91%	86%
this is a good school (S2035)	100%	97%	86%
their child likes being at this school (S2001)	97%	91%	100%
their child feels safe at this school (S2002)	97%	91%	100%
their child's learning needs are being met at this school (S2003)	90%	97%	86%
their child is making good progress at this school (S2004)	93%	94%	86%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	86%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	97%	86%
teachers at this school motivate their child to learn (S2007)	93%	97%	86%
teachers at this school treat students fairly (S2008)	89%	94%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	86%
this school works with them to support their child's learning (S2010)	97%	94%	86%
this school takes parents' opinions seriously (S2011)	86%	94%	100%
student behaviour is well managed at this school (S2012)	97%	94%	71%
this school looks for ways to improve (S2013)	100%	94%	100%
this school is well maintained (S2014)	93%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	96%	93%
they like being at their school (S2036)	95%	96%	94%
they feel safe at their school (S2037)	95%	96%	90%
their teachers motivate them to learn (S2038)	90%	83%	88%
their teachers expect them to do their best (S2039)	99%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	92%	94%	90%
teachers treat students fairly at their school (S2041)	86%	64%	78%
they can talk to their teachers about their concerns (S2042)	78%	67%	75%
their school takes students' opinions seriously (S2043)	83%	62%	73%
student behaviour is well managed at their school (S2044)	82%	68%	71%
their school looks for ways to improve (S2045)	99%	94%	94%
their school is well maintained (S2046)	93%	88%	86%
their school gives them opportunities to do interesting things (S2047)	97%	98%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	88%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	100%	93%	92%
they receive useful feedback about their work at their school (S2071)	94%	88%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	86%	90%
students are encouraged to do their best at their school (S2072)	100%	96%	98%
students are treated fairly at their school (S2073)	99%	97%	98%
student behaviour is well managed at their school (S2074)	100%	95%	90%
staff are well supported at their school (S2075)	97%	88%	86%
their school takes staff opinions seriously (S2076)	93%	79%	85%
their school looks for ways to improve (S2077)	100%	94%	96%
their school is well maintained (S2078)	94%	90%	85%
their school gives them opportunities to do interesting things (S2079)	94%	90%	90%

# '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 3:30 pm in the school's Administration Block (Muchow Road entrance). The Parents & Citizens' Association serves: (a) as a forum for discussion and feedback about the school and its operations and (b) to provide students/school with resources not supplied by 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.

### Reducing the school's environmental footprint

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	600,649	9,930
2013-2014	626,782	45,373
2014-2015	649,189	27,805

\*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.



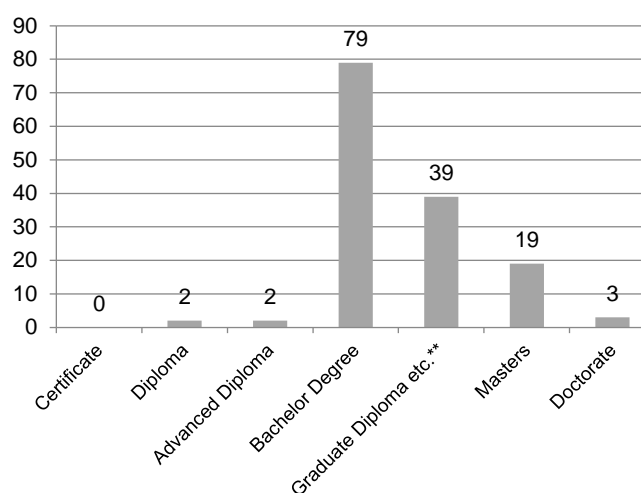
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	144	77	<5
Full-time equivalents	138	56	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	2
Bachelor Degree	79
Graduate Diploma etc.**	39
Masters	19
Doctorate	3
<b>Total</b>	<b>144</b>



\*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 were \$57,130.17.

The major professional development initiatives are as follows:

Our pedagogical framework (The Art and Science of Teaching)

Differentiation and academic advancement (particularly through the introduction of the AVID program)

Literacy and Numeracy

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.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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

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 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).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	83%	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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

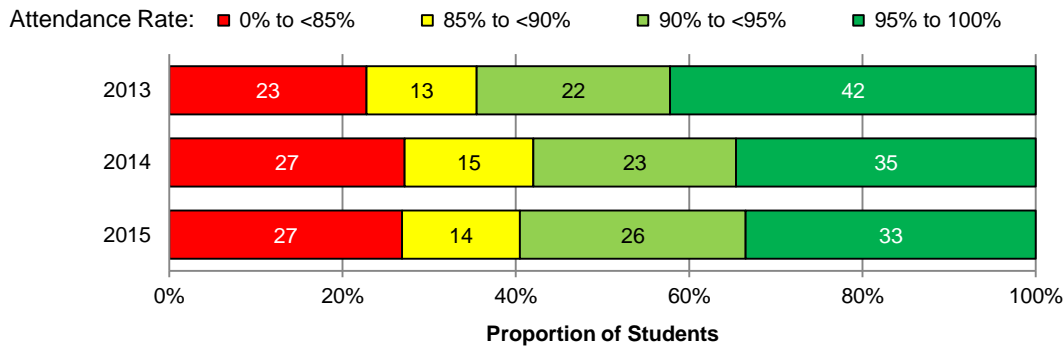
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	91%	86%	90%	89%
2014									90%	88%	87%	87%	88%
2015								92%	90%	87%	87%	87%	85%

\*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.

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.

### 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.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	82%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	48%	68%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	308	304	287
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP)	78	70	89
Percentage of Indigenous students receiving an Overall Position (OP)	8%	12%	31%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	43	46	45
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	301	298	269
Number of students awarded an Australian Qualification Framework Certificate II or above.	260	237	235
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	281	279	280
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92%	94%	94%
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.	51%	56%	44%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	99%	97%

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	4	14	22	25	13
2014	3	12	24	25	6
2015	2	16	21	42	8

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	263	250	52
2014	257	219	62
2015	231	210	68

As at 16 February 2016. 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

### 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. The vast majority of early leavers go to TAFE in the main or find various forms of employment.