Mary Valley State College

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Established in 1857, Mary Valley State College offers co-educational schooling from Prep to Year Ten. We are located south of Gympie in the town of Imbil. Our goal of 'Preparing Today's Students for Tomorrow's World' is aimed at all individuals, providing them with the skills they need to move forward in life. We offer engaging relevant curriculum and whole school activities that develop students as active, responsible citizens and lifelong learners. Our classrooms are positive, caring environments, catering for all student needs and learning styles, where achievements are valued and celebrated. With whole school programs in technology, literacy and numeracy we sequentially build skills, assisting students to gain the expertise to function successfully in society. Students are engaged and extended through extra-curricular activities including maths and science competitions, public speaking, drama groups, sports programs, camps and choir. Local businesses provide our students with work experience and school based traineeships. Our chaplain and school nurse provide emotional and social support for our students. We value our parents and community members and have a very active Parents and Citizens association.

School progress towards its goals in 2018

Significant progress was made in improving learning outcomes for all students as driven by data analysis

Future outlook

The School Improvement priorities for 2018 are targeted around three distinct areas

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Improvement priority - READING

Strategy – Continued implementation of a whole college research based approach			
Actions	Targets	Timelines	Responsible Officer/s
Continued development whole college approach to <u>teaching and assessing reading</u> from Prep to Year 10 (Pearson's Gradual Release Model & Sheena Cameron) – greater targeted focus on Years 7 to 10.	100%NMS	July 2018	Principal
Continued development of the whole college approach <u>through levelled intervention strategies</u> (Pearson's Gradual Release Model, Sheena Cameron Reading Strategies, Daily Rapid Reading and Read to Succeed).	100%NMS	July 2018	HOD,STLaN, SEP Teacher
Strategy - Use data to inform practice			
Actions	Targets	Timelines	Responsible Officer/s
Individual student reading goals to be developed and reviewed each term through the analysis of diagnostic data (OneSchool Class Dash Board).	Conversations – Planning Days/Feedback	Beginning of each term	STLaN, Teachers
Individual reading goals to be tracked by teachers and students (visual display).	Students achieve goals	End of Term 1 (ongoing)	Teachers
Continued development of a data wall tracking student progress.	Planning Days (inc. feedback)	End of Term 1 (ongoing)	Principal/HOD
Strategy - Use collaborative planning, observation and feedback to inform practice			
Actions	Targets	Timelines	Responsible Officer/s
Team Planning Days twice per year.	100% staff participation & engagement	Twice per year	Principal/HOD/ Teachers
Continued development of the MVSC Reflective Practice Guide using the ASOT Design Questions (completion of D3 & DQ4) as the platform for Walkthroughs, Profiling and the Annual Developing Performance Plan once per semester.	All effective	End of year	Teachers
Observation and feedback by HOD/Principal - Once per semester.	All effective	End of year	Principal/HOD

Improvement priority - NUMERACY

Strategy – Continued implementation of a whole college research based approach			
Actions	Targets	Timelines	Responsible Officer/s
Continued development of learning goals and success criteria for numeracy lessons/blocks.	100% of lessons	All year	Teachers
Deepening use of Numeracy Rich Routines – 3-5 times per week.	100% NMS	All year	Numeracy Coach/HOD/ Teachers
Further development and use of the numeracy placemat to identify areas of strength and weakness in order to inform practice for improvement.	All mathematics classrooms	All year	Numeracy Coach/HOD/ Teachers
Ongoing development and implementation of numeracy units and assessment aligned to the Australian National Curriculum.	All mathematics classrooms	2018	Numeracy Coach/HOD/ Teachers

Improvement priority - ATTENDANCE

Strategy – Development of clear processes to ensure greater accountability – 'Every Day Counts.'			
Actions	Targets	Timelines	Responsible Officer/s
Creation of a 'Parent Hub' as a tool for upskilling and supporting parents as a proactive partner in their child's education.	15% of parents	Twice per term	Principal/Teachers
Further implement proactive strategies – use ID Attend, breakfast club, PBL, weekly 'Attendance Stars' award, Reboot, certificates.	95%	Twice a week, once per term	Principal/ HOD/ Teachers/Chaplain
Implement reactive strategies – fortnightly goal setting for those attending <85%, Form letters, support through Guidance Officer (& NGOs).	95%	Fortnightly	Teachers

An area of success has been in NAPLAN improvement. Student relative gain saw growth for years 3-5 in Writing, Reading, Spelling, Grammar & Punctuation and Numeracy. Grammar & Punctuation had higher gains than 'State School Peers' at 40% and Numeracy had higher gains that 'State School Peers' at 30%.

The Student Relative gain from year 5 – 7 and year 7 – 9 saw growth 'Similar to State Schools' in Reading, Numeracy, Writing and Grammar & Punctuation.

For our Upper 2 Bands students we are statistically similar to the Nation in 10 out of 20 measures and saw improvement in Year 3 Numeracy and Year 5 Reading and Grammar & Punctuation.

Our achievement data across all key learning areas has continued to grow. At the end of 2018 the percentage of students receiving a C or above was almost 90%.

We have also seen improvements in behaviour and effort with a strong positive trend of 94.2% of students receiving a C or above in behaviour and 92% receiving a C or above in Effort.

Our Reading programs are also growing steadily with 95-98% of students from Prep to Year 6 reading 5 days a week as part of our Home Reading Program.

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School profile

Coeducational or single sex   Co-educational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	151	155	189
Girls	86	77	96
Boys	65	78	93
Indigenous	15	13	10
Enrolment continuity (Feb. – Nov.)	87%	82%	87%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The Majority of our school population is drawn from the township of Imbil and from rural surrounding areas. The college is serviced by four bus runs that deliver students to and from the school each day. A growing percentage of enrolments is transient with families moving in and out of the immediate area and this is coupled with low-socio economic indicators. . A small number of students from outside the immediate area enrol at Mary Valley SC for the smaller environment, particularly if they have had issues at other schools. There is a small percentage of students who identify as Indigenous, less than 2% of the population. The Special Education program supports approximately 4% of the total enrolment, assisting students identified as having a disability.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	19	19	19
Year 4 – Year 6	23	27	20
Year 7 – Year 10	9	12	16
Year 11 – Year 12	N/A	N/A	N/a

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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Curriculum delivery

Our approach to curriculum delivery

The curriculum at Mary Valley State College has been established across four learning sectors:

- Early Years – Prep to 3
- Primary – 4 to 6
- Junior secondary – Years 7 to 9
- Senior Secondary – Years 10

Teachers are implementing the Australian National Curriculum (C2C units) for English, Mathematics, Science, Geography, History and Health and Physical Education. German is the LOTE studied by students in years 6 – eight. Year 9 and 10 elective subjects include Food and Textiles, Graphics, Art, Industrial Technology Design (Woodwork & metal Work) and Business/Economics/Coding.

Our curriculum is supported by specialist teachers visiting the school in the areas of Music and Instrumental Music. Secondary specialist teachers also support the learning of primary students in the areas of Physical Education, Technology and The Arts.

Mary Valley State College has embraced and embedded a number of whole school initiatives to raise the academic profile of the school –

- Reading program across Prep – year 6
- Daily Rapid Reading
- Read to Succeed
- Whole College Numeracy program based on North Coast Region Numeracy initiative
- Coding/Robotics – Prep, Year4/5 and Years 7-10

Co-curricular activities

Our curriculum is enhanced through a wide range of extra curricula activities across the school with a key focus on sustainability. These activities include:

- Edible garden, composting and sustainability program
- Sporting participation including Sporting schools (Primary and Secondary)
- AFL Auskick
- Netball
- Sporting Schools Australia program – Cricket, Soccer, AFL
- Art/Photography exhibitions – an annual Bush Haven Creativity Award
- ANZAC Day memorial service
- Book week activities
- Maths Team Challenge
- School Musical
- Mentoring program (Gympie Volunteer Centre)
- School leadership camps across various year levels
- End of Term Rewards Day activities
- Year 10 Work Experience and Work Placement

How information and communication technologies are used to assist learning

Students at Mary Valley State College have access to two dedicated computer labs. In many classrooms there are additional small pods of computers available for student use and every classroom is equipped with a whiteboard and data projector. ICTs are used in our everyday teaching and learning programs. Teachers are constantly upskilling in order to best utilise digital technologies in their teaching and teachers and students access these digital technologies to teach, research, assess, communicate and work in group activities promoting 21st Century learning.

In the Secondary sector, laptops have been purchased to expand digital technology usage in classrooms. The school has wireless network across both the primary and secondary sites. A bank of Ipads has also been purchased for use in primary classrooms where applicable.

Mary Valley SC is developing students' skills and abilities in the area of coding through the use of Robotics and challenges. These developmental activities allow students to develop the complex skills of problem solving and identifying opportunities to apply coding solutions in real life situations.

Social climate

Overview

Mary Valley State College has a strong, supportive school community that combines the efforts of students, teachers, families and school staff, who all work together towards the goal of achieving a supportive school environment where everyone feels safe and valued. In supporting out students and wider community we offer Religious Education, Guidance Officer Counselling, access to a School Based Youth Health Nurse and Chaplain. Our Chaplain and school nurse work together with teachers to provide a pastoral care program for students in years 7 to 10 incorporating peer skills, and Man Clan. As part of our whole school approach to school wide positive behaviour **(PBL)** and encouraging and developing resilience amongst our students, weekly lessons are taught focusing on expected behaviours.

Curriculum materials are differentiated to ensure that students are able to access programs regardless of their backgrounds, identities and abilities. Lessons are structured so that they are varied and cater to different learning styles in order to engage students appropriately. Parents are invited into classrooms as helpers, particularly in regards to Reading programs on offer at the school. The school relies on strong community partnerships and support when facilitating a work experience placement week for year 10 students

The school leadership program enables children from all year levels to demonstrate and build on their leadership capabilities. Students from Years 5 to 10 have opportunities to be class representatives, school sustainability ambassadors, house captains and school captains. Parental and community member involvement is encouraged and valued in all school and classroom activities. Weekly assemblies are held each Friday on the Primary campus to celebrate our school and student achievements with all members of the school community and parents/caregivers are most welcome to attend. A Monday morning briefing is held on the Secondary campus and student achievements are also recognised at this parade.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	92%
• this is a good school (S2035)	89%	100%	77%
• their child likes being at this school* (S2001)	100%	100%	85%
• their child feels safe at this school* (S2002)	100%	100%	85%
• their child's learning needs are being met at this school* (S2003)	89%	100%	92%
• their child is making good progress at this school* (S2004)	89%	100%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	92%
• teachers at this school motivate their child to learn* (S2007)	89%	100%	85%
• teachers at this school treat students fairly* (S2008)	78%	100%	69%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
• this school works with them to support their child's learning* (S2010)	100%	100%	92%
• this school takes parents' opinions seriously* (S2011)	100%	100%	77%
• student behaviour is well managed at this school* (S2012)	78%	100%	77%
• this school looks for ways to improve* (S2013)	89%	100%	85%
• this school is well maintained* (S2014)	100%	93%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	100%	97%
• they like being at their school* (S2036)	90%	98%	95%
• they feel safe at their school* (S2037)	91%	99%	94%
• their teachers motivate them to learn* (S2038)	94%	99%	95%
• their teachers expect them to do their best* (S2039)	97%	100%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	99%	94%
• teachers treat students fairly at their school* (S2041)	87%	94%	86%
• they can talk to their teachers about their concerns* (S2042)	89%	93%	88%
• their school takes students' opinions seriously* (S2043)	90%	98%	95%
• student behaviour is well managed at their school* (S2044)	88%	95%	81%
• their school looks for ways to improve* (S2045)	97%	99%	99%
• their school is well maintained* (S2046)	91%	100%	96%
• their school gives them opportunities to do interesting things* (S2047)	90%	96%	94%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	93%	96%
• they feel that their school is a safe place in which to work (S2070)	96%	96%	100%
• they receive useful feedback about their work at their school (S2071)	100%	93%	96%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	75%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	96%	92%	96%

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Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	96%	89%	92%
• their school takes staff opinions seriously (S2076)	96%	93%	92%
• their school looks for ways to improve (S2077)	96%	96%	96%
• their school is well maintained (S2078)	100%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	96%	93%	96%

* 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

Parental involvement is vital to ensure a successful education for students. At Mary Valley State College, parents are continually encouraged to attend all school activities to support students and teachers.
Strategies include:

Class level parent/teacher meetings at the beginning of the school year.
Regular communication between parents and teachers
Parent teacher interviews offered twice a year.
Parents offered opportunities to undertake support-a-reader and support-a-writer training.
Parents supporting reading in classrooms.
Informative weekly newsletters.
Weekly Friday parade on Primary campus with parents invited to attend to see their children acknowledged/rewarded
Parent consultation is made in relation to any educational adjustments to assist students with diverse needs.
Active Parents and Citizens Association.
RSL Sponsored Breakfast club

Respectful relationships education programs

Mary Valley State College has a whole school approach to respectful relationships education, that uses the curriculum, school practices (including the use of pastoral care programs and/or specialised programs) and the school community to build a culture that seeks to prevent gender based violence, through the building of respectful relationships. The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

The programs on offer to support this include:

☐ Curriculum related topics (Science and Health and Physical Education curriculum)
☐ Rock and Water
☐ Girls Group – Anglicare
☐ Gympie Volunteer Centre Mentoring
☐ School Based Youth Health Nurse - Mental, physical and sexual health and gender equality
☐ Reboot Program
☐ Regular PBL lessons focusing on key expectations of Safety, Responsibility, Respect and Peoud Learning
☐ Know Your Digital Footprint
☐Ditto Protective Behaviours Program
☐ Life Ed Van
☐ Man Clan
☐ Day for Daniel
☐ International Women's Day

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	30	33	44
Long suspensions – 11 to 20 days	0	3	1
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Students and staff are involved in a range of strategies aimed at teaching students how to reduce their environmental footprint within the school and at home. Students engage in a recycling program through Cleanaway, aimed at reinforcing the recycling message and minimising waste.
Students support a packaging free lunch, sorting of rubbish and taking home landfill waste, providing compost for the edible garden.

The school has a solar panel system that generates electricity for our use with excess going back into the grid. Students and teachers can monitor usage through the Solar School's network site.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	52,545	165,553	97,215
Water (kL)	656	1,135	1,691

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	19	15	<5
Full-time equivalents	16	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	0
Bachelor degree	15
Diploma	2
Certificate	0

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

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Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $23,190

The major professional development initiatives are as follows:

Providing opportunities to deepen staff knowledge of Australian Curriculum Assessment and Reporting Authority with the Numeracy Coach and a Literacy Coach across our two priority learning areas - Reading and Numeracy - for coaching, modelling and reflective practice -

- Literacy
- Reading comprehension strategies
- Daily Rapid Reading Training
- Numeracy –in line with the North Coast Region Numeracy initiative
- Curriculum Roadshows
- Cluster moderation meetings

Providing opportunities to increase the pedagogical knowledge and behaviour management knowledge -

- PBL Tier 1 and Tier II
- PBL coaches training
- Marzano's Art and Science of Teaching training
- Reboot
- Essential Skills of Classroom Management
- Profiling
- Managing Actual and Potential Aggression
- Peer Skills
- Age Appropriate Pedagogies

Providing opportunities for additional training to support student learning and whole school regional and departmental priorities

- One School training for teaching and non-teaching staff
- National School Improvement tool training
- Beginning teachers workshop
- Certificate IV WT & A; Work Place Health and Safety
- Bronze Medallion course
- Life-saving resuscitation course
- Regional Music Workshop

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	91%
Attendance rate for Indigenous** students at this school	87%	84%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	86%	94%
Year 1	90%	91%	93%
Year 2	93%	92%	92%
Year 3	90%	96%	90%
Year 4	92%	92%	95%
Year 5	91%	91%	93%
Year 6	94%	92%	92%

Year level	2016	2017	2018
Year 7	92%	90%	91%
Year 8	86%	87%	89%
Year 9	92%	84%	82%
Year 10	90%	89%	85%
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	20	13	26	41
2017	26	11	24	39
2018	22	16	32	31

Proportion of Students
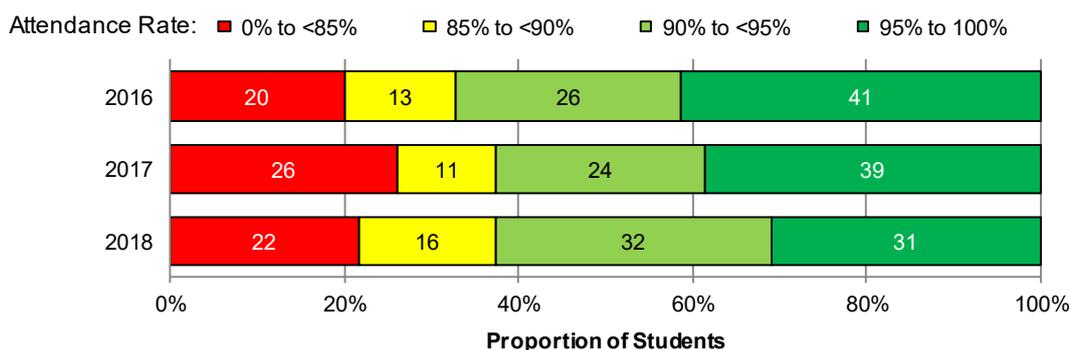
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice per day, once per at the commencement of the day and once after lunch. A list of secondary students who are absent is compiled by 9.30 am each day and shared with staff. Reasons, when provided, are included on the list.
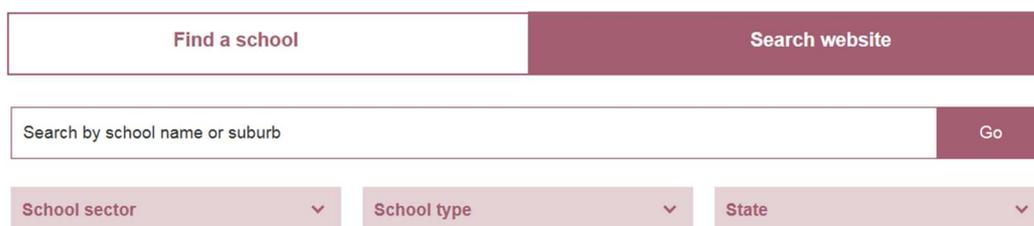
Office personnel contact parents through a reminder system, for those who have not communicated with the school. For students with more regular absenteeism, administration engages parents as to the reasons for non-attendance, through letters, phone calls and meetings. Student attendance is monitored at every lesson with students arriving late or departing early, signing in and out of the office. Attendance of more than 95% is recognised by awards being given to students each term. There is also a class attendance trophy that is drawn weekly on the Friday parade and displayed in the primary classroom with the highest attendance rate for the week.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

Very few year 10 students leave the school before completion of the year. For those who do the school works closely with a range of external agencies to support students to transition into either work or alternative educational pathways.