

Shailer Park State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report contains a snapshot of the performance, priorities and activities at Shailer Park State High School in 2014. It contains reflections on our progress towards our goals and details our future priorities, including how we intend to keep improving during our year of re-emergence in 2015. 2014 proved to be a year of transition at Shailer Park High, with a new principal taking up duties at the beginning of term four. As such, strong plans have been laid down for the future of Shailer Park High as it re-emerges as a significant force in the Logan and wider educational communities. We wish to give the community a certain message that Shailer Park High intends to emerge strongly and become a pillar of educational growth and strength, providing a benchmark service for all its students.

This report comments on the school's progress in 2014, while providing an indication of some of the plans that have been laid down for the school's growth in 2015. Its intention is to provide you with accurate, detailed information regarding the school's performance and its efforts to improve.

Certain fundamentals of Shailer Park State High become apparent throughout the report:

- Teachers care about students – Shailer Park High is overwhelmingly a caring school with strong bonds formed between teachers and students
- Students care about teachers and about each other – Shailer Park High students are remarkably united and resilient, and show a great deal of care for each other, their teachers and their environment
- Parents are united in wanting the school to be the best it can be – In 2014, the parent community of Shailer Park High took strong steps to support the school's re-emergence including establishing structures for regular feedback to the school and platforms to support school initiative
- The Shailer Park High community is committed to improvement and to growth, with several clear and determined platforms laid in 2014 that will serve the school well into the future

School progress towards its goals in 2014

2014 was a year of change and transition at Shailer Park State High School. With a new principal named for 2014, the school set strong targets for the future built around its four central platforms:

- Reading
- Writing
- Attendance
- Senior School Outcomes

The school also set itself to be strongly visible within its community, re-energising its parent support base and ensuring every student believes in their capacity to succeed in any endeavor.

With regards to goals set in the 2014 Annual Implementation Plan (AIP), the school made strong progress in:

- Dramatically increasing, to 96%, the number of students exiting with a Queensland Certificate of Education (QCE)
- Improved ability to track and monitor senior school students on pathways towards their goals
- Embedding its Volleyball and Football/Futsal Academies as strong platforms for creating excellence in student sporting performance
- Strong platforms set for continued improvement in student attendance
- Effective implementation of School-Wide Positive Behaviour Support (SWPBS) program, to improve student behavior
- Increased engagement with parents and a revitalized Parents & Citizens Association (P&C)
- Regular engagement with the ENABLE alliance of Logan schools
- Regular placement of students in workplaces through the Industry Liaison Officer
- Implementation of the Art and Science of Teaching (ASOT) Framework

The school needs to continue to make progress in some areas identified in identified AIP goals including:

- NAPLAN areas, especially Reading, Writing and Numeracy
- Queensland Core Skills (QCS) test measures and OP scores

Strong platforms for improvement in 2015 in these measures have been laid by:

- The Reading-to-Learn program brought to the school by Dr David Rose, to address measures of both reading and writing using one of the best, researched programs available
- A targeted approach to QCS test improvement led by QUT experts Dr Judy Smeed and Dr Terri Bourke, as part of a clearly defined strategy to improve students' OP scores and improve student performance on the important QCS Tests

Future outlook

The future outlook for Shailer Park State High School is strong, with clear and deliberate plans laid for educational growth and improvement. The school has attended to maintenance issues, with the school's appearance now that of a benchmark school. Recent improvements, including a security fence, have secured our school site well into the future. The school has a committed staff, a strong P&C and a wonderful student body. Many ingredients for strong and consistent progress are well in place.

Shailer Park State High School has identified four key areas for continued improvement and growth in 2015:

- Reading
- Writing
- Attendance
- Senior School Outcomes

Shailer Park State High School has communicated that it intends to use 2015 as a year of re-emergence as a force within the community. The school aims to deliver excellent teaching and learning practices, raise its profile in the community and improve the standard and maintenance of its facilities. With regards to delivering on its key agenda items, the school has:

- Engaged Dr David Rose to bring the Reading-to-Learn program to Shailer Park High School in an effort to improve both Reading & Writing outcomes. Using Great Results Guarantee funds, the school will be providing teaching staff with professional development in Reading-to-Learn to provide all students the opportunity to learn using proven methods
- To continue to improve attendance, the school has employed a Community Liaison Officer and developed a raft of policies to ensure student attendance is maximized. Attendance will be prioritized at each school assembly, with year levels rewarded for improved attendance. Our Heads of Year will play a major role in ensuring students attend school each and every day
- To improve Senior School Outcomes, the school has engaged QUT experts, Dr Judy Smeed and Dr Terri Bourke. Dr Smeed will assist the school to develop high quality data tracking and improvement measures. Dr Bourke will assist the school to prepare students thoroughly for their QCS exam. The school will also have a dedicated Head of Department (Senior Schooling) for the first time who will track all students towards successful completion of their Queensland Certificate of Education (QCE). Our aim is for all students to graduate with a QCE and pass onto successful post-school transitions

Actively and strategically engaged with its cluster of five partner primary schools in an effort to provide seamless practices upon students' transition to high school and to build confidence that Shailer Park High is indeed serious about learning, serious about students and serious about continual improvement.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	704	341	363	90%
2013	672	332	340	87%
2014	648	334	314	89%

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

Characteristics of the student body:

The students of Shailer Park State High School are a united, cohesive group who are friendly, resilient and relational. Shailer Park High has an ICSEA value of 956 which represents the socio-educational environment in which the school exists. The school is in the suburb of Shailer Park, in the Logan area between Brisbane and the Gold Coast, and is nestled behind the Logan Hyperdome. An Indigenous Education Worker caters to the school's indigenous student population of approximately 35 students. The school is not particularly ethnically diverse, although a significant group of students with Pacific Island heritage are in attendance. An over-riding feature of Shailer Park High is the unity of the student group as a cohesive body, with students of a diverse range of backgrounds consistently represented in aspects of school culture such as student leadership. The school draws from five cluster primary schools and shares a fence and a wider educational precinct with Shailer Park State School.

A strong culture of care permeates the school. Students are supported by a Guidance Officer, Youth Support Worker, Chaplain, Indigenous Education Worker and Industry Liaison Officer to assist in building a sense of community and supporting students to achieve at their best. A respected system of student leadership operates within the school to help provide a strong student voice in school operations. Students engage actively with their community and with the school's cluster primary schools. Students pride themselves on giving back to their community, through things such as assisting primary schools with the running of sports carnivals and other events including Under 8s Day. Students value school traditions that help to build culture including events such as Anzac Day, Graduation Ceremony, Leadership Investiture, Senior Formal and newer editions such as Shailer Sleepout. A student culture of care is a strong feature of Shailer Park State High School.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	23
Year 11 – Year 12	15	17	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	122	139	73
Long Suspensions - 6 to 20 days	30	21	3
Exclusions [#]	14	17	5
Cancellations of Enrolment	7	6	6

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The school offers a number of distinct curriculum offerings. These include:

Honours programs in English, Mathematics and Science. These programs are for high-performing students to differentiate and develop their skills to at high, "above benchmark," levels. Honours classes provide an academic environment to allow each selected student to perform to their potential.

Volleyball Academy program – this highly successful program caters to students in Years 8-10. The program builds exceptional skills in volleyball with students participating in a wide range of competition play.

Football/Futsal Academy program – this program develops exceptional skills in both football and futsal. As a new program, our Football/Futsal Academy is building and growing a reputation within the region.

Dance Academy program – the Dance Academy program utilizes Shailer Park High's two advanced dance studios to develop students' dance skills to the highest levels. Students participate in eisteddfods and other competitions to showcase their exceptional skills.

A wide range of Certificate courses were offered by Shailer Park High, leading directly to the workplace and to further, tertiary study, for senior students. These include:

Certificate III in Engineering – Technical

Certificate II in Kitchen Operations

Certificate II in Front of House

Certificate III in Fitness

Certificate III in Aged Care

Certificate III in Children's Services

Certificate I in Furnishings

Extra curricula activities

Shailer Park High offers a wide range of extra-curricula activities including:

- Instrumental Music
- Volleyball
- Football/Futsal
- Dance Troupes

- Choir/Vocal group
- Chess Club
- Touch Football
- Science Club
- Piano Lessons

How Information and Communication Technologies are used to assist learning

Information and Communication Technologies are used to assist learning at Shailer Park State High School in a wide variety of ways:

- At Shailer Park State High, ICTs are incorporated into learning across all faculty areas. ICTs are a natural tool for learning that complements the whole learning process. Over many years the school has developed policies to seamlessly incorporate ICTs across all faculties to enhance student learning within a 21st Century context. Dedicated staff and each of our Heads of Department keep ICTs for learning at the centre of our curriculum and pedagogy
- Plans were developed during 2014 for ALL Year 7&8 students in 2015 to utilize an iPad for learning by either a "hire to buy" scheme or through a "Bring Your Own Device" model. All teachers of Junior Secondary were professionally developed in 2014 to be able to use these devices to enhance learning and engagement. The iPads allow a unique opportunity for connection between students and to provide feedback on learning to the teacher.
- In 2014, a laptop hire scheme operated at Shailer Park High allowing students access to laptops for learning. The hire scheme allowed students to utilize technology for learning across all curriculum areas. Students laptops were utilized for a range of reasons including research, presentation of work, computer programming and specialist programs, such as those in use in Graphics, that are directly applicable to industry.
- The specialist subjects of Information Processing and Technology, and Information Technology Systems provide students with opportunities to use ICTs for advanced processes, including computer programming.
- A Head of Department (Senior Schooling/Information Technology) regularly updates staff and our community on best-practice uses of ICTs for learning, including planning for a Bring-Your-Own-Device (BYOD) strategy
- Specialist software is in use in subjects such as Graphics to allow students to utilize industry-standard practices and prepare them for the workplace
- ICTs are supported by a dedicated Systems Technician to ensure on-going maintenance and support

Social Climate

Shailer Park State High School has a very positive school climate, with students overwhelmingly cohesive and united in their outlook, building strong relationships with teachers and each other. The students of Shailer Park High are highly relational and resilient, adapting quickly to set-backs and understanding that responsibility for their future lies with themselves. Teachers and students at Shailer Park High form particularly strong relationships. The social climate at Shailer Park High is underpinned at all times by our values:

- We are safe
- We are respectful
- We are responsible

In order to support students, a highly active "Care Team" monitors the social environment and makes action plans for continual improvement. The Care Team consists of:

- Deputy Principal
- Guidance Officer
- Youth Support Worker
- Head of Special Education Services
- School Chaplain

- School Nurse

In 2014, the school successfully ran the School Wide Positive Support (SWPBS) program, that actively taught positive behaviours to students. SWPBS also monitored behavior across the school, providing a platform to plan for students with particular behavioural needs. SWPBS worked to ensure a positive tone to the school and raised awareness amongst students of the need to act positively and respectfully. SWPBS was the vehicle through which the school's values were promoted and embedded amongst our students.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	82%	96%	91%
this is a good school (S2035)	82%	100%	89%
their child likes being at this school* (S2001)	96%	96%	90%
their child feels safe at this school* (S2002)	93%	91%	97%
their child's learning needs are being met at this school* (S2003)	86%	96%	86%
their child is making good progress at this school* (S2004)	86%	96%	88%
teachers at this school expect their child to do his or her best* (S2005)	89%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	96%	87%
teachers at this school motivate their child to learn* (S2007)	89%	91%	79%
teachers at this school treat students fairly* (S2008)	75%	96%	80%
they can talk to their child's teachers about their concerns* (S2009)	81%	91%	94%
this school works with them to support their child's learning* (S2010)	81%	95%	87%
this school takes parents' opinions seriously* (S2011)	74%	100%	90%
student behaviour is well managed at this school* (S2012)	68%	91%	77%
this school looks for ways to improve* (S2013)	92%	91%	94%
this school is well maintained* (S2014)	75%	83%	77%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	94%	94%
they like being at their school* (S2036)	86%	95%	88%
they feel safe at their school* (S2037)	86%	94%	88%
their teachers motivate them to learn* (S2038)	84%	90%	86%
their teachers expect them to do their best* (S2039)	97%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	81%	94%	86%
teachers treat students fairly at their school* (S2041)	74%	77%	69%
they can talk to their teachers about their concerns* (S2042)	72%	84%	75%
their school takes students' opinions seriously* (S2043)	69%	89%	71%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
student behaviour is well managed at their school* (S2044)	71%	77%	62%
their school looks for ways to improve* (S2045)	91%	96%	87%
their school is well maintained* (S2046)	77%	85%	82%
their school gives them opportunities to do interesting things* (S2047)	85%	93%	84%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	98%
they feel that their school is a safe place in which to work (S2070)		99%	98%
they receive useful feedback about their work at their school (S2071)		84%	76%
students are encouraged to do their best at their school (S2072)		97%	93%
students are treated fairly at their school (S2073)		99%	91%
student behaviour is well managed at their school (S2074)		78%	80%
staff are well supported at their school (S2075)		81%	61%
their school takes staff opinions seriously (S2076)		85%	47%
their school looks for ways to improve (S2077)		99%	91%
their school is well maintained (S2078)		75%	59%
their school gives them opportunities to do interesting things (S2079)		91%	70%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parent engagement has always been a prized asset at Shailer Park State High School. In 2014 the school's Parents and Citizens organization was rejuvenated, preparing the way for a strong and active P&C in 2015. Clear processes were put in place in 2014, with engagement from committed parents and community members. A number of grant applications were submitted.

In 2014, a program of Principals' Tours proved very popular with the community, allowing parents and community members to observe the school in action. Feedback from parents was that they valued the opportunity to engage with their students' school and to ask questions related to students and learning.

In 2014, the school hosted a number of information evenings to ensure parents were well-informed about their child's education. In particular, information evenings focused on students' subject selections and explaining the importance and relevance of these to parents.

The school hosted two formal Parent-Teacher evenings to allow parents and teachers to discuss students' progress in their studies and to plan for their future success.

Year 10 parents also engaged in the important Senior Education and Training (SET) Plan process, through which students plan for the Senior Secondary studies.

All parents receive an electronic newsletter which is published every three weeks.

The school also utilizes a range of digital media to provide the clearest and best information possible, including Facebook and text messaging.

Reducing the school's environmental footprint

The school continues to encourage efforts to reduce its environmental footprint, with all staff encouraged to minimize energy use wherever possible.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	319,233	1,375
2012-2013	293,967	2,558
2013-2014	296,283	368

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.

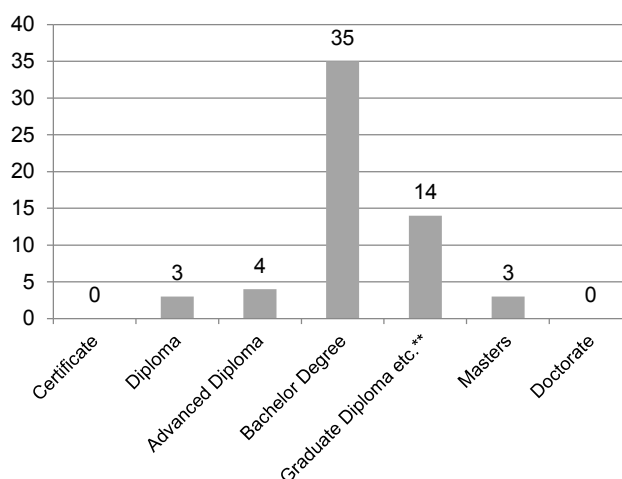
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	59	30	<5
Full-time equivalents	54	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	4
Bachelor Degree	35
Graduate Diploma etc.**	14
Masters	3
Doctorate	0
Total	59



*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 2014 were \$23 500.00

The major professional development initiatives are as follows:

- The Art and Science of Teaching (ASOT)

- Professional Learning Communities (PLCs)
- Differentiation of Student Learning
- Use of data for student improvement
- Classroom Observation

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	90%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

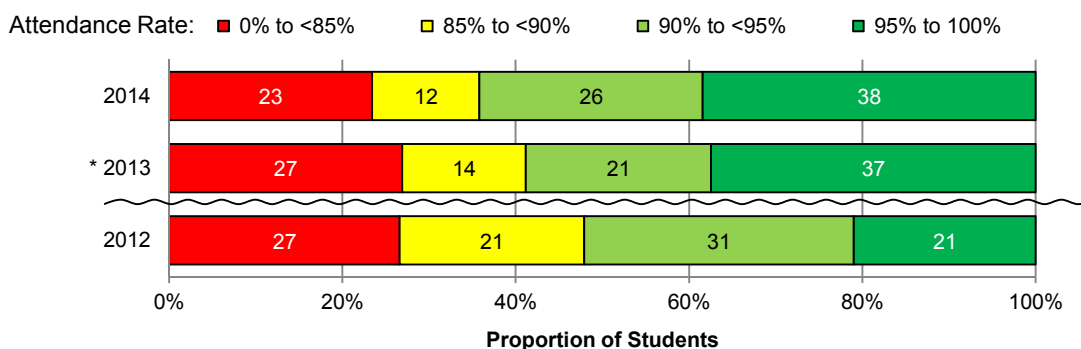
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	86%	87%	89%	85%
2013								93%	89%	86%	86%	87%
2014								91%	88%	88%	88%	92%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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.

Full school attendance is something taken very seriously at Shailer Park State High School. The school responds to global research that shows an unmistakable link between school attendance and student learning outcomes. As such, a range of measures are used to track attendance and encourage students and parents to give full school attendance their highest priority. Measures adopted by the school to monitor and improve attendance included:

- Weekly monitoring of attendance statistics, with reports provided to Year Level Coordinators who then contact parents and apply consequences
- Marking of rolls lesson-by-lesson and constant monitoring of discrepancies
- Attendance expectations clearly outlined through assemblies, newsletters, letters to parents and conversations with students
- Letter to senior students outlining expectations and their role in setting standards
- Attendance letters issued to students with less than 80% attendance
- Interviews with parents who consistently fail to meet attendance benchmarks
- Managed Attendance Plans for students whose attendance consistently fails to meet set targets
- Cancellation of enrolment processes for senior secondary students
- Employment, at end of the 2014 year, of a Community Liaison Officer to assist with the tracking and promotion of full attendance in 2015

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

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Sector ☒ Government
☒ Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At Shailer Park State High School, indigenous students out-performed the general student population on all measures contained within the "Closing the Gap" Report.

Indigenous students attended school at higher recorded rates than other students, with an attendance rate of 91.1% compared to a general attendance rate of 89.5%.

Indigenous students' retention rates exceeded that of the general population, with most indigenous students returning to complete their senior secondary education.

Indigenous students outperformed the general student population in all areas recorded on the NAPLAN tests.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	74%	75%
Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	141	102	127
Number of students awarded a Queensland Certificate of Individual Achievement.	5	4	0
Number of students receiving an Overall Position (OP)	50	43	55
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	9	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	130	90	84
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	53	57

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	118	77	122
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.	54%	74%	65%
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%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	95%	93%

As at 19 February 2015. 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
2012	3	8	16	17	6
2013	5	8	19	10	1
2014	6	14	16	16	3

As at 19 February 2015. 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
2012	120	85	4
2013	72	22	42
2014	34	21	42

As at 19 February 2015. The above values exclude VISA students.

Shailer Park State High School is committed to Vocational Education and Training (VET). The school offers a range of Certificate courses to provide students with the best possible pathway for their careers. Certificate courses offered at Shailer Park High include:

Certificate III in Engineering – Technical

Certificate II in Kitchen Operations

Certificate II in Front of House

Certificate III in Fitness

Certificate III in Aged Care

Certificate III in Children's Services

Certificate I in Furnishings

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.

Shailer Park State High School has relatively few students who exit prior to completing Year 12. This is due to the broad range of curriculum offerings and the support provided to students. Throughout their senior secondary studies, students are supported by a Guidance Officer, a dedicated team of Heads of Department, a Youth Support Coordinator and an Industry Placement Officer. Opportunities are provided for students to obtain industry experience through work placement. The school also offers school-based apprenticeships and traineeships and maintains a network of relationships with providers such as TAFE to give students every opportunity to achieve.

Shailer Park High involves parents where issues arise with a student's progress towards completion of their senior studies, with plans worked out for each student on an individual basis. In particular, the involvement of the Guidance Officer allows the school to identify underlying issues and provide appropriate support. Records show that students who do leave before the end of their senior school studies go to other schools, are home-schooled or transition directly to the workplace.