



Shailer Park State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

Postal address:	PO Box 3277 Logan Hyperdome Loganholme 4129
Phone:	(07) 3451 2777
Fax:	(07) 3451 2700
Email:	principal@shaiparkshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mrs Dorothea Jensen - Principal

School Overview

Shailer Park State High School is a vibrant school of 756 students situated near the Logan Hyperdome on the highway between Brisbane and the Gold Coast. In recent years, the school has experienced significant improvement in its academic outcomes in all areas stemming from its key teaching platforms of Reading-to-Learn and Explicit Direct Instruction. Students at the school are encouraged to have "big plans and bold ambitions" for their future, reflecting our desire to see all students graduate with an engaging and ambitious life pathway. Students of the school have responded positively with the number of students entering a Bachelor's Degree rising to 46.1% in 2016, up from 28.2% the previous year. This reflects the students' growing self-belief in their own abilities and their own potential. The school also prides itself on consistently having all of its students (100%) achieve their qualification in undertaking the Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Shailer Park High has developed a strategic partnership with Griffith University known as NEXUS which represents a concerted attempt to raise students' ambition and enhance their life pathways. The partnership aims to open students' horizons to the potential of the university experience and encourage more students to take up the university pathway in all its forms. The school has signed a unique Memorandum of Understanding with the university which allows for a range of exciting and unique opportunities for students. In Years 7 and 8, NEXUS represents a class of gifted students in Mathematics and Science who receive specialised experiences from the university. The school also has an exciting range of Academy programs, clubs and societies. The school operates three key Academy programs in Volleyball, Futsal and Dance. Each of these has experienced significant success, with the school winning "Super 5" Volleyball tournaments, developing national level representatives in Futsal and consistently achieving highly in Instrumental Music competitions and festivals. Added to this, the school operates a broad range of clubs including Chess Club, Vocal Club, Dance Club, Craft Club, Strength and Conditioning Crew and the celebrated Science Ambassadors group. There are two major pathways in Shailer Park High's senior school, with students either choosing an academic pathway leading to university entry or a vocational pathway leading to skilled employment. Both pathways have been successful in leading students towards fulfilling careers. As well as Griffith University, the school partners a range of providers from the vocational sector including TAFE Colleges and a wide range of employers and employment groups. Through the Positive Behaviour for Learning (PBL) program, Shailer Park High promotes positive behaviour among its students. We base our behavioural expectations around our values of Safe, Respectful and Responsible. Students of the school are expected to uphold these behaviours in all their endeavours. Student leadership opportunities are provided throughout the school experience, and the school operates a strong Student Council that allows for students to make a valuable contribution to improving their school. Shailer Park High is a bright, vibrant and committed school that has strong outcomes and a strong future.

Principal's Foreword

Introduction

Our School Annual Report 2017 includes the following information:

- The highlights from our classrooms
- The vast range of extra-curricular activities on offer.
- Our teachers' qualifications and a summary of professional development undertaken by teachers.

- Student performance results for 2017 Year 7 and Year 9 NAPLAN tests and the Graduate Year 12 cohort.
- School Opinion Survey outcomes.

School Progress towards its goals in 2017

Our School Improvement priorities in 2017 were:

- Reading to Learn
- Explicit Direct Instruction
- Data-informed Practice
- Positive Behaviour for Learning

The key outcomes were:

1. The best graduate results in Shailer Park SHS history with 2 OP1s
2. 100% QCE/QCIA attainment
3. Students achieved an OP or a full VET certificate
4. Students who obtained a VET certificate entered the following pathways: 23 students successfully gained apprenticeships, 15 students accepted into further education (e.g. certificate 3), 4 students gained employment in the defence force, 15 students gained fulltime employment
5. NAPLAN results were above National average for Grammar and Punctuation

Future Outlook

Shailer Park State High School's shared purpose is to lift aspirations through big plans and bold ambitions for a bright future. We are committed to developing effective learners who are: Resilient, Reflective, Resourceful and Relational.

The School's strategic plan identifies the following priorities:

Student Achievement

- A-E results
- Year 12 outcomes
- Reading

Curriculum

- New QCE system
- Three levels of planning
- Pastoral care
- Reading Comprehension

Teaching and Learning

- Pedagogical framework
- Action research
- Professional learning communities
- Response to intervention
- Literacy and numeracy support
- Learning innovation and digital literacy
- Data informed practice
- Signature practices
- Cognitions

Engagement

- Identity and belonging
- Service culture
- Positive Behaviour for Learning
- dispositions of effective learners
- Explicit teaching of learning behaviours
- Attendance
- Effort and behaviour achievement
- Clubs, academies, societies and tutorials (CAST)
- Enrolments
- Local primary school partnerships
- Student leadership

Capability Development

- Leadership
- Developing performance planning
- Mentoring
- Coaching

- Professional learning
- Action research
- Workforce planning

Local School Priorities:

- external partnerships
- school spirit
- mental-health and well-being
- infrastructure planning
- ICT planning
- Marketing and communications

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2017: Year 7 - Year 12
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	696	347	349	32	87%
2016	709	332	377	34	89%
2017	756	376	380	30	92%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

Shailer Park State High School has an ICSEA value of 982. The student body are a wonderful and vibrant mix of young Australians. Inclusive and socially just practices are evident throughout the school and promoted through Positive Behaviour for Learning (PBL). High standards have been established for uniforms and student behaviour and the school performs statistically well on measures of behaviour. A high standard of respect is evident between teachers and students. Students enrol as either local entry or merit entry in our academic, sporting or cultural programs.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	22
Year 11 – Year 12	16	17	16

Curriculum Delivery

Our Approach to Curriculum Delivery

Junior School

Students in Year 7 -9 study the following subjects:

- English
- Humanities
- Mathematics
- Science
- Health and Physical Education

They also study the following subjects for one semester:

- Languages (Japanese)
- Technologies (Built Environment and Engineering, Design Technology, Digital Technology)
- The Arts (Dance, Music, Drama, Media Arts, Visual Arts).

Academies:

Students may apply to study through an academy:

- NEXUS
- Volleyball academy
- Futsal academy
- Dance academy

All Year 10 students study preparatory subjects in:

- English
- Mathematics
- Science
- Humanities

Students can use the remaining four study units to experience senior subjects from other faculties.

Year 11 & 12:

After completing Year 10, students choose from a broader range of learning options that may lead to a:

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)
- Tertiary Entrance Statement (OP eligible students)
- VET Certificate qualification.
- All Year 11 and 12 students study 1 English and 1 Mathematics subject.

For the full range of senior subjects offered, please refer to our course guide available on our website.

Co-curricular Activities

Shailer Park SHS offers an extensive CAST program (Clubs, Academies, Societies and Tutorials) that provide valuable enrichment and learning opportunities beyond the classroom. Our CAST program includes:

Clubs	Academies	Societies	Tutorials
<ul style="list-style-type: none"> • Chess • Robotics 	<ul style="list-style-type: none"> • Dance • Volleyball 	<ul style="list-style-type: none"> • Science Ambassadors 	<ul style="list-style-type: none"> • Homework (General)



<ul style="list-style-type: none"> • Vocal ensemble • Instrumental Music 	<ul style="list-style-type: none"> • Futsal 	<ul style="list-style-type: none"> • Debating 	<ul style="list-style-type: none"> • Math • Science • English
--	--	--	--

How Information and Communication Technologies are used to Assist Learning

- Enhancing learning in ways that support personalised learning.
- Teachers utilise technology to enhance pedagogy and differentiate learning experiences to increase student engagement in learning experiences and encourage creativity, collaboration and communication.
- Improved communication between staff, parents and students via readily accessible email and school intranet.
- NEXUS students are able to access a learning platform with information, tools and resources used to deliver and support student-centric learning through the utilization of the iPad.
- NEXUS Teachers use iPad apps to obtain point-in-time student work feedback and to provide timely and detailed feedback to students.
- NEXUS Students are better able to share their learning with others in the class and school through our 1:1 programs.
- Parents are able to more efficiently engage with the school to communicate student assessment, reporting and course requirements.

Social Climate

Overview

Shailer Park State High School has a climate that focuses on learning, underpinned by our organisations core values:

Be safe

Be respectful

Be responsible

There is a strong emphasis on supporting each other to achieve our big plans and bold ambitions. The support staff Includes:

- Head of Junior School
- Head of Senior School,
- Guidance Officer
- Success Coach
- School-Based Youth Health Nurse
- Community Liaison Officer
- Industry Liaison Officer

To ensure a positive and disciplined climate is maintained, the school operates the Positive Behaviour for Learning (PBL) program. Through PBL, the school explicitly teaches positive behaviour to students. Positive behaviour is rewarded, with students who behave in keeping with our values, and who have strong attendance, attending rewards days at the end of each term. Staff are explicitly up-skilled in the teaching of positive behaviour to create a high-functioning, cooperative and disciplined environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	81%	92%	90%
this is a good school (S2035)	69%	84%	81%
their child likes being at this school* (S2001)	81%	87%	84%
their child feels safe at this school* (S2002)	73%	91%	86%
their child's learning needs are being met at this school* (S2003)	65%	89%	86%
their child is making good progress at this school* (S2004)	78%	89%	86%
teachers at this school expect their child to do his or her best* (S2005)	81%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	89%	88%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
teachers at this school motivate their child to learn* (S2007)	68%	93%	83%
teachers at this school treat students fairly* (S2008)	58%	83%	74%
they can talk to their child's teachers about their concerns* (S2009)	73%	96%	88%
this school works with them to support their child's learning* (S2010)	65%	94%	77%
this school takes parents' opinions seriously* (S2011)	58%	85%	79%
student behaviour is well managed at this school* (S2012)	61%	78%	74%
this school looks for ways to improve* (S2013)	61%	91%	84%
this school is well maintained* (S2014)	75%	91%	90%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	88%	83%	90%
they like being at their school* (S2036)	79%	76%	81%
they feel safe at their school* (S2037)	84%	82%	90%
their teachers motivate them to learn* (S2038)	81%	82%	86%
their teachers expect them to do their best* (S2039)	96%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	82%	71%	84%
teachers treat students fairly at their school* (S2041)	72%	54%	66%
they can talk to their teachers about their concerns* (S2042)	59%	58%	74%
their school takes students' opinions seriously* (S2043)	69%	51%	50%
student behaviour is well managed at their school* (S2044)	55%	52%	68%
their school looks for ways to improve* (S2045)	86%	86%	81%
their school is well maintained* (S2046)	72%	82%	73%
their school gives them opportunities to do interesting things* (S2047)	75%	68%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	85%	88%
they feel that their school is a safe place in which to work (S2070)	97%	93%	94%
they receive useful feedback about their work at their school (S2071)	86%	85%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	69%	86%
students are encouraged to do their best at their school (S2072)	100%	96%	97%
students are treated fairly at their school (S2073)	97%	93%	94%
student behaviour is well managed at their school (S2074)	84%	70%	81%
staff are well supported at their school (S2075)	86%	75%	68%

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
their school takes staff opinions seriously (S2076)	86%	83%	74%
their school looks for ways to improve (S2077)	97%	94%	98%
their school is well maintained (S2078)	86%	93%	88%
their school gives them opportunities to do interesting things (S2079)	89%	82%	79%

* 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

Parent engagement is a valued asset at Shailer Park State High School. In 2017 the school's Parents and Citizens organisation was active in engaging in building a highly responsive parent support group to raise funds for air conditioning in the school and to support our academies through the P&C subcommittees.

The school utilises a range of digital media to provide the clearest and best information possible, including Facebook and text messaging. Increasingly, the school is responsive to the power of social media to connect with families and our community and provides a digital newsletter each month.

Respectful relationships programs

The school values safe, respectful and responsible behavior and explicitly teach students these behaviours. Students are supported to mediate issues and concerns through a restorative process. Support persons help students to cultivate, maintain and restore healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships with groups of students.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	203	182	252
Long Suspensions – 11 to 20 days	20	9	21
Exclusions	10	6	3
Cancellations of Enrolment	4	2	2

Environmental Footprint

Reducing the school's environmental footprint

The school community is encouraged to turn off lights, air-conditioners, data projectors and fans when departing a classroom or office. During school holiday periods, electrical equipment where appropriate is shut down.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	313,691	901
2015-2016	316,829	
2016-2017	294,382	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

☒ Government

☒ Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	65	33	<5
Full-time Equivalents	62	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	24
Bachelor degree	35

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$98 935.95

The major professional development initiatives are as follows:

- Reading to Learn
- Explicit Direct Instruction
- Coaching

The proportion of the teaching staff involved in professional development activities during 2017 was 70%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	90%

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

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

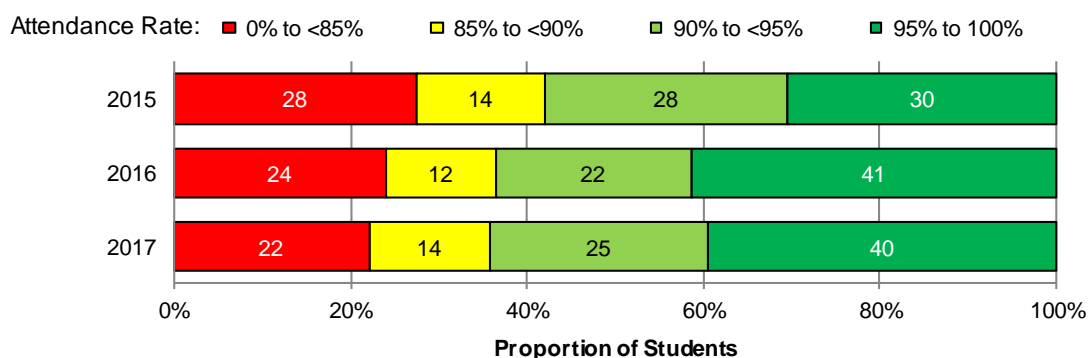
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								90%	90%	88%	86%	89%	87%
2016								92%	90%	90%	89%	90%	91%
2017								94%	91%	89%	87%	90%	91%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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
- A Community Liaison Officer to assist with the tracking and promotion of full attendance was employed in 2015.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

☒ Government

☒ Non-government

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	92	109	91
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	4
Number of students receiving an Overall Position (OP)	31	40	30
Percentage of Indigenous students receiving an Overall Position (OP)	14%	20%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	26	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	55	83	55
Number of students awarded an Australian Qualification Framework Certificate II or above.	50	69	44
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90	106	87
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	87%	75%	73%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	97%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	4	6	17	4	0
2016	4	11	15	10	0
2017	3	6	13	8	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	9	11	42
2016	21	32	52
2017	27	34	16

As at 14th February 2018. 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 I in Furnishings

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	78%	75%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	89%	100%	100%	

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

Student Destinations

Post-school destination information

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

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

The report will be available at:

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

Early leavers information

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, developing plans 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.

