



Shailer Park State High School

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

Shailer Park State High School is a progressive campus whose big plans and bold ambitions have seen it become one of the most successful independent public high schools in the Logan area. With excellent teaching practices, high expectations and a supportive and nurturing educational community students are continuously guided throughout their personal pathway to success. A tradition of excellence has been created and maintained by our teachers and students and can be demonstrated in our outstanding results and exceptional community reputation.

We value and explicitly teach the skills of Reflective, Resilient, Relational and Resourceful learners - equipped with the skills and dispositions to lead a thriving life. Our hallmark House Culture means that students develop strong connections across year levels and a strong sense of school spirit. We believe that learning and well-being are tightly coupled and our LIFT (Lifting Individuals, Flourishing Together) approach to helping young people achieve their potential.

The forging of meaningful educational pathways and realisation of limitless opportunities has been key in our students' success. Teaching practices which are learner centred along with an environment characterised as caring yet challenging has translated into Shailer Park State High School offering a deeply personal approach to the development of young people. Through the setting of relentlessly high expectations, our students develop a sense of belonging, pride and self-belief, with our graduates going on to become innovative, industrious and positive members of the greater community.

With award winning teachers in our classrooms, these dedicated staff are committed to fostering the talents of each child, using scientific research to implement effective teaching practices. Our students are constantly being challenged to achieve their best, which, coupled with a clear vision of ensuring every graduate continues on into further education, training or employment, has created an aspirational culture throughout the school. In addition, various Academy programs including NEXUS, Dance, Volleyball and Futsal as well as Instrumental Music further challenge and extend those students with exceptional abilities, while a wide range of sporting and cultural extra-curricular activities fosters a love of learning for all.

The high expectations in place throughout our campus are readily achievable with the support and encouragement of our parents and community members who are collaborative with staff in their approach to the education of students. Through transparent and open communication, Shailer Park State High School staff, students, parents and community members have continued to develop a sense of belonging and self-belief, whilst encouraging the relentless pursuit of student aspirations.

Welcome to our community, where big plans are made together and bold ambitions are goals to be realised.

School progress towards its goals in 2018

Our School Improvement priorities in 2018 were:

Reading

Effective Instruction

Deliberate, Informed Practice

Positive Behaviour for Learning

The key outcomes were:

1. The best graduate results in Logan with 2 OP1s.
2. 72% of all OP students achieved between an OP1 to OP10.
3. 100% of all OP students achieved between an OP1 to OP15.
4. 100%QCE/QCIA attainment.
5. Students who obtained a VET certificate entered the following pathways: 16 students successfully gained apprenticeships, 3 engaged in further education (e.g. bridging courses), 10 students engaged in a Diploma course, , 20 students gained fulltime employment

6. NAPLAN results were above National average for Grammar and Punctuation
7. Increased public confidence including substantial growth in enrolments and improved School Opinion Survey response from parents, staff and students.
8. Strengthened our industry partnerships and pathway options for students to include: GCI (manufactures), Peak Urban (civil drafting and construction), Langs (drafting and detailing), AVEO (kitchen, admin and aged care)

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:

- New QCE attainment
- Senior outcomes
- Personalised pathways within new QCE system
- Reading
- A-E results

Curriculum:

- New senior syllabus
- Three levels of planning
- Assessment endorsement
- LIFT (Lifting Individuals, Flourishing Together) well-being program
- Learning through reading

Teaching and Learning:

- Signature practices and pedagogical framework
- Response to Intervention – Literacy and Numeracy
- Action Learning and Research
- Learning Innovation and Digital Literacy
- Intentional collaboration
- Cognition development

Empowered Engagement:

- Learning and well-being
- House culture and House Care Group
- LIFT (Lifting Individuals, Flourishing Together) program
- Clubs, Academies, Societies and Tutorials (CAST), including introduction of a new strand
- Enrolment Management
- Local cluster partnerships
- Student leadership
- Explicit teaching of 4Rs (resilient, reflective, relational, resourceful)
- Reboot strategies for learning and well-being
- Learning Language

Capability Development:

- Data literacy and data informed practice

- Systematic feedback and observation cycle
- Mentoring and coaching
- Digital Literacy to enhance learning – Apple Partnership
- Induction program
- Aspirational Leaders Program
- Pedagogical Framework (Art and Science of Teaching)
- Intentional and systematic collaboration cycle targeted at improving student outcomes

Local School Priorities:

- Capital works projects to respond to predicted growth
- ICT infrastructure

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school Yes

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	709	756	913
Girls	332	376	439
Boys	377	380	474
Indigenous	34	30	36
Enrolment continuity (Feb. – Nov.)	89%	92%	89%

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

Shailer Park State High School has an ICSEA value of 986. 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 our 4Rs: Resilient, Reflective, Resourceful and Relational. High standards have been established for uniforms and student behaviour and the school performs statistically well on measures of behaviour. Strong relationships are evident between teachers and students.

Students enrol as either local entry or merit entry in our academic, sporting or cultural programs.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	23
Year 11 – Year 12	17	16	16

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.

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
- LIFT (Lifting Individuals, Flourishing Together) Well-being Program
- 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).

Additionally, students in years 7 & 8 engage in a personalised literacy and numeracy lesson once per week that focuses on reteach, consolidation or extension depending on a student's needs.

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: Mathematics Essential, Mathematics General, Mathematics Specialist
- Sciences: Biology, Physics, Chemistry
- Humanities: Legal Studies, Studies of Society, Ancient History, Business

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 State High School offers an extensive range of co-curricular experiences for students as part of our CAST (Clubs, Academies, Societies, Tutorials). These activities provide valuable enrichment, connection and learning opportunities beyond the classroom. Our CAST program includes:

Clubs	Academies	Societies	Tutorials
Chess Robotics Netball Vocal Ensemble Instrumental Music Rugby League Gaming	Dance Volleyball Futsal	Science Ambassadors Debating Business Entrepreneurship	Homework (General) Math Science English

How information and communication technologies are used to assist learning

- ICTs are used to enhance learning in ways that support personalised learning for students through:
- 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:

Resilient
Reflective
Resourceful
Relational

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

- Heads of House
- House Care Group Teacher
- Youth Support Coordinator
- Guidance Officer
- School-Based Youth Health Nurse
- Industry Liaison Officer

A safe, supportive and disciplined learning environment is maintained through our strengths based approach to developing Resilient, Reflective, resourceful and Relational Learners. The major school strategies that promote a sense of belonging leading to a safe and supportive learning environment are:

1. House Care Group which is underpinned by the philosophy 'check and connect'
2. House collaboration and competition across sporting, cultural and academics
3. Reboot self-regulation and brain science strategies
4. LIFT (Lifting Individuals, Flourishing Together) Well-being Program
5. Restorative Justice approach to behaviour discipline

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
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Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	90%	92%
• this is a good school (S2035)	84%	81%	88%
• their child likes being at this school* (S2001)	87%	84%	93%
• their child feels safe at this school* (S2002)	91%	86%	90%
• their child's learning needs are being met at this school* (S2003)	89%	86%	84%
• their child is making good progress at this school* (S2004)	89%	86%	94%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	89%
• teachers at this school motivate their child to learn* (S2007)	93%	83%	86%
• teachers at this school treat students fairly* (S2008)	83%	74%	80%
• they can talk to their child's teachers about their concerns* (S2009)	96%	88%	87%
• this school works with them to support their child's learning* (S2010)	94%	77%	89%
• this school takes parents' opinions seriously* (S2011)	85%	79%	82%
• student behaviour is well managed at this school* (S2012)	78%	74%	84%
• this school looks for ways to improve* (S2013)	91%	84%	95%
• this school is well maintained* (S2014)	91%	90%	89%

* 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)	83%	90%	84%
• they like being at their school* (S2036)	76%	81%	68%
• they feel safe at their school* (S2037)	82%	90%	82%
• their teachers motivate them to learn* (S2038)	82%	86%	73%
• their teachers expect them to do their best* (S2039)	98%	95%	91%
• their teachers provide them with useful feedback about their school work* (S2040)	71%	84%	72%
• teachers treat students fairly at their school* (S2041)	54%	66%	46%
• they can talk to their teachers about their concerns* (S2042)	58%	74%	51%
• their school takes students' opinions seriously* (S2043)	51%	50%	46%
• student behaviour is well managed at their school* (S2044)	52%	68%	48%
• their school looks for ways to improve* (S2045)	86%	81%	78%
• their school is well maintained* (S2046)	82%	73%	63%
• their school gives them opportunities to do interesting things* (S2047)	68%	81%	71%

* 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)	85%	88%	95%
• they feel that their school is a safe place in which to work (S2070)	93%	94%	96%
• they receive useful feedback about their work at their school (S2071)	85%	84%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	86%	76%
• students are encouraged to do their best at their school (S2072)	96%	97%	98%
• students are treated fairly at their school (S2073)	93%	94%	98%
• student behaviour is well managed at their school (S2074)	70%	81%	78%
• staff are well supported at their school (S2075)	75%	68%	85%
• their school takes staff opinions seriously (S2076)	83%	74%	85%
• their school looks for ways to improve (S2077)	94%	98%	93%
• their school is well maintained (S2078)	93%	88%	76%
• their school gives them opportunities to do interesting things (S2079)	82%	79%	93%

* 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 2018 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 IPS Council is a highly strategic body that provides valuable input into the school's strategic direction. In 2018 the Council was formed and identified a key body of work that they would lead alongside the Principal.

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 education programs

The school has developed in consultation with specialist in the field a well-being program (LIFT) that focuses on explicitly teaching how to cultivate healthy relationships. The program provides students with an opportunity to learning initially about themselves and their character strengths, about others and about how they can contribute to their community.

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	182	252	261
Long suspensions – 11 to 20 days	9	21	25
Exclusions	6	3	9
Cancellations of enrolment	2	2	3

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

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.

There is a focus to reduce the volume of printing by transitioning to digital platforms that enhance learning.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	316,829	294,382	293,296
Water (kL)			

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.

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 '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	79	31	<5
Full-time equivalents	75	24	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	7	
Graduate Diploma etc.*	24	
Bachelor degree	48	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$144 700.14

The major professional development initiatives are as follows:

- Coaching
- Pedagogy
- Leadership
- Reading
- Digital Pedagogy

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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary 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	90%	91%	88%
Attendance rate for Indigenous** students at this school	87%	90%	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

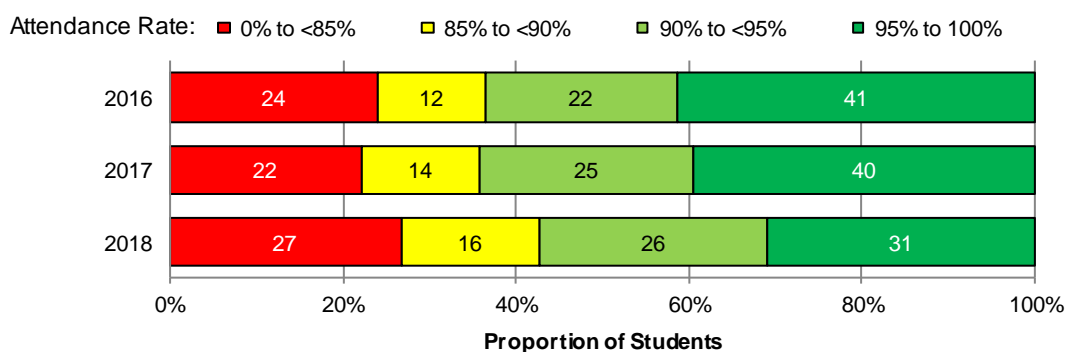
Year level	2016	2017	2018
Year 7	92%	94%	92%
Year 8	90%	91%	88%
Year 9	90%	89%	88%
Year 10	89%	87%	83%
Year 11	90%	90%	87%
Year 12	91%	91%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



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.

Attendance is routinely promoted at Shailer Park State High School underpinned by our priority of 'Empowered Engagement'. 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
- Routine celebration of effective attendance.
- 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
- Heads of House assist with the tracking and promotion of full attendance.

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	109	91	109
Number of students awarded a QCIA	3	4	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	106	87	107
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	40	30	28
Percentage of Indigenous students who received an OP	20%	40%	20%
Number of students awarded one or more VET qualifications (including SAT)	83	55	68
Number of students awarded a VET Certificate II or above	69	44	42
Number of students who were completing/continuing a SAT	26	15	20
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	73%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	98%
Percentage of QTAC applicants who received a tertiary offer.	93%	97%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	3	7
6-10	11	6	13
11-15	15	13	8
16-20	10	8	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	21	27	45
Certificate II	32	34	27
Certificate III or above	52	16	20

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	78%	75%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	100%	63%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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, Heads of House, 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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