

Tully State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Welcome to Tully State High School's Annual Report

The graduating class of 2015 performed very well, exceeding state averages on most measures of achievement. The achievement and overall success of the class of 2015 is highlighted by:

100% Queensland Certificate of Education (QCE) completion by exiting year 12 students and 100% of students exiting Year 12 with either a QCE, QCIA, School based Apprenticeship or Traineeship, or Vocational Education and Training qualification – an outstanding result! 20% of OP eligible students attaining an OP < 5 and 97.5% receiving offers to tertiary education. We continued to develop and embed our bespoke wellbeing program, "Positive Education". This included presenting at various National well-being conferences and receiving a 'Positive Educator of the Year award'.

2015 was another successful year in the sporting arena with over 60 students being selected for district teams and 15 of these going on to represent Peninsula teams across a range of different sports.

A focus on attendance has resulted in the school consistently being in the low 90 percent area. Our headline indicator report is shown below as a summary of the year.

Headline Indicators		Department of Education and Training			
Tully State High School (2103)		Annual Report - October 2015			
Attendance	Literacy & Numeracy ¹	English, Maths & Science	Year 12 Attainment	Post-School Destinations	
Attendance Rate	% NMS ²	% C or Better	% OP 1-15 or an IBD ⁴	Students in education, training or employment (six months after Year 12)	
	% U2B ²		% QCE, VET, IBD or QCIA ⁵		
Attendance <85	% U2B - SQSS ³		% QCE or QCIA ⁵		
	Mean Scale Score - SQSS ³	% Cert II+ ⁵			
	Relative Gain - SQSS ³	% Non OP 1-15 Cert III+ ⁶			
Enrolment	Behaviour	Satisfaction	Context		
4-year trend	Short suspensions	Overall rating for all survey items (Staff, Parent and Student)	Enrolments	621	
			Indigenous students %	15%	
	Exclusions ⁷		Students with disability % ⁸	5%	
Cancellations		NAPLAN Absent/Withdrawn	11%	NAPLAN Participation Trend	↓
		OP / IBD Students % ⁵	45%	School Audit Report	Sound Controls (2014)
		Bank Balance per Student	\$1,373.48	ICSEA	943
		ICSEA Decile National	3	ICSEA Decile State Schools	4
		Geographic Region (Level 2)	Far North Queensland (F3)		

School progress towards its goals in 2015

The Annual Implementation Plan was based significantly on the audit review at the start of the year.

A snapshot of progress on the plan is highlighted below:

Action	Significant progress made.
1.	Embed elements of Explicit teaching
2.	Introduce RAFT into junior school
3.	Master teacher employed – SRD developed
4.	All QSA & VET requirements met
5.	Alignment between school and Regional data benchmarks
6.	BKSB literacy tool utilised to determine student literacy levels
7.	Project board highlighting QCE completion
	Some progress made.
1.	Profiling of staff using ATSIL tool
2.	Differentiation PD and staff meeting sessions
3.	NAPLAN and school data to be unpacked
4.	OneSchool mark books PD to occur and staff using the markbook
5.	Monitor WHS events and hazards. WHS committee meet each term
	Progress minimal – to be considered in 2016
1.	Parents to contact families twice per term

Future outlook

The AIP for 2016 will continue to focus on the issues raised as part of the audit conducted early in 2015.



**Tully State High School
Annual Implementation Plan 2016**

School Improvement Priorities 2016

Explicit Improvement Agenda

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
High Expectations embedded through Implementation of: <ul style="list-style-type: none"> Every student Succeeding strategy Junior Secondary System Senior Schooling/QCE System 	100% students	2016	Executive Team
<ul style="list-style-type: none"> Induction System 	All new teachers	SFD, Term 1	Principal
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Pedagogical Framework Implemented	All teachers	2016	Executive
Ulysses Cluster Systematic Curriculum Delivery Project			HOD J/S
Pedagogical Framework #5 – Evidence based effective teaching strategies in conjunction with Explicit Instruction	Year 7	2016	Principal
Observation, Feedback & Coaching System	All teachers	Term 1	Principal
Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Leadership roles and responsibilities clearly articulated through organisational chart	All staff	Term 2	Principal

Analysis and Discussion of Data

Strategy			
Actions:	Targets	Timelines	Responsible Officer/s
Data Plan reviewed and published	Data targets & actuals published	5 weekly	DPES
Data literacy PD	all teachers competent	SFD's & ongoing	Principal
Strategy			
Actions:	Targets	Timelines	Responsible Officer/s
Pedagogical Framework #1 and #4 Ongoing monitoring of student progress and review of instructional level. Effective teaching through feedback mechanisms.	Years 7 - 12	Start 2016	Executive Team

Culture that Promotes Learning

Strategy			
Actions	Targets	Timelines	Responsible Officer/s
Establish HOD Well-being & Engagement Role	recruited	Commence 2016	Principal
Pedagogical Framework #8 PBL system that allows 'Teachers to Teach'	All teachers	Commence 2016	HOD Engagement & Wellbeing Guidance Officer
A Positive Education program that engages students and is sustainable			
Improved partnerships with community including partnership agreements	four agreements	2016	Principal

Endorsement

This plan was developed in consultation with the school community and meets identified school needs and systemic requirements.

Principal

P and C / School Council

Assistant Regional Director

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	551	284	267	59	90%



2014	543	279	264	78	92%
2015	621	312	309	92	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

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

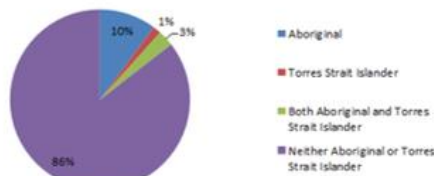
Characteristics of the student body:

Tully State High school is the only secondary school in the Ulysses Cluster. Our enrolment draws over 90% of potential students from this disparate affiliation of schools which include Cardwell, Lower Tully, Murray River Upper, Kennedy, St Clair's, Tully, El Arish, Feluga and Mission Beach. With the exception of St Clair's and Mission Beach, all of these cluster schools have a significantly lower ICSEA value. The sugar and banana industries provide the major source of employment for families in our cluster, with tourism becoming a significant economic player in the district.

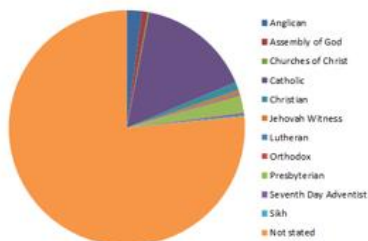
PARENT OCCUPATION GROUPS



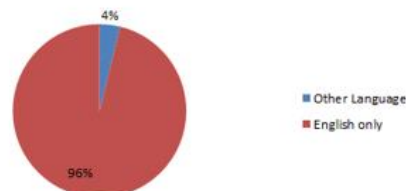
CULTURAL BACKGROUND



RELIGION



SECOND LANGUAGE SPOKEN AT HOME



Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	21	21
Year 11 – Year 12	17	17	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
	2013	2014*	2015**
Disciplinary Absences			
Short Suspensions - 1 to 5 days	71	55	72
Long Suspensions - 6 to 20 days	14	4	2
Exclusions	2	4	2
Cancellations of Enrolment	0	2	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Tully State High provides a comprehensive curriculum with a strong academic focus. Students in years 8 & 9 complete core curriculum with opportunities to sample a suite of electives. Year ten has been subsumed into the Senior School and this reflected in the curriculum with students selecting options and greater access to VET courses which can be banked towards their QCE. Our successful Agriculture program, centered on a working Drought master Stud, is highly regarded by the community and students. Other 'signature programs' include Positive Education and our NRL Program – Cert II & Cert III in Sport and Recreation. Our purpose built E Learning centre enables students to study a variety of subjects not offered at Tully SHS. 90 students from year 8-12 have embraced this opportunity with subjects such as Spanish, Italian, Microsoft Academy, Modern History, Accounting, Legal Studies and a plethora of VET courses augmenting courses delivered face to face. Year 10 to 12 students have the opportunity to be part of School Based Apprenticeships when they are available.

Extra curricula activities

- Instrumental music and Instrumental Music Camp
- Concert Band & Stage Band
- Chess club
- NRL
- Extension and enrichment programs including Lions Youth of the Year, SPARKED, University Experiences
- Readers Cup
- Career Expo
- 'Snowies' trip
- Musicals and Sporting Competitions
- Student Council and leadership opportunities
- A range of sporting teams
- Academic competitions

How Information and Communication Technologies are used to improve learning

ICTs are used to assist the teaching and learning programs across all year levels and subjects at Tully SHS. The school has wireless access across the site. In 2015, all students had access to networkable computers through the three computer labs and mobile laptop trolleys. All students in years 11 & 12 have the opportunity to have a 'take home' laptop. All classrooms have access to digital projectors and whiteboards and all staff utilize electronic roll marking and electronic data tools.

Social Climate

Tully State High school provides a safe and supportive environment for students and staff. Our bespoke wellbeing program teaches students to be positive and proactive with regard to their health, accomplishments, emotions, purpose relationships and engagement. Staff are trained in a variety of 'theories' to equip them to teach Positive Education, focussing on coaching, mindfulness, character strengths and mental toughness.

Bullying is not tolerated and dealt with as a high priority. 'Tully Tackles Bullying' grew out of a student initiative and has been embraced by the student body, growing into an informal prefecture system. The school also has a zero tolerance of drug use and possession, resulting in suspension.

The school grounds are well maintained and provide students with a variety of sheltered and shaded seating areas as well as sport and recreation facilities for use during breaks. Organised sport competitions occur regularly – these are held in the MPC and alternate between specific year level competitions, staff V student and House competitions.

Student leadership is fostered through an active Student Council, a House structure with House Captains and Vice Captains and Stage of School Leaders. In 2012 our Junior Secondary Leadership model was introduced affording increased leadership opportunities for younger students. As part of our Positive Education program, students in years 11 & 12 mentor year 8 students. Indigenous students are encouraged to participate in regional Indigenous Leaders of Tomorrow program.

Students have access to a range of support personnel including School Based Youth Health Nurse, Guidance Officer, Chaplain, Community Education Counsellor & Youth Support Co-ordinator.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	94%	97%
this is a good school (S2035)	93%	95%	89%
their child likes being at this school (S2001)	93%	92%	90%
their child feels safe at this school (S2002)	96%	96%	92%
their child's learning needs are being met at this school (S2003)	96%	94%	92%
their child is making good progress at this school (S2004)	88%	94%	97%
teachers at this school expect their child to do his or her best (S2005)	96%	99%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	95%	95%
teachers at this school motivate their child to learn (S2007)	96%	94%	92%
teachers at this school treat students fairly (S2008)	93%	89%	84%
they can talk to their child's teachers about their concerns (S2009)	96%	95%	97%
this school works with them to support their child's learning (S2010)	96%	88%	95%
this school takes parents' opinions seriously (S2011)	92%	79%	85%
student behaviour is well managed at this school (S2012)	84%	82%	83%
this school looks for ways to improve (S2013)	91%	91%	92%
this school is well maintained (S2014)	100%	92%	95%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	84%	97%	93%
they like being at their school (S2036)	83%	93%	91%
they feel safe at their school (S2037)	87%	97%	95%
their teachers motivate them to learn (S2038)	86%	87%	87%
their teachers expect them to do their best (S2039)	96%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	87%	85%	94%
teachers treat students fairly at their school (S2041)	78%	77%	86%
they can talk to their teachers about their concerns (S2042)	75%	75%	81%
their school takes students' opinions seriously (S2043)	71%	76%	85%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	66%	78%	81%
their school looks for ways to improve (S2045)	85%	93%	94%
their school is well maintained (S2046)	86%	93%	96%
their school gives them opportunities to do interesting things (S2047)	85%	91%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	93%	95%
they feel that their school is a safe place in which to work (S2070)	89%	93%	98%
they receive useful feedback about their work at their school (S2071)	82%	78%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	89%	89%
students are encouraged to do their best at their school (S2072)	98%	97%	98%
students are treated fairly at their school (S2073)	98%	97%	98%
student behaviour is well managed at their school (S2074)	80%	82%	92%
staff are well supported at their school (S2075)	75%	80%	89%
their school takes staff opinions seriously (S2076)	71%	79%	86%
their school looks for ways to improve (S2077)	95%	95%	98%
their school is well maintained (S2078)	91%	95%	92%
their school gives them opportunities to do interesting things (S2079)	85%	90%	92%

'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

At Tully State High School the education of every student is seen as a 3 way partnership. We aim to support this partnership with the student, teacher and parent at all times. Three way parent/student and teacher conferences at the end of term 1, parent-teacher information nights, written Semester Reports, interim reports for Years 7-12, Open Nights, SETP planning processes, Information Sessions and fortnightly newsletters all help to keep parents informed. Parent – teacher contact is encouraged outside these formal arrangements. Teacher email addresses are provided to parents to facilitate ease of communication. Parents are kept informed on the development of Individual Learning Plans and many take up the invitation to discuss these plans with school staff.

Reducing the school's environmental footprint

The consumption data below shows that there has been a 4% increase over the previous year's electricity usage, which can be justified through the increased student enrolment in the School and new buildings coming on line. The school supports the reduction of environmental footprint and has installed energy saving lightbulbs, implemented an air-conditioning policy of non-use in winter months and is progressively installing dual flushing toilet systems.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	499,773	10,000
2013-2014	527,366	3,603

2014-2015

546,155

1

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

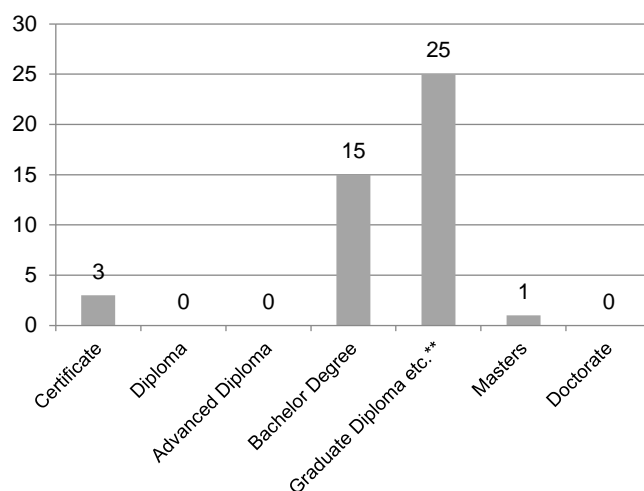
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	55	30	<5
Full-time equivalents	52	23	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	0
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	25
Masters	1
Doctorate	0
Total	44



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$45000

The major professional development initiatives are as follows:

- Explicit instruction
- Providing effective feedback
- Developing a pedagogical framework
- NCCD – what is an adjustment, what is a disability
- Unit planning
- QCAA workshops and VET training
- Unit planning in OneSchool
- Online courses

The proportion of the teaching staff involved in professional development activities during 2015 was 90%.

Average staff attendance

2013

2014

2015

Staff attendance for permanent and temporary staff and school leaders.

96%

97%

96%

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 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	87%

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

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

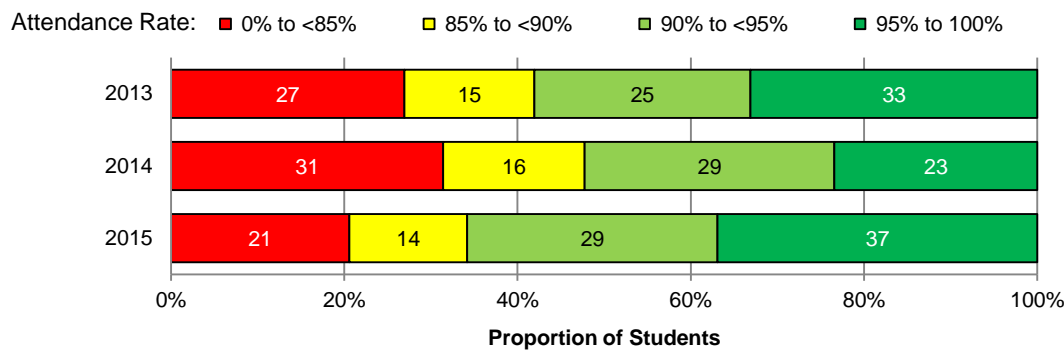
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									92%	90%	85%	88%	85%
2014									90%	87%	85%	86%	86%
2015								92%	93%	91%	90%	89%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Nonattendance is managed in accordance with DET policies and guidelines. SMS-PR 029: Managing Student Absences and SMS-036: Roll Marking in State Schools, which outlines processes for managing and recoding student attendance and absenteeism. Roll marking in every lesson using the OneSchool database has provided higher accountability around attendance and fractional truancy. The 'Tully Against Truancy' strategy – in partnership with QLD Police and all local business has seen a reduction in fractional truancy and lateness to school. Every Day Counts posters are clearly visible throughout the school and newsletters. Year level coordinators celebrate 100% attendance at year level parades and fortnightly assemblies. Our CEC works closely with Indigenous families to improve student attendance. Stringent attendance benchmarks are set by the school.

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

GO

Sector:

Government

Non-government

SEARCH

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	76%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	44%	53%	86%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	88	96	93
Number of students awarded a Queensland Certificate of Individual Achievement.	3	2	3
Number of students receiving an Overall Position (OP)	41	43	33
Percentage of Indigenous students receiving an Overall Position (OP)	20%	14%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	15	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	60	69	62
Number of students awarded an Australian Qualification Framework Certificate II or above.	39	39	41
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75	92	90
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	85%	81%	70%
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.	91%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	98%	92%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	6	11	18	6	0
2014	5	9	21	8	0
2015	7	6	10	8	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	32	36	4
2014	58	30	13
2015	50	32	11

As at 16 February 2016. The above values exclude VISA students.

VET Accreditations offered in 2015:

Cert II in Hospitality, Cert II in Kitchen Operations, Cert II in Rural Operations, Cert I in Furnishing.

TAFE Sec programs – Engineering Cert II & Automotive Eng. Cert II

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

A regional perspective of post-school destinations are reproduced below:

Main destination

Figure 1: Main destination of Year 12 completers, Cairns 2015

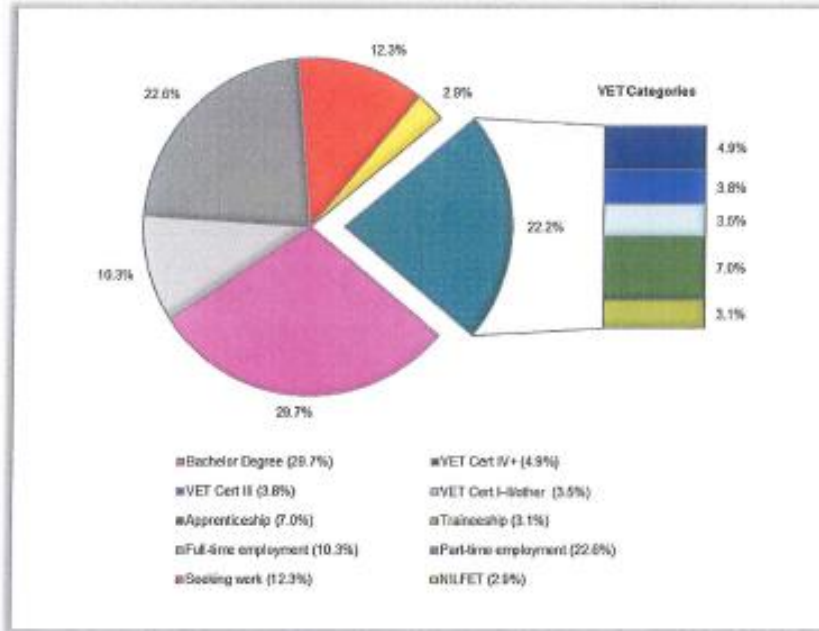


Table 1: Main destination of Year 12 completers, by sex, Cairns 2015

Main destination	SEX				Total	
	Male		Female		no.	%
	no.	%	no.	%		
Bachelor Degree	256	26.6	343	32.5	599	29.7
VET						
VET Cert IV+	30	3.1	68	6.4	98	4.9
VET Cert III	22	2.3	54	5.1	76	3.8
VET Cert I-III/other	36	3.7	34	3.2	70	3.5
Apprenticeship	116	12.0	26	2.5	142	7.0
Traineeship	22	2.3	40	3.8	62	3.1
VET Total	226	23.4	222	21.0	448	22.2
Work						
Full-time employment	101	10.5	106	10.0	207	10.3
Part-time employment	210	21.8	247	23.4	457	22.6
Work Total	311	32.3	353	33.5	664	32.9
Seeking work	142	14.7	107	10.1	249	12.3
NILFET	29	3.0	30	2.8	59	2.9
Total	964	100.0	1 055	100.0	2 019	100.0

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are classified as early leavers.

Tully State High School has a service commitment to ensure all students transition successfully into higher education, training or direct employment. In year 10, all students engage in planning and goal setting processes which commits the student, parents and school to achieving this goal. Students are continually tracked and supported in attaining this service agreement. In 2015 very few students left before completing year 12 without an assured employment destination. In all circumstances this process is approved via completion of an exemption from schooling form. The school is embarking on developing a range of learning partnerships with local businesses to assist in this process.