



Dakabin State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Dakabin State High School is a co-educational secondary school of approximately 850 students providing a quality education in a caring and supportive environment since 1978. Our motto, 'The Future Lies Within,' guides the philosophy and practice of students pursuing the pathway of their choice. The Year 7/8/9 curriculum is KLA based with a focus on literacy and numeracy. Students have options within the Arts and Technology areas. Year 10 is a transition year into senior, with compulsory English, Mathematics, Humanities, Science, Health and Physical Education plus electives from the Arts, Humanities and Technology Strands. The senior school allows for a diverse curriculum with academic and vocational options including TAFE, University subjects or school-based traineeships/apprenticeships. Learning Support, Gifted and Talented Programs, a SWD unit and an EALD class are integral to meeting student needs. Other key aspects of the school include an Agriculture department, breeding and showing award winning cattle and sheep team, a strong sporting culture as evidenced by our signature Basketball and Touch Football programs, an extensive extra-curricular program, an active Parents and Citizens Association operating a tuckshop and uniform shop and a strong Student Support Services team which includes chaplains, a school nurse, youth support coordinator, psychologist, school-based police officer and a guidance officer.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Our three main drivers for school improvement are articulated through our three values of Learning, Discipline and Community.

We are strongly committed in developing self-discipline within our student body. Self-Disciplined students reach their academic potential. We develop self-discipline through the enforcement of our school uniform, attendance, assessment and punctuality expectations. We strive to ensure our classrooms are free from disruption and students are safe within our school community.

In 2016 our focus was:

1. Improve the learning outcomes of all students with a focus on developing teacher's capacity through ongoing professional development.
2. Raise the expectations of staff and students towards life – long learning and a strong focus on student wellbeing and developing a positive learning environment.
3. Improve student attendance.

Our key strategies to meet our improvement targets for 2016 were:

1. The Art and Science of Teaching as a whole school pedagogy
2. Common Curriculum Elements embedded across the school
3. Literacy and Numeracy programs and coaches employed through I4S
4. QCS and NAPLAN Preparation
6. Attendance improvement (attendance officer employed through I4S)

Our School targets for 2016 were:

1. 100% students at or above NMS in Year 7 and Year 9.
2. 15% students in Year 7 and Year 9 upper two bands (9 or 10)
3. 95% attainment of a QCE for our exiting Year 12 students.

Future Outlook

- Develop a culture of peer observation and feedback. All staff will have an observation each term.
- Continue to implement programs (such as; SWBPS, VIVO, and Reboot) and processes around student wellbeing.
- Continue to develop strong, innovative and sustainable partnerships with parents and the wider community.
 - o Increase by 10% the number of students participating in VET in school and school based apprenticeships.
 - o Increase by 10% people reached through Facebook.
- Continue to improve student's results in every class, everyday.
 - o Academic results increased.
 - o Attendance increased.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	818	438	380	45	86%
2015*	928	482	446	64	88%
2016	850	436	414	64	89%

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 2016, 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

Overview

Approximately 75% of currently enrolled students reside in one of the 6 local feeder suburbs, with the remainder drawn from over 28 suburbs. Students come from a variety of cultural backgrounds, other than Australian and Indigenous Australian. The student body has representations from 28 different nationalities. As of May 2017, 67 Indigenous students (8%) are enrolled at Dakabin State High School.

Aboriginal and Torres Strait Islander students are well supported by the employment of a specialist teacher aide. Students whose second language is English are supported in an EAL/D specialised unit at the school. Which is the only EAL/D unit in the southern district of the North Coast Region.

Our Learning Support Staff tailors programs that support identified students requiring explicit adjustments to their individual programs.

Dakabin State High School's Special Education Unit supports students with disabilities including: intellectual impairment, autistic spectrum disorders, speech language impairment, and physical impairment. The Special Education program also delivers independent living skills programs and community-based learning opportunities for identified students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	23	22
Year 11 – Year 12	17	18	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.

Curriculum Delivery

Our Approach to Curriculum Delivery

At Dakabin State High School we offer a broad range of subjects. In Year 11 and 12 over 40 subjects are on offer to our students. On top of these programs we also offer distinctive programs such as:

1. *Academic Achievers Program* - High achieving students are mentored and are provided with a range of University experiences.
2. *English as a Second Language Program* - Our EALD unit provides extensive support for students from all parts of the region.
3. *Learning Support in Literacy and Numeracy* - Students struggling in these areas are provided extra support in small class groupings in Year 7, 8 and 9.
4. *Indigenous Student Program* - An Indigenous Teacher Aide provides extra support in Literacy and Numeracy, school attendance and employment opportunities.
5. *Special Education Unit* - Our SEU provides support for students with disabilities.
6. *Student Leadership Program* - Our student leadership program allows students to nominate for portfolio captain positions in areas of interest and passion both in our junior and senior cohorts.
7. *Instrumental Music Programs* - Our instrumental music program caters for all instruments, including strings. Our stage band are regular performers in a range of competitions.
8. *An outstanding Hospitality program recognised by industry for our quality outcomes.*
9. *An award winning Agriculture Program.*
10. *A Basketball Academy Program.*
11. *A Touch Football Program.*

Extra curricula activities

Dakabin provides all students of diverse interests a great variety of options for extra-curricular participation.

SPORT – Our sporting program has Years 7-9 playing in an optional Thursday afternoon interschool program. Opportunities are provided for district, regional, state and national representation. We also offer a Basketball Academy Program in conjunction with the Northside Wizards. A Touch Football Program is also offered at the school.

THE ARTS – Instrumental Music – Strings Group, Concert Band, Big Band, Vocal Groups, Talent Quests, Dance and Drama Performances, Concerts, Dance Squad, Art Shows, School Dances.

CITIZENSHIP – Student Council, World Vision (40 Hour Famine Appeal), Lions Youth of the Year, World Greatest Shave fundraiser, Red Shield Appeal fundraiser, Anzac Parade.

COMPETITIONS – curriculum based e.g. Maths Team Challenge, UNSW Maths competition, writing competition in English, UNSW English competition, Chemistry competition, Geography, Chefs of the Future, Ministerial Art Awards, Creative Generations on Stage.

CATTLE AND SHEEP SHOW TEAMS – compete in local shows and large events such as Beef Week in Rockhampton or the EKKA in Brisbane– a very successful aspect of the school farm and Agriculture program. Students participate in Show handling (managing a large animal like a bull in an arena judging environment) as well as Junior judging competitions. At the local shows both the students AND the animals are judged, often against those from professional animal studs. The many championship ribbons are displayed in the Agricultural Department.

LOTE – an extension program sees students travel to Japan approximately every second year to be immersed in the culture through home stays with host families and by visiting sites of Japanese cultural significant. Dakabin also hosts students from Japan each year.



How Information and Communication Technologies are used to improve learning

Dakabin SHS has a strong to commitment to improvement in the area of integrated technology. This is evident by the following:

1. Yearly ICT plan with future and current targets and strategies – ICT plan is updated annually.
2. Technology committee meetings at least each term to discuss issues, current policies and set performance targets.
3. Dakabin SHS has a strong commitment to improvement in the area of pedagogy using ICTs. This is evident by the following:
 - Our commitment in improving access to required hardware and software in classrooms.
 - Our commitment in providing Professional Development to staff to keep up to date with the latest developments in learning theory.
 - Our commitment in providing Professional Development to staff to keep up to date with tools/software available to enhance teaching and learning in the classroom.
 - Our commitment in employing specialist staff to ensure this priority is delivered. Namely, a fully qualified computer technician.

Social Climate

Overview

Since opening in 1978 with 183 students, Dakabin has been proud to be an inclusive and comprehensive school, drawing from a broad and diverse community. This community is comprised of a core of permanent residents with a small transient population. The school is divided into six year levels each with a Deputy Principal, and a Year Level Coordinator.

A formal year level parade is held once a week with a celebration assembly held once per term. Monday is compulsory formal uniform day for Years 10, 11 and 12. The celebration assembly is characterised by being run by our student leaders and showcases the talents and achievements of our students.

Staff at the school includes the Principal, three Deputy Principals, Head of Special Education, Head of English as a Second Language, nine Heads of Department, seventy-eight Teachers, thirteen Teacher Aides, a Business Services Manager, four Administration Officers, two Schools Officers – Grounds and Facilities, an Agricultural Assistant, and Cleaners. We also have a great Student Support Services Team including our Guidance Officer, School-Based Police Officer, School Nurse, Indigenous Liaison Officer, School Chaplain, a Youth Support Coordinator, and a Psychologist, all supporting our students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	100%	86%
this is a good school (S2035)	92%	87%	83%
their child likes being at this school* (S2001)	89%	93%	86%
their child feels safe at this school* (S2002)	89%	87%	71%
their child's learning needs are being met at this school* (S2003)	92%	100%	86%
their child is making good progress at this school* (S2004)	95%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	100%	86%
teachers at this school motivate their child to learn* (S2007)	95%	100%	86%
teachers at this school treat students fairly* (S2008)	86%	80%	86%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	100%
this school works with them to support their child's learning* (S2010)	95%	100%	86%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school takes parents' opinions seriously* (S2011)	95%	87%	83%
student behaviour is well managed at this school* (S2012)	86%	73%	67%
this school looks for ways to improve* (S2013)	92%	86%	86%
this school is well maintained* (S2014)	92%	87%	57%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	94%	93%	80%
they like being at their school* (S2036)	87%	88%	77%
they feel safe at their school* (S2037)	88%	89%	77%
their teachers motivate them to learn* (S2038)	84%	90%	76%
their teachers expect them to do their best* (S2039)	93%	98%	88%
their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	76%
teachers treat students fairly at their school* (S2041)	72%	78%	69%
they can talk to their teachers about their concerns* (S2042)	72%	74%	61%
their school takes students' opinions seriously* (S2043)	74%	67%	53%
student behaviour is well managed at their school* (S2044)	62%	58%	47%
their school looks for ways to improve* (S2045)	89%	88%	78%
their school is well maintained* (S2046)	83%	78%	69%
their school gives them opportunities to do interesting things* (S2047)	85%	87%	74%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	84%	89%
they feel that their school is a safe place in which to work (S2070)	99%	77%	77%
they receive useful feedback about their work at their school (S2071)	89%	72%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	78%	89%
students are encouraged to do their best at their school (S2072)	98%	87%	92%
students are treated fairly at their school (S2073)	99%	93%	84%
student behaviour is well managed at their school (S2074)	84%	41%	62%
staff are well supported at their school (S2075)	88%	52%	71%
their school takes staff opinions seriously (S2076)	84%	52%	66%
their school looks for ways to improve (S2077)	100%	81%	91%
their school is well maintained (S2078)	96%	71%	59%
their school gives them opportunities to do interesting things (S2079)	91%	75%	83%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

'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

Our e-newsletter, *The Home Courier*, is emailed to all families. Families without internet access can pick up a written copy from the Administration Office.

The school website features school highlights and information, both curricular and extra-curricular.

Parents can also access our website through a free School APP called the "Q School" app.

2016 featured the usual subject selections and information evenings for parents of students moving from Year 8 to Year 9, Year 9 to Year 10 and Year 10 into Senior (years 11 / 12). A senior information evening which focuses on the specifics of QCE, OP, School-based apprentices and traineeships, tertiary entry, QTAC and Rank Scores was also held. The Year 7 parent barbeque was held in Term 1 to welcome parents to the school.

A wide selection of Performing Arts, Dance and Film and Television assessment nights were also conducted. A number of outstanding Hospitality function were also conducted and as per usual were fully booked out due to the quality of the food presented.

Formal parent-teacher interviews were held twice during the year, all bookings for these interviews are made on-line through our e-Booking system. Parents without internet access can make bookings by phoning the office. Parents are also encouraged to contact teachers directly at any time via telephone or email.

Parents are welcome to attend Parents and Citizens' Association meetings on the fourth Tuesday of each month at North's Leagues and Services Club in Kallangur at 7pm.

Parent representatives have opportunities for input into curriculum issues, budget planning, QSR (Quadrennial School Review).

Individual 'SET' Plan Interviews (Senior Education & Training Plans) for parents of all Year 10 students were held in August.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	287	502	476
Long Suspensions – 6 to 20 days	13	16	22
Exclusions	8	15	14
Cancellations of Enrolment	20	8	15

* 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.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	392,871	28,885



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	375,211	8,212
2015-2016	358,067	10,044

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	82	44	<5
Full-time Equivalent	77	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate Diploma etc.**	27
Bachelor degree	44
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 2016 were \$118110.00.

The major professional development initiatives are as follows:

- Art and Science of teaching
- Literacy and Numeracy
- Student management
- Curriculum development
- Staff Development (Profiling, etc.)

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	82%	78%

*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 2016 for all Queensland Secondary schools was 90%.

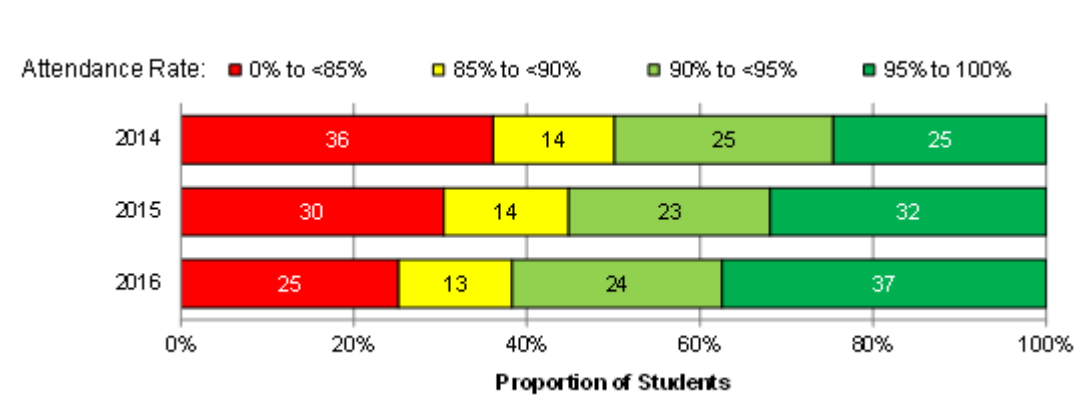
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	86%	85%	83%	87%
2015								90%	89%	89%	85%	86%	89%
2016								88%	87%	88%	88%	88%	91%

*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 DET 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.

Dakabin SHS uses an electronic roll marking program that tracks student's attendance lesson by lesson. Phone calls, text messages and emails are used to contact families if immediate anomalies appear in a student's attendance pattern. This process is managed by staff in our Student Support Centre.

Students who miss three consecutive days will receive a letter requesting an explanation if not already known by the school.

Our acknowledgement program for students complying with our school values and expectations also recognises students with exemplary attendance patterns. Certificates on celebration assemblies are an example of students being acknowledged within this program.

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	2014	2015	2016
Number of students receiving a Senior Statement	157	152	127
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	67	46	28
Percentage of Indigenous students receiving an Overall Position (OP)	13%	40%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	15	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	148	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	58	82	93
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	143	147	126
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.	60%	72%	54%
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%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	98%	92%

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
2014	9	16	15	22	5
2015	4	13	16	10	3
2016	2	6	7	11	2

As at 3rd February 2017. 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
2014	110	44	17
2015	136	63	36
2016	120	73	39

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

Dakabin State High School offers Certificate 1 and 2 courses in:

- Business
- Sports and Recreation
- Visual Art
- Information, Digital Media and Technology
- Animal Studies
- Animal Studies
- Rural Operations

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	76%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	63%	78%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early Leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students are expected to remain at school until they reach 17 years of age or complete Year 12. Students may apply to leave before this time if they have documented proof they are remaining in full-time study or full time school. Early departure permission can only be made through the school Principal. Proof must include accepted enrolment papers for a course of study or written evidence on company letter head indicating the student will be working full-time for at least 25 hours per week. The family and the school then fill out the necessary paper work for exemption. If any of the student's circumstances change they must contact the school immediately as their exemption may become null and void.

In 2016 our early school leavers either engaged in full-time work (>25hours/week), full-time study at T.A.F.E., moved out of the area and enrolled at another school or took up a full-time apprenticeship.

