



Woody Point Special School

ANNUAL REPORT 2016

Queensland State School Reporting

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School Overview

Woody Point Special School is a state special school situated on the Redcliffe Peninsula in Queensland. It provides educational programs for students with disabilities who live in surrounding areas of Brighton, Sandgate and Deception Bay as well as students living on the Redcliffe Peninsula.

The school has two main sectors. The Early Childhood Development Program (ECDP) caters for students from birth to Pre-Prep in playgroup and Prior to Prep groups. The Special School caters for students from Prep to Year 12. Classes are organised taking into account students' learning needs and age.

Our school community consists of students, staff and parents all working together with supporting professionals to provide a specialised learning environment which results in positive learning outcomes. These outcomes are based on strong relationships and effective communication for our diverse population.

Principal's Foreword

Introduction

The School Annual Report for Woody Point Special School provides information to inform the school community of the progress and achievements during 2016 and outlines our plans for future improvement.

School Progress towards its goals in 2016

	Priority Area	Goal	Progress
Successful Learners – Analysis and Discussion of Data	Implementation of systemic collection of student outcome data	Numeracy data collected for all students	Ongoing
		OneSchool effectively utilised Student individual (blue) folders consistently maintained.	Achieved
	Use data to build a culture of self-evaluation and reflection across the school	Student data stored on OneSchool	Achieved
		Data wall in place for school leaders	
		Student Data stored electronically (e.g. Excel) to allow sections to be examined. Data review cycles in place.	
	Develop data literacy skills of teachers and school leaders	PD and coaching in data literacy undertaken by teachers and leaders	Ongoing
One data meeting per term teachers One data meeting per term school leaders		Achieved	
Parent and Community Engagement	Parent and Community Engagement	Develop a set of guidelines and resources for parent/family communication.	Achieved
		Deliver parent information events such as Intensive Interaction, Senior schooling, Post School Expo, Play based learning etc.	Achieved
		Develop school Facebook page Introduce new SMS service Website renewal.	Achieved

Engaged Partners – School Community Partnerships	Partnership Agreement with Redcliffe Special School	Broaden the focus of special event days to include numeracy and science in addition to existing literacy days and fun run.	Ongoing
		Implement “Watching Others Work” (WOW) program across WPSS and RSS	Ongoing
		A formal consultation has occurred in line with departmental expectations relating to the partnership agreement between RSS and WPSS.	Ongoing -approval to consult received Term 4 2016
	Staff Engagement	Staff satisfaction results of nonteaching staff similar to those of teaching staff. (SOS data).	Ongoing
Deliver 4 PD mornings across the year targeting TA needs. Release teams to TAs to work on target PD and MSSWD modules.		Achieved	
Great People – Effective Pedagogical Practices	Positive Behaviour for Learning	At least one explicit lesson per week in each class explicitly targeting the teaching of the PBL focus School to move into Phase 2 PBL.	Achieved Ongoing
		One PBL meeting per term to focus on data analysis.	Achieved
		Literacy	Literacy groups in operation in junior sector Alignment to reporting and ICP in place.
	Collaboratively develop a whole school literacy plan. Support teachers with implementation. Target whole school PD on identified programs and pedagogies (e.g. Reading Our Way).		Ongoing
	WPSS teachers participating in RSS literacy groups using WOW days.		Ongoing
	Feedback	All II practitioners (teachers & aides) participate in one video feedback session per semester.	Achieved
		Each teacher to complete one classroom profile per semester.	Ongoing
		All teachers to have received formal feedback each term. PLC structures in place to support professional learning I specific areas.	Ongoing

Future Outlook

2017 priority goals as identified in the school annual implementation plan:

Priority 1 - Successful Learners: Analysis and discussion of Data

Develop data literacy skills of teacher and school leaders:

- ✓ PD and coaching in the area of data literacy undertaken by all teachers (by end Term 3)
- ✓ Clear links between data gathered and students ICP are evident for all students (across Terms 1-4)
- ✓ Examine existing data sets in relation to student wellbeing (by end Term 3)
- ✓ Identify and implement relevant whole school numeracy data tool (by end Term 2)
- ✓ Headline indicators for attendance above 85% (across Terms 1-4)

Priority 2 – Engaged Partners: School Community Partnerships

Increase parent and community engagement across Woody Point Special School and Redcliffe Special School:

- ✓ Formal consultation completed in line with departmental expectations relating to the partnership agreement between WPSS and RSS (by Term 4)
- ✓ 95% + parent participation in consultation process (Terms 2-3)
- ✓ 90%+ agreement on parent/caregiver SOS that school provides useful information online (Terms 1-4)

Priority 3 – Great People: Effective Pedagogical Practices

Provide valued pedagogical feedback and differentiated coaching opportunities to improve teaching practices”

- ✓ 80% of teachers to complete one classroom profile per semester (Term 4)
- ✓ 95% + agreement with staff SOS relating to receiving useful feedback (Terms 2-3)
- ✓ 95% + agreement on staff SOS relating to access to quality professional development through feedback and coaching processes (Terms 2-3)
- ✓ 80% of staff have had the opportunity to participate in professional learning opportunities across sites (Terms 1-4)



Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	91	33	58	5	99%
2015*	90	32	58	5	94%
2016	79	27	52	6	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

Woody Point Special School caters for a diverse range of students in both the ECDP (Early Childhood Development Program) and school. Students in the ECDP demonstrate a suspected or confirmed disability and are approved for attendance by North Coast Region. Some students who attend the ECDP will continue at Woody Point Special School for their schooling while others will transition to local primary schools.

Students in the school must have a verified Intellectual Disability and may have other disabilities such as autistic spectrum disorder (ASD), physical, hearing or vision impairment. Our students travel from several surrounding suburbs, mainly within the Moreton Bay Regional Council area. They have a wide range of socio economic, ethnic, family composition and cultural backgrounds. Most students live in urban areas such as Brighton, Redcliffe Peninsula, Deception Bay, Rothwell. Woody Point has a very small proportion of students who are indigenous, or who have non-english-speaking backgrounds.

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	4-7	4-7	4-7
Year 4 – Year 7	4-7	4-7	4-7
Year 8 – Year 10	4-7	4-7	4-7
Year 11 – Year 12	4-7	4-7	4-7

*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

During 2016, Woody Point Special School provided specialised educational programs for students with a range of disabilities. This school seeks to provide a happy, safe, supportive and effective learning environment that creates a feeling of trust and security for students and their families and leads to the development of each student's individual potential.

- ✓ Students from Prep to Year 10 at Woody Point Special School engaged in subjects within the Australian Curriculum across 2016 including English, Mathematics, Science, Geography and History.
- ✓ Students in Year 11 and 12 accessed highly individualised learning programs based on the Guidelines for Individual Learning as outlined in their SET (Senior Education and Training Plan)
- ✓ Communication programs are undertaken across all areas of the school and a range of communication strategies are implemented including; Key Word Signing, PODD, Speech Generating Devices and Intensive Interaction.
- ✓ In the ECDP, Curriculum is developed around the Early Years Learning Framework.
- ✓ Across the campus all students' programs are developed by teachers in conjunction with parents, therapists and other stakeholders. Programs are individualised and adjusted to suit the needs of our diverse student population. Units of work are linked to students' ICP, SET or curriculum goals within curriculum contexts drawn from the Australian Curriculum.
- ✓ Communication is a strong focus for all students at Woody Point and linking learning to real life situations is a distinctive feature of the School.
- ✓ Our HPE program, which incorporates swimming, is delivered by the school's specialist PE teacher.

Co-curricular Activities

The school offers a range of activities that enrich the learning experiences of our students. . Many of these activities are part of our community based learning programs. Our varied curriculum offerings include:

- ✓ Visits to local community recreation activities such as parks, ten-pin bowling, swimming pools and horse riding.
- ✓ Individual and group visits to post school service providers.
- ✓ Swimming and activities in a water environment at school and at local venues.
- ✓ Special events days held at our school, other schools and in the community.
- ✓ Peninsula Fun Run.
- ✓ Multi-sensory programs are delivered in the school's multisensory room.
- ✓ Selected Arts Council programs each year are accessed by students.

How Information and Communication Technologies are used to Assist Learning

A range of ICTs are used to support students to access the school curriculum, and encourage student engagement. Teachers and students have access to Interactive Whiteboards and televisions, Speech Generating Devices (SGD), iPads, touch screens, switches and a range of adapted hardware and software to support teaching and learning. Proloquo2go and Tap To Talk applications are used on classroom iPads to support student communication.

Social Climate

Overview

Woody Point Special School is a place where every child, parent and staff member is valued. Diversity is celebrated. The school provides a positive learning environment for all students during all 'on' campus and community based curriculum offerings. A safe, supportive school environment with a focus on high expectations for all students is a key priority of the Woody Point Special School community.

The School Chaplain provides support to parents, students and staff of the ECDP and the school. The partnerships the chaplain has developed with local churches, businesses and community organisations provides a network of local support and assistance when needed. The school is fortunate to employ an *Educational Program Officer* who supports a Volunteer Program and seeks and maintains links with community organisations. Strong links exist between the school and other community groups including; local service groups (e.g. Lions, Rotary).

Woody Point Special School implements the Responsible Behaviour Plan to provide a safe, supportive environment for all staff and students. Our school is a *Positive Behaviour for Learning (PBL)* school. Our three school expectations guide students' interactions across the campus:

- ✓ I can be Safe.
- ✓ I can be a Learner.
- ✓ I can be Respectful.

In addition to the core expectations, the school implements a comprehensive behaviour curriculum which is taught through explicit lessons, modelling and incidental learning opportunities. The school acknowledgement plan supports and celebrates



positive student behaviour through a range of strategies including postcards and letters home, certificates on assembly and non-classroom behaviour awards.

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)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	95%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	95%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	96%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	96%

Student opinion survey – Not applicable

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)			
they like being at their school* (S2036)			
they feel safe at their school* (S2037)			
their teachers motivate them to learn* (S2038)			
their teachers expect them to do their best* (S2039)			
their teachers provide them with useful feedback about their school work* (S2040)			
teachers treat students fairly at their school* (S2041)			
they can talk to their teachers about their concerns* (S2042)			
their school takes students' opinions seriously* (S2043)			
student behaviour is well managed at their school* (S2044)			
their school looks for ways to improve* (S2045)			
their school is well maintained* (S2046)			

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)			

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	95%	91%	98%
they receive useful feedback about their work at their school (S2071)	98%	89%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	98%	98%	100%
student behaviour is well managed at their school (S2074)	95%	95%	98%
staff are well supported at their school (S2075)	91%	89%	93%
their school takes staff opinions seriously (S2076)	90%	84%	93%
their school looks for ways to improve (S2077)	95%	100%	100%
their school is well maintained (S2078)	93%	77%	82%
their school gives them opportunities to do interesting things (S2079)	95%	93%	100%

* 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

Parents work as close partners with our teachers and are involved in their child's education in a variety of ways including:

- ✓ Daily communication with parents directly or via the students' communication books.
- ✓ Formal ICP meetings or SET plan meetings held every six months with a view to supporting student learning and access to curriculum
- ✓ Parents are welcome in classrooms and regularly participate in activities and celebrations at school including fortnightly school assemblies.
- ✓ The Parents and Citizens (P&C) Association meets monthly.

Across 2016, parent and community engagement has been encouraged through the school newsletter published fortnightly and a successful social media presence on the Woody Point Special School Facebook site. Teachers are encouraged to highlight student achievements through these avenues and important information in relation to school events and is shared.

Respectful relationships programs

Woody Point Special School has developed and implemented a program that focuses on appropriate, respectful and healthy relationships through the Positive Behaviour for Learning approach. Through this approach, students are taught explicitly and implicitly about safe and respectful relationships and self-protective behaviours.

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	5	0	0
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	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.

Environmental Footprint

Reducing the school's environmental footprint

A major working bee takes place annually with outside community assistance to mulch gardens throughout the school. Water usage for gardens in the school is negligible. Tank water is used to top up school pool. The pool's heating and filtration system is energy efficient. A whole school recycling program was introduced in 2016.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	142,269	807
2014-2015	169,324	91
2015-2016	171,937	90

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	33	46	0
Full-time Equivalents	26	32	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	26
Diploma	1
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 \$50 100

The major professional development initiatives are as follows:

Curriculum

- ✓ Mathematics (Special Education Curriculum Cluster)
- ✓ Assessment and Moderation
- ✓ Literacy
- ✓ Senior Schooling – QCIA
- ✓ Early language development and communication

Specialised Pedagogy

- ✓ Intensive Interaction Leadership program
- ✓ Intensive Interaction co-ordinators course
- ✓ Process based teaching and learning
- ✓ Assistive technology
- ✓ Positive Behaviour for Learning
- ✓ Functional Behaviour Analysis
- ✓ Classroom Profiling
- ✓ Age Appropriate Pedagogies
- ✓ Complex Case and trauma informed practices

- ✓ AAC and communication
- ✓ Senior Schooling – PATH

Other Priorities

- ✓ Leadership development
- ✓ Personality styles and effective communication
- ✓ Performance conversations
- ✓ Beginning Teachers Workshop

In addition to formal professional development opportunities staff participation in formal and informal mentoring through the WOW (Watching Others Work) process and through involvement in school based and external professional learning communities and networks.

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.	95%	94%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% 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).	84%	84%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	84%	85%

*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 Special schools was 89%.

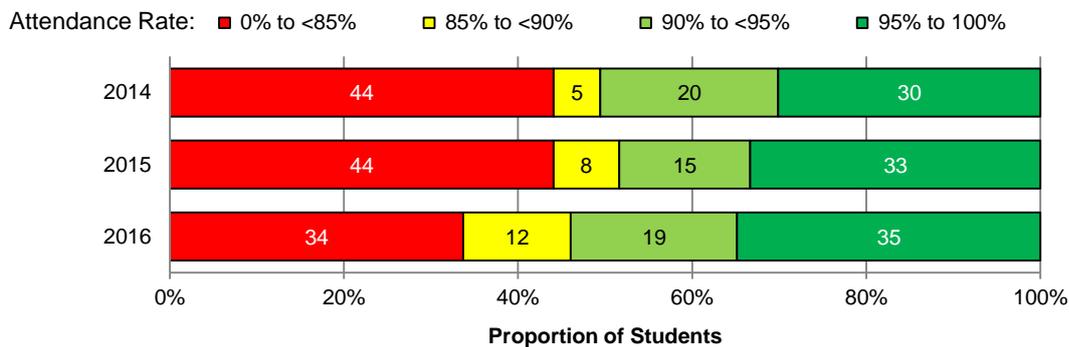
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%												
2015	84%	88%	85%	85%	72%	95%	66%	80%		91%	86%	99%	77%
2016	86%	87%	90%	87%	89%	73%	94%	77%	81%		88%	90%	94%

*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.

Parents are asked to telephone the school to leave a message advising the school of student absences with an explanation. If students are absent for more than three days without explanation, the school will contact the parent to check on the welfare of the child.

It is understood that in some cases, the child's medical conditions limit the ability to attend school regularly. It is important that the school community recognizes that student health can be compromised by minor childhood illnesses. The school philosophy is to work closely with families to support student attendance. At times, individual case meetings are held to support student attendance. Students who achieve over 95% attendance in a term receive a letter acknowledging their exemplary attendance record.

Class rolls are marked daily. All parents/caregivers who remove a student from the school during the day must do so through the administration office.

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**.

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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	3	3	1
Number of students awarded a Queensland Certificate of Individual Achievement.	3	3	1
Number of students receiving an Overall Position (OP)	0	0	0
Percentage of Indigenous students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	0	0	0
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	0	0	0
Number of students awarded an Australian Qualification Framework Certificate II or above.	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	0	0	0
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
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.			
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.	0%	0%	0%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

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

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.			
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.			

* 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

Fewer than five responses to the 2017 *Next Step* survey were received from students at {{Insert school name}}. Consequently, information on the post-school destinations of Year 12 completers from 2016 are not available for reasons of data confidentiality.

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 - Not applicable

