

Western Cape College Queensland State School Reporting 2015 School Annual Report



Postal address	c/- Post Office Weipa 4874
Phone	(07) 4090 6444
Fax	(07) 4090 6400
Email	principal@westerncapecollege.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Executive Services Officer Glenda Flegg

Principal's foreword

Introduction

At Western Cape College we are committed to working in partnership with the full breadth of our complex community as the natural place for students to explore their developing academic and social learning. At the same time we look to prepare students to be successful across cultures and countries. We are committed to personalising learning for each student to ensure that they maximise the opportunities this College provides, and in this regard all community members require a change and growth mindset. Our approach to teaching and learning is deliberate, backed by research and focussed on unlocking the potential in each of us. We hope you enjoy reading our report.

School progress towards its goals in 2015

During this period, the significant work of the College has been around developing:

- Clear roles and responsibilities are helping Western Cape College to drive the priorities set in its improvement agenda.
- A new organisational structure has clearly defined roles and responsibilities for all staff across the towns and campuses that Western Cape College represents, including a boarding facility for Indigenous secondary students living away from home.
- From the College Principal to other senior leaders regardless of their location, now understanding their role and the role of others in achieving the key priorities.
- The College has shown the same commitment to documenting its partnership agreements with communities including Mapoon, Napranum and Weipa, and with the Indigenous Land Corporation to operate the college's Western Cape residential campus.
- Clarity of roles and responsibilities helps the College to focus its improvement agenda on three areas: high quality education, student social and emotional wellbeing, and community connection and relevance. Teachers at the college share responsibility for priority action areas such as reading and attendance.
- A commitment to differentiated learning is part of the focus on high quality education. To meet the diverse needs of its learners, the college follows a highly structured and differentiated curriculum and pedagogical model. In response to need, it has responded with creative College-wide solutions, including programs for accelerated learning, Indigenous students, and students with learning needs or disabilities.

Future outlook

Priority 1. A positive organisation

At Western Cape College (WCC) we will align our operations so that we are widely regarded as a positive organisation. This will ensure that we are well positioned to cater for the educational, social, and emotional needs of all our community members.

Priority 2. Advancing literacy and numeracy

For our nation to be socially and economically successful, all Australians require literacy and numeracy skills of distinct quality. Therefore, WCC presents these skills to students as 'passports for life' – and consequently they are at the core of our formal academic program, embedded into all courses. In advancing the literacy and numeracy development of all our students, we commit to differentiating the way we deliver our curriculum programs – a 'one size fits all' approach cannot be successful in our context. A robust range of data sets will be utilised to track this advance.

Priority 3. Careers

At WCC, through flexible and evolving strategies, we will continue to commit to developing in students the capacity to successfully engage in a variety of pathways that lead directly or indirectly to appropriate and satisfying careers in the real economy. Further, WCC will purposely measure the success of this commitment through indicators such as Year 12 QCE attainment, and destination surveys of students one and two years post school ('D1 and D2').

Progress towards these priorities in 2015 included:-

- Continued growth in the school – retention in Secondary School
- ALP NAPLAN progress
- College Council governance
- Transition to WCC Stage 3 organisational structure
- Significant improvements in QCE attainment

Challenges identified for consideration when establishing future priorities include:-

- The gap between Indigenous and Non-Indigenous students in NAPLAN and attendance
- Junior Secondary outcomes and facilities
- Increasing learning and social preparation Year 12 graduates
- Continued community connection progression

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1035	524	511	575	88%
2014	1074	524	550	579	88%
2015	1073	549	524	576	90%

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 7 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:

Our College is a unique state school which comprises multiple campuses and approximately 1000 students, of which about 55% are Indigenous Australians. **Indigenous** students from across FNQ in Years 7 to 12 are able to board at the Residential Campus, located in Weipa. The College's operations reflect a 'cradle to employment' philosophy that ensures students are supported throughout their whole school life and beyond, to achieve a positive career path.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	20	20
Year 4 – Year 7 Primary	26	22	23
Year 7 Secondary – Year 10	20	18	19
Year 11 – Year 12	14	15	13

*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

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	218	246	320
Long Suspensions - 6 to 20 days	15	18	5
Exclusions	2	6	2
Cancellations of Enrolment	0	0	1

* 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

- Western Cape College provides students either two pathways of VET or OP (Academic). Our VET pathway provides courses and certificates that meet the needs of our diverse communities, as well as provide our students the skills and knowledge to secure work without having to leave home. Some of these courses include, childcare, tourism, hospitality, engineering, resource management, automotive, and construction.
- Students pursuing an OP pathway benefit from small class sizes, as well as the commitment from Western Cape College to provide access to any subject the student wishes to study. If Western Cape College cannot offer the subject, an alternative source such as Distance Education is offered at no cost to the student. Western Cape College has a designated teacher

who supports all students studying via distance education, and a designated room to provide a conducive learning environment.

- In 2015, Western Cape College expanded the Accelerated Learning Program (ALP) to 6 classes in the P-7 area, and also added Quicksmart at the Weipa Campus in the secondary area. ALP is the name associated with our hybrid model for Direct Instruction and it specifically targets those students who require significant support in literacy and numeracy.
- The aim of the ALP is to rapidly improve students' literacy and numeracy rates through a highly structured and routinized form of teaching and learning. Every day students engage in reading, spelling, handwriting, numeracy and grammar & oral language activities (language arts). Additionally, students are exposed to Health and Physical Education and The Arts in line with the Essential Learnings curriculum. All ALP classes are multi-aged classes (composite class), which means that students from different year levels are in the same class, and can move between classes, depending on their level of achievement.

Extra curricula activities

The comprehensive and extensive out of school curriculum seeks to provide additional opportunities for character development, decision making, leadership, and problem solving. In striving for the education of the whole person, Western Cape College aims to provide as many activities as possible, within and outside the curriculum. Participation in extra curricula activities though not compulsory, is encouraged.

Creative Activities

- Western Cape College Choir (P-3) and (4-7)
- Western Cape College Instrumental Music Program (4-12)
- Creative Generation – State Schools Onstage (Dance and Choir)
- School Musical
- MADD (Music, Art, Dance, Drama) Evenings
- Minister's Arts Awards

Academic Activities

- Academic Competitions (ICAS, RioTinto)
- Optiminds
- Chemistry Titration Competition
- Premiers Reading Challenge
- Marine Studies Turtle Camp (Mapoon)
- ICT Club
- Extension Programs

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies (ICTs) are integrated in all teaching and learning in the College. The Contemporary Practice Resource developed by teachers for teachers that has been released by the Department of Education and Training supports teachers with the implementation of the Australian Curriculum in a contemporary classroom. On average, the College has a 1:2 computer ratio and is moving towards 1:1 computer assisted learning.

Our desired culture at Western Cape College is that each student in year 9 to 12 will work with a device, for improved educational outcomes. The College has reviewed their laptop program for students in year 9-12. The College progressed to a model, where the parent/guardian purchase the device through the school. This model allows the students device to connect to the network at school and the student can use the device at home.

Our 24/7 Curriculum continued to provide students and parents access to curriculum content, homework, assessment and resources. Our teachers developed edStudios through the Learning Place. We also subscribed to Reading Eggs and IXL Maths. Students were able to use these programs at school and home. In 2013 we continued to operate our digital library and offer our online resources Science Online and World Book Online.

Digi Café continued in 2015. The Digi Cafe develops teacher's knowledge and skills in making ICT's integral to learning. A key focus in 2015 was supporting teachers in the development of their edStudio

sites. We continued to use our video-conferencing facilities to ensure our students were provided with opportunities to learn another language. Students used the facility in 2015 to learn LOTE- Chinese through Cairns Distance Education.

The College has a range of software licences. They are the following: Adobe Photoshop/Creative suite, Autocad, Braintastic, Encarta, Kid Pix, Kidspiration/Inspiration, Mind Map, MYOB, Typing Tournament, CDX, Sibelius, Various Ed Alive, ProDesktop, Boardmaker, Clicker, Writing with Symbols, Carmen Sandiego, Corel Suite, Hyperstudio, PM Readers, Thrass, TypeQuick, Targetting Maths and ARCGIS.

Social Climate

At Western Cape College, pastoral care is not a separate area handled by one person - pastoral care of students is the domain of all staff at the College. Pastoral care is integral to the educational philosophy at Western Cape College. In order for a student to achieve their personal best they need to be happy, contented and safe in their learning environment, consequently it is our stated objective to be overtly concerned about the social, physical, emotional and intellectual well-being and development of each student while they are at School.

The Western Cape College Student Support Services team supports all students and staff at the Mapoon, Residential, and Weipa Campuses in the areas of:-

- Student Health and Well-Being
- Behaviour Support and Management
- Inclusive Education
- Learning and Disability Support

In 2015, Western Cape College had Guidance Officers who worked as members of the student support services team. The Guidance Officers provide support and assistance to students and families across a wide range of issues. They also work closely with administration, teachers and staff to ensure that the welfare needs of all students are met. Western Cape College has a School Based Health Nurse, whilst based at the Weipa Campus, provides support to all of our campuses. In 2015, Western Cape College Weipa Campus employed two full time teachers as Responsible Behaviour Officers, one in the P-7 area, and the other in the 8-12 area. School Wide Positive Behaviour Support (SWPBS) was introduced at all campuses of Western Cape College in 2011. SWPBS or PBL asit is more recently known as, provides a framework to assist schools assess what behaviour systems and expectations are currently in place, whether they are affective, and what needs to be added or improved. This long-term process will assist Western Cape College develop proactive systems of support teams for defining, teaching, and supporting appropriate behaviours to create positive school environments.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	88%	79%
this is a good school (S2035)	100%	86%	81%
their child likes being at this school (S2001)	100%	90%	87%
their child feels safe at this school (S2002)	90%	88%	87%
their child's learning needs are being met at this school (S2003)	93%	84%	78%
their child is making good progress at this school (S2004)	100%	86%	77%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	98%	90%	78%
teachers at this school motivate their child to learn (S2007)	100%	88%	80%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school treat students fairly (S2008)	93%	80%	73%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	89%
this school works with them to support their child's learning (S2010)	95%	89%	80%
this school takes parents' opinions seriously (S2011)	81%	82%	78%
student behaviour is well managed at this school (S2012)	77%	71%	66%
this school looks for ways to improve (S2013)	98%	86%	85%
this school is well maintained (S2014)	88%	76%	77%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	91%	88%
they like being at their school (S2036)	91%	85%	90%
they feel safe at their school (S2037)	85%	83%	82%
their teachers motivate them to learn (S2038)	97%	92%	90%
their teachers expect them to do their best (S2039)	98%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	95%	90%	90%
teachers treat students fairly at their school (S2041)	84%	70%	78%
they can talk to their teachers about their concerns (S2042)	85%	78%	81%
their school takes students' opinions seriously (S2043)	77%	76%	83%
student behaviour is well managed at their school (S2044)	69%	69%	65%
their school looks for ways to improve (S2045)	94%	89%	92%
their school is well maintained (S2046)	81%	83%	86%
their school gives them opportunities to do interesting things (S2047)	92%	89%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	88%	83%
they feel that their school is a safe place in which to work (S2070)	91%	92%	84%
they receive useful feedback about their work at their school (S2071)	93%	77%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	88%	93%
students are encouraged to do their best at their school (S2072)	91%	90%	86%
students are treated fairly at their school (S2073)	89%	82%	76%
student behaviour is well managed at their school (S2074)	77%	79%	64%
staff are well supported at their school (S2075)	77%	66%	66%
their school takes staff opinions seriously (S2076)	89%	70%	69%
their school looks for ways to improve (S2077)	95%	84%	87%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
their school is well maintained (S2078)	70%	74%	87%
their school gives them opportunities to do interesting things (S2079)	84%	80%	77%

'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

Western Cape College values and encourages a close relationship between the school and the family. Parental involvement plays an integral role in the life of the College, and individual campuses. Both Weipa and Mapoon campuses of Western Cape College have an active Parents and Citizen's (P & C) association. Campus leaders and teachers attend these meetings to present reports and updates, as well as being available for questions from parents. The Residential Campus has an advisory board which consists of representatives from each community boarding students come from. The board meets quarterly.

The College hosts a number of parent evenings throughout the year, whether it is to welcome families at the start of the year, provide information on subject selection, or guest presenters who provide support and information for parents. All parents and caregivers are encouraged to attend. As a large number of students reside in Napranum, throughout the year, the Weipa Campus hosts community information afternoons in Napranum as a means of further engaging these families. Following on from the development of Community Partnership agreements with the Mapoon, Napranum, and Weipa communities in 2011, Western Cape College maintained its commitment to meet regularly, and update the community on key activities and outcomes from the agreement. A community partnership agreement is a formal commitment to the shared responsibility for the education of students. The agreement is negotiated between the school, the parents and the local community and is a commitment to make change in the way the school and community work together. This agreement outlines expectations, goals, targets and specific roles and responsibilities of the school, the parents, community members, and agencies. Such agreements provide the opportunity to maximise the attendance, engagement and achievement of students and better involve parents in their child's education.

The Western Cape College Council formed in 2012, and throughout 2015 remained custodian of the strategic direction and reputation of Western Cape College. The College Council is a forum that plans and reviews the school's progress towards its vision, and is constituted to improve student learning outcomes by helping to guide the strategic direction of the school.

Reducing the school's environmental footprint

The College has committed to decreasing its environmental footprint. For 2015, sustainability was a regular topic of discussion at staff meetings, within classrooms, and generally across the College. The College is working towards all staff, and students understanding the role they play as an individual in the wider school. The maintenance program in particular at the Weipa Campus with the upgrade, and replacement of airconditioners has assisted in the decrease of electricity.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,179,996	360
2013-2014	39,201	0
2014-2015	36,000	

*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.

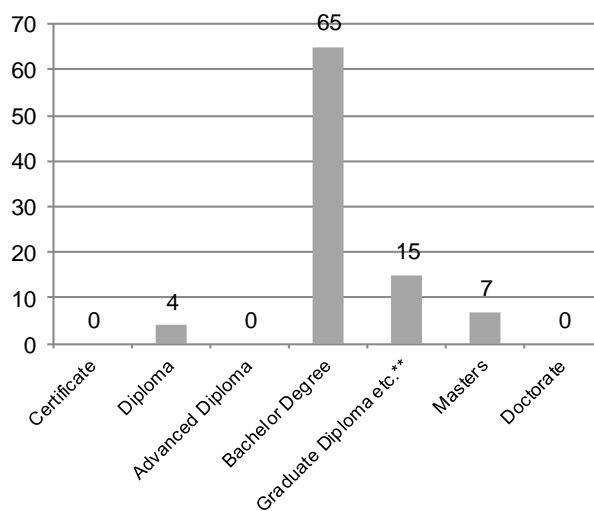
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	95	74	19
Full-time equivalents	90	62	16

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.**	15
Masters	7
Doctorate	0
Total	91



*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 \$132,811. The major professional development initiatives are as follows:

Internal:

- Mandatory Training (Code of Conduct, Student Protection, Internal Controls, Keys to Managing information, Asbestos Management, Health Safety & Wellbeing, Curriculum Risk Assessment)
- Explicit Direct Instruction
- Consolidations
- Using Electronic Whiteboards
- SAS (Pro Digital Soundfield Amplifications)
- ESL Training
- Enabling Learners
- Workplace Health and Safety Training
- Pedagogical Licence
- Pedagogical Certificate
- Thrass
- Visual Literacy
- First Aid
- 4WD Training
- ESCM's Mighty Minds
- Leadership Lounge – Stage 1,2 and 3

- Peer coaching and modelling

External:

- Local Cultural Awareness Training
- QCE's
- ICP's
- Gifted Education
- Network meetings and workshops
- Understanding Autism Spectrum Disorders

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 82% 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).	81%	80%	82%
The attendance rate for Indigenous students at this school (shown as a percentage).	73%	72%	73%

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 P-10/P-12 schools was 90%.

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

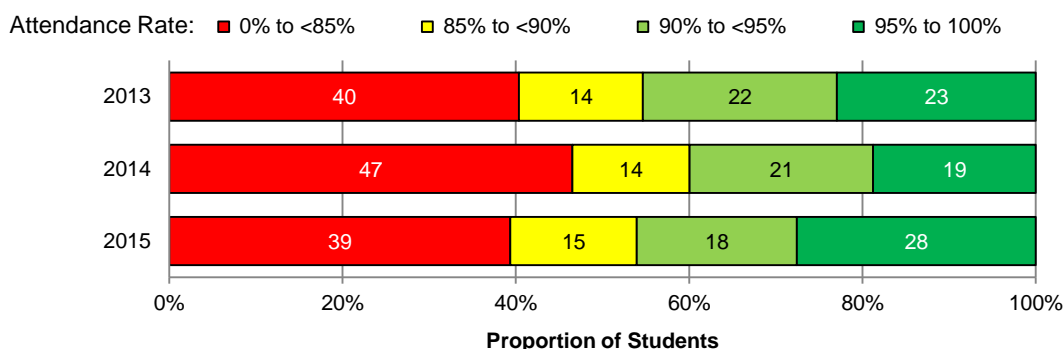
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	83%	80%	81%	87%	84%	84%	80%	77%	80%	77%	71%	77%
2014	88%	84%	83%	82%	83%	85%	80%	86%	78%	73%	65%	77%	81%
2015	89%	86%	83%	85%	82%	82%	83%	78%	79%	80%	74%	75%	80%

*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

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. Each campus has slightly different processes for managing and recording student attendance and absenteeism.

Western Cape College has a dedicated attendance team who in 2015 were led by the Head of Student Services. Attendance is a priority of all staff. Any unexplained absences are followed up with a phone call to parents/caregivers. A process is in place to deal with students who are chronically late or absent. This includes referral, parent contact and/or meeting, detentions and counselling. Whilst attendance rates over the past 12 months have improved, attendance will continue to be a key priority for the College. The IDattend software package has recently been introduced to assist in this regard, with rolls now being marked each lesson.

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

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.	74%	91%	63%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	70%	84%	50%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	48	46	50
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving an Overall Position (OP)	14	15	13
Percentage of Indigenous students receiving an Overall Position (OP)	12%	9%	4%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	10	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	37	42	41
Number of students awarded an Australian Qualification Framework Certificate II or above.	29	28	37
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	23	41	48
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	35%	82%	93%
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.	71%	93%	69%
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.	90%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

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	1	3	6	2	2
2014	2	7	5	0	1
2015	0	5	4	4	0

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	27	28	1
2014	40	27	2
2015	28	36	1

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

The types of VET qualifications completed by our students vary across a range of content and technical areas, including automotive, hospitality and art.

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.

Early school leavers information

The destinations of young people who left the College in Years 10, 11 and prior to completing Year 12 vary broadly, from work, study, overseas, interstate, etc. The rate of disengaged indigenous students continues to be a major factor in this regard. The College's approach to managing early leavers will be a community engagement priority into 2016 and beyond.