



Elanora State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Elanora State High School is an Independent Public School located at the southern end of the beautiful Gold Coast. Our school is committed to creating a caring, friendly learning environment, where students can strive to attain a broad educational foundation for life and achieve their individual potential. As a school community of 1000 students we are able to build close relationships with our students and parents to ensure that young people in our care achieve to the best of their ability. The Elanora State High School curriculum within Junior Secondary is focused on core studies in the Australian Curriculum delivered by Junior Secondary specialists with a focus on a reduced number of relationships. The senior phase of the curriculum provides Academic and Vocational subjects with direct pathways to further study and/or work. While many students have achieved exceptional results across all subjects, some students have achieved Awards in the Arts, Science and sport at local, state and national level. Elanora State High School has strong partnerships with Griffith University and Southern Cross University delivering courses on campus which articulate into solid pathways. The school has a well established BYOD program to allow students to develop strong Information Technology skills to succeed in the ever changing world of technology. The school offers Excellence programs in Academic, Sports and Dance to challenge high performing students in these areas and these are supported by a modern, well maintained school campus. The school has strong relationship with local primary schools offering a range of extension programs to foster early engagement in our school community. Our school is very inclusive and we welcome all young people to enjoy learning. A major emphasis for our school has been to ensure a safe, caring, supportive learning environment where parents are encouraged to be involved in the school community. At Elanora SHS we ensure that students are ready to learn and ready for life.

Principal's Foreword

Introduction

This report contains a range of information in regards to our schools journey during 2017 in line with our schools explicit Improvement Agenda and is an excellent summary of the great school that is Elanora SHS.

School progress towards its goals in 2017

Improvement Agenda

- Literacy – an improvement in student performance evidenced by NAPLAN, PAT R and subject performance
- Numeracy – an improvement in student performance evidenced by NAPLAN, PAT Maths Online and subject performance
- Attendance – a relentless focus on improving student attendance evidenced by ID Attend & Oneschool Attendance data
- Pass Marks – an improvement in the whole of school pass mark – contributed to by every student, every class and every teacher



- Senior Student Outcomes – an improvement in levels of QCE certification, OP1 -15 performance and QTAC offers. Priority Areas of Development
- Implementation of the Investing in our Schools funding to improve Literacy & Numeracy outcomes of Elanora SHS students.
- Whole School Professional Learning Plan – focused on improving teacher capacity & the implementation of the Tactical Teaching of Reading.
- Elanora SHS Teaching & Learning Framework – focused on developing a more consistent approach to Teaching and Learning at Elanora SHS through the implementation of the Art & Science of Teaching.

Our schools key focus areas for 2017 are detailed above. Our school make significant progress in these areas with the sustained improvements in senior student QCE attainment, training of all teaching staff in the Tactical Teaching & Reading and the development of coaching & mentoring through our Master Teacher. The schools BYOD program has over 350 students with tailored digital curriculum & pedagogical practices. This program commenced for Years 7 and 8 in 2015.

Future outlook

2017 was the schools final year of our four-year strategic plan set in 2013. The key school specific goals for 2014 – 2017 are:

1. An aspirational, achievable career plan for all
 - On Target Interviews – embedded 2015
 - Staff Professional Development on career options – embedded 2015
 - T & L Framework adjustments - ongoing
2. Develop the capacity of teaching staff
 - Literacy – implementation of MultuLIT & Tactical Teaching of Reading, Data interpretation, Coaching and mentoring for pedagogical improvement – ongoing
3. Gain external accreditation as a “School for Excellence”
 - Self Study, apply for accreditation, framework for review – on hold
 - Staff development – ongoing
 - IPS consideration – obtained 2017
4. A well maintained state of the art learning facility.
 - Junior Secondary Precinct – finalised 2016.
 - Post NCSSSF technology – BYOD Program expanded 2017

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	895	452	443	39	89%
2016	888	455	433	49	88%
2017	933	478	455	41	89%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Elanora State High School continues to enrol a range of social economic and cultural backgrounds reflective of the Gold Coast community.



Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	23
Year 11 – Year 12	19	19	19

Curriculum Delivery

Our approach to curriculum delivery

The school's curriculum delivery is outlined below:

Junior Secondary – Curriculum aligned to ACARA where available.

Year 7 – English, Maths, Science, History, Geography, Japanese, HPE, The Arts, Technology & Digital Design

Year 8 - English, Maths, Science, History, Geography, Japanese, HPE, + electives

Year 9 - English, Maths, Science, History, Geography, HPE + electives

Students in Year 7 & 8 requiring additional support in Literacy & Numeracy complete this in lieu of Japanese.

Students in Year 7 & 8 are allocated homerooms for their core subjects and a reduced number of teacher relationships.

Senior Secondary – Curriculum aligned with QCAA syllabus in Years 11 and 12

Year 10 – English, Maths, Science, History, Geography + electives Year 11 – an English, a Maths, + electives – QCE eligible course Year 12 - an English, a Maths, + electives – QCE eligible course

The Senior Curriculum offerings include a number of VET programs provided by outside providers.

The school operates a 4-day Senior timetable and delivers University programs in conjunction with Griffith University & Southern Cross University on the Elanora SHS campus.

The school has a number of key VET Partnerships with the planned implementation of a Health Pathways Centre in 2018.

Extra curricula activities

Sport – Intraschool sport is played as part of the House structure with points accumulating for House competition. Interschool, District, Regional and State competition runs in Semester 1 with students competing in a wide range of sports. Swimming, Athletics, Cross Country are whole school competitions leading to our representatives competing at Oceanic, Region and State level. Community Competitions are also available to students.

The Arts – Music, Dance, Drama, Art. Students competed in a range of local competitions and participated in Drama and Music Performances at school. The Arts students regularly experience live theatre both locally and in Brisbane. The school hosts a Talent Quest annually and a musical bi-annually. The schools dance and instrumental music programs have grown substantially in the last two years.

International program – Elanora in 2017 welcomed visitors from Germany, Brazil, Japan, Spain, Portugal, Switzerland, Italy and France. Four Study Tours from Japan and Taiwan, were also hosted to value add to our international program. Elanora continues to have close ties with our sister school, hosting a visit from Yokosuka Sogo High School in July of this year.

Kokoda Challenge – 5 teams participated in the 48km event with significant success for both students and teachers. This event was greatly supported by the P&C Association. The schools biannual trip to our Nation's capital was once again a very rewarding educational experience.

Ski trip in Term 3 2017 to Mt Hotham for Senior students attracted a great deal of interest; this trip is being revamped for 2018.

Student Council – The Student Council assisted with local, state, national and international charities and form a very important part of our school structure. The student council underwent key structural change with two key groups formed – the Culture and Committees.

Challenges and Competitions – Science and Engineering, National Science, Westpac Maths, Opti-Minds, Somerset Festival of Literature, Public Speaking, Culinary Challenge, Creative writing are all available for students to participate.

Leo's club – The Leo club in conjunction with the Tallebudgera Gold Coast Lions Club is in its third year and has grown in numbers and support. The club raised over \$6000 in 2017 to support worthy causes.

How Information and Communication Technologies are used to improve learning



There are eight Computer Laboratories, nine Laptop '1:1 environments' and six laptop trollies for teachers and students to access. The school made the decision in consultation with the P&C Association not to have a 'take home' laptop program. This has allowed all students to have access on a regular basis. The eLearning HOD conducts regular Professional Development sessions to up-skill teachers in the latest teaching strategies. The school introduced a BYOD program in 2015 – 350 students are participating in this program

Social Climate

Overview

The school's enrolment has allowed the school to embed a strong Pastoral Care program and to further embed these values into our curriculum. Emphasis has been placed on appropriate behaviour and ensuring that our school is a safe place to be. Staff have participated in Professional Development in relation the Tactical Teaching of Reading and the Art and Science of Teaching as the key pedagogical approaches in 2017.

The school has many Support Personnel to assist students to focus on learning. These include a Guidance Officer, Nurse, Chaplain, Indigenous Support Worker, International Coordinator and Youth Support Coordinator. As well outside agencies such as Ohana, QPS – Project Booyar and Act4Kids. In 2017 the school continued with a dual chaplaincy service across 6 days. The Positive Responsible Behaviour Plan focuses on being treated fairly and providing a caring and happy learning environment. A number of programs have been provided for students to address leadership, mentoring, bullying and personal development

There is a focus on leadership opportunities for students of all ages. The structure allows for School Captains, Student Council Captains, Sport Captains, Indigenous Leaders, International Captains in the Senior phase and Junior Leaders and mentors in the Junior Schools. Year level Assemblies provide opportunity for students to exhibit their skills and for all students to be acknowledged for their contribution to our school. The school now has a number of Indigenous Student Leader positions within the student leadership structure.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	98%	87%	82%
this is a good school (S2035)	98%	91%	82%
their child likes being at this school* (S2001)	100%	85%	86%
their child feels safe at this school* (S2002)	94%	92%	82%
their child's learning needs are being met at this school* (S2003)	92%	83%	81%
their child is making good progress at this school* (S2004)	94%	79%	82%
teachers at this school expect their child to do his or her best* (S2005)	98%	90%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	83%	80%
teachers at this school motivate their child to learn* (S2007)	96%	81%	75%
teachers at this school treat students fairly* (S2008)	94%	83%	77%
they can talk to their child's teachers about their concerns* (S2009)	94%	85%	85%
this school works with them to support their child's learning* (S2010)	94%	83%	79%
this school takes parents' opinions seriously* (S2011)	90%	77%	82%
student behaviour is well managed at this school* (S2012)	92%	74%	75%
this school looks for ways to improve* (S2013)	96%	91%	89%
this school is well maintained* (S2014)	100%	96%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	90%	90%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	88%	89%	85%
they feel safe at their school* (S2037)	92%	89%	90%
their teachers motivate them to learn* (S2038)	92%	88%	89%
their teachers expect them to do their best* (S2039)	99%	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	86%
teachers treat students fairly at their school* (S2041)	79%	70%	78%
they can talk to their teachers about their concerns* (S2042)	81%	73%	70%
their school takes students' opinions seriously* (S2043)	82%	76%	77%
student behaviour is well managed at their school* (S2044)	75%	63%	64%
their school looks for ways to improve* (S2045)	97%	86%	86%
their school is well maintained* (S2046)	89%	86%	80%
their school gives them opportunities to do interesting things* (S2047)	86%	86%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	97%	90%
they feel that their school is a safe place in which to work (S2070)	99%	97%	96%
they receive useful feedback about their work at their school (S2071)	83%	90%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	78%	80%
students are encouraged to do their best at their school (S2072)	95%	99%	98%
students are treated fairly at their school (S2073)	97%	100%	98%
student behaviour is well managed at their school (S2074)	89%	86%	78%
staff are well supported at their school (S2075)	87%	92%	84%
their school takes staff opinions seriously (S2076)	82%	91%	77%
their school looks for ways to improve (S2077)	96%	99%	93%
their school is well maintained (S2078)	96%	97%	96%
their school gives them opportunities to do interesting things (S2079)	84%	87%	86%

* 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

The Parents & Citizens Association, which meets monthly, continues to support the school's initiatives, the P&C Association transferred its retail operations to the school in 2017 to focus on parents and community input. ENewsletters are sent home fortnightly and contain the latest information about the school and its direction. Parent/Teacher Interviews are scheduled for each Semester and Parent Information Evenings to discuss subject selection, courses and personalised career pathways for the relevant Year levels at the appropriate time. The school has a Local Chaplaincy Committee, which meets on a monthly basis to support the school chaplaincy service; the LCC is comprised of community members.

The school continued with On Target Interviews in 2017 which coupled with the well-attended Career Expo resulted in over 700 individual interviews between teachers, parents and students focussed on a holistic overview of a the students' performance, subject and career aspirations.

As an Independent Public School, our school formed our inaugural School Council, comprising of a staff member, student and parent representative as well as three highly respected community representatives. This council will drive the development of our new strategic plan.

The school continued with the personalised enrolment service for all incoming Year 7 students on the beautiful Elanora SHS campus coupled with Twilight Tours. This has received very positive feedback from parents and students alike.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The school is implementing a Positive Education Program in 2018.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	172	198	189
Long Suspensions – 11 to 20 days	8	8	4
Exclusions	6	9	4
Cancellations of Enrolment	12	4	2

Environmental Footprint

Reducing the school's environmental footprint

Rainwater tanks are installed in parts of the school to be used for flushing toilets. Solar panels are installed in the Science block to provide electricity. The school is part of the National Solar Schools program whereby the data from the Solar panels is available on a website. Recycle bins are placed in all staffroom for paper and are collected separately and in 2015 were placed within the playground. A day cleaner maintains the school's grounds for a litter free environment. All light bulbs have been converted to promote more efficient electricity usage and all guidelines were developed for efficient use of air conditioners. The school introduced recycling bins to the playground in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	345,175	7,727
2015-2016	345,351	2,859
2016-2017	358,093	2,802

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

GO

Sector:

Government

Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	83	48	<5
Full-time Equivalent	76	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Graduate Diploma etc.**	0
Bachelor degree	60
Diploma	3
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 2017 were \$80,688.49.

The major professional development initiatives are as follows:

- * Tactical Teaching of Reading
- * Art & Science of Teaching
- * Literacy & Numeracy Diagnostic Testing Instruments & Analysis
- * Multit Literacy program
- * Positive Education

The proportion of the teaching staff involved in professional development activities during 2017 was 100%. A significant amount of professional development occurred in regards to the new QCE commencing in 2020.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	85%	79%

*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 2017 for all Queensland Secondary schools was 90%.

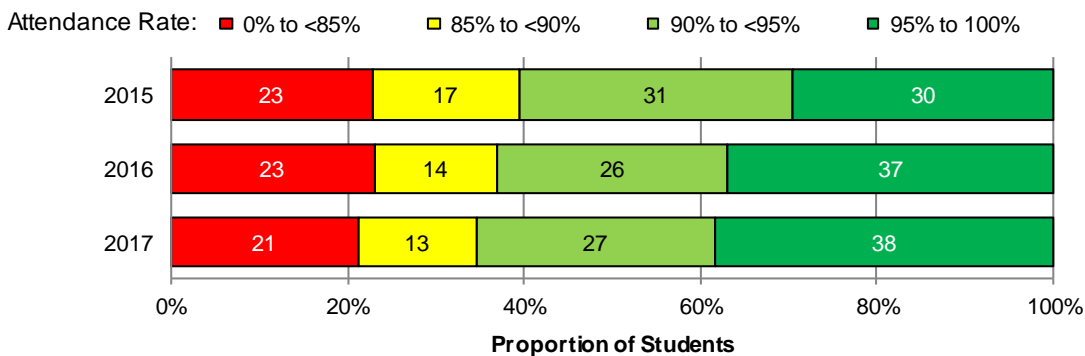
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	92%	87%	88%	89%	90%
2016								89%	88%	88%	86%	89%	92%
2017								91%	88%	85%	88%	92%	92%

*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.

Attendance rates for 2017 were close to the state mean for all Queensland schools. The school continues to utilise the IDAttendance system to monitor student attendance and parents are notified by text message by morning tea that their son or daughter is not in attendance and have the opportunity to explain the attendance. Year Level Coordinators have responsibility for overseeing attendance and are crucial to monitoring and communication with parents. Procedures are in place for truancy in the Compulsory phase, in the Compulsory Participation Phase and for Cancellation of enrolment for students for non-participation in their program of instruction. The school utilises all members of the Student Support Team in monitoring students and supporting families in relation to attendance.

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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SEARCH

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	2015	2016	2017
Number of students receiving a Senior Statement	119	127	112
Number of students awarded a Queensland Certificate of Individual Achievement.	2	2	0
Number of students receiving an Overall Position (OP)	56	70	53
Percentage of Indigenous students receiving an Overall Position (OP)	25%	13%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	43	34	31
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	93	85	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	75	72	83
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113	122	111
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	88%	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.	73%	64%	66%
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.	97%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	92%	100%

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
2015	6	13	22	15	0
2016	11	16	18	24	1
2017	6	15	14	18	0

As at 14th February 2018. 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
2015	51	56	44
2016	23	53	31
2017	10	71	37

As at 14th February 2018. The above values exclude VISA students.

Students completed the following VET Qualifications:

Certificate II & III in Hospitality

Certificate II & III in Tourism

Certificate II in Sampling & Measurement

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	73%	79%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	82%	43%	

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.elanorashs.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.

Early leavers are monitored by the relevant Deputy Principal, the Rolls Room Coordinator and the Guidance Officer. Students who do not return for Day 8 numbers are 'flagged' as "n" so not counted in Day 8 but are carefully monitored to proceed through either the Exemption process or the 'T' letter process.

The majority of students who are 'early leavers' seek employment of 25 hours or more or enrol in a course of study with a Registered Training Organisation – this is generally into a Certificate 3 Guarantee program. A number of students in 2017 enrolled in an alternate Junior secondary school site located locally and a number of students transitioned to Varsity Learning College, an alternate Senior site. A small percentage of young people move from the area and are unable to be contacted. The Region provides support for students who have exemptions and regularly provide information to schools about the exempted students. Follow up with students granted an exemption from compulsory schooling occurs once a term.