



Elanora State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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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 & 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.

## School progress towards its goals in 2018

### 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 2018 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

In 2018 the school introduced an Enrolment Management Plan to cater for the ongoing growth in the school's enrolment. The school has commenced the process of developing a Positive Behaviour 4 Learning Framework following School Council and Education Queensland endorsement to become a PB4L school in 2020. The school in 2018 commenced a journey of embedding Positive Education practices into all aspects of school life for all members of the of the school community. The focus of the 2019 AIP remains Our Skills, Our Curriculum and Our Students.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	888	933	952
Girls	455	478	469
Boys	433	455	483
Indigenous	49	41	50
Enrolment continuity (Feb. – Nov.)	88%	89%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	24
Year 11 – Year 12	19	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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 who are below NMS in Literacy & Numeracy complete this in lieu of Japanese with parental permission.

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.

The school has commenced extensive preparations for the New QCE, which will be awarded for the first time in 2020.

### Co-curricular 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 2018 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 2 2018 to Mt Hotham for Senior students attracted a great deal of interest.

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 Service groups.

Challenges and Competitions – Science and Engineering, National Science, Opti-Minds, Somerset. Range of National Academic tests and competitions, 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 \$7000 in 2018 to support worthy causes.

## How information and communication technologies are used to assist learning

There are seven specialised Computer Laboratories, for teachers and students to access. The eLearning HOD conducts regular Professional Development sessions to up-skill teachers in the latest teaching strategies and all Authority classes in the Senior School and all care classes in the Junior School have their own specific eLearn site. The school introduced a BYOD program in 2015 – 400 students are participating in this program and in 2019 all Year 7 students are BYOD.

## 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 to the Tactical Teaching of Reading and the preperatoin for the New QCE in 2018.

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 2018 the school continued with a dual chaplaincy service across five 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, Dance Captains, Instrumental Music 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	82%	79%
• this is a good school (S2035)	91%	82%	81%
• their child likes being at this school* (S2001)	85%	86%	80%
• their child feels safe at this school* (S2002)	92%	82%	90%
• their child's learning needs are being met at this school* (S2003)	83%	81%	78%
• their child is making good progress at this school* (S2004)	79%	82%	80%
• teachers at this school expect their child to do his or her best* (S2005)	90%	89%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	80%	79%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	81%	75%	74%
• teachers at this school treat students fairly* (S2008)	83%	77%	70%
• they can talk to their child's teachers about their concerns* (S2009)	85%	85%	83%
• this school works with them to support their child's learning* (S2010)	83%	79%	82%
• this school takes parents' opinions seriously* (S2011)	77%	82%	80%
• student behaviour is well managed at this school* (S2012)	74%	75%	63%
• this school looks for ways to improve* (S2013)	91%	89%	86%
• this school is well maintained* (S2014)	96%	95%	87%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	90%	88%
• they like being at their school* (S2036)	89%	85%	80%
• they feel safe at their school* (S2037)	89%	90%	86%
• their teachers motivate them to learn* (S2038)	88%	89%	76%
• their teachers expect them to do their best* (S2039)	96%	94%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	86%	80%
• teachers treat students fairly at their school* (S2041)	70%	78%	66%
• they can talk to their teachers about their concerns* (S2042)	73%	70%	70%
• their school takes students' opinions seriously* (S2043)	76%	77%	74%
• student behaviour is well managed at their school* (S2044)	63%	64%	64%
• their school looks for ways to improve* (S2045)	86%	86%	89%
• their school is well maintained* (S2046)	86%	80%	81%
• their school gives them opportunities to do interesting things* (S2047)	86%	84%	85%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	90%	92%
• they feel that their school is a safe place in which to work (S2070)	97%	96%	90%
• they receive useful feedback about their work at their school (S2071)	90%	87%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	80%	88%
• students are encouraged to do their best at their school (S2072)	99%	98%	92%
• students are treated fairly at their school (S2073)	100%	98%	92%

Percentage of school staff who agree# that:	2016	2017	2018
• student behaviour is well managed at their school (S2074)	86%	78%	71%
• staff are well supported at their school (S2075)	92%	84%	74%
• their school takes staff opinions seriously (S2076)	91%	77%	71%
• their school looks for ways to improve (S2077)	99%	93%	92%
• their school is well maintained (S2078)	97%	96%	89%
• their school gives them opportunities to do interesting things (S2079)	87%	86%	76%

\* 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. The P & C has committed to funding of air-conditioning all classrooms as its major fundraiser for the next three years.

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 local community members and raises sufficient funds annually to support the full time Chaplaincy service.

The school continued with On Target Interviews in 2018 which coupled with the well-attended Career Expo resulted in over 750 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 has developed a number of initiatives, including Elanora Community Connect.

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.

The school has a number of social media platforms.

## Respectful relationships education programs

The school has developed and implemented a range of programs that focus on appropriate, respectful and healthy relationships, this includes specific programs developed by the School Chaplaincy service. The school implemented a Positive Education Program in 2018 with a focus on staff.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	198	189	248
Long suspensions – 11 to 20 days	8	4	9
Exclusions	9	4	6
Cancellations of enrolment	4	2	7

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



## Environmental footprint

### Reducing this 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. The school will be implementing a Container Refund Scheme in conjunction with the P&C.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	345,351	358,093	364,997
Water (kL)	2,859	2,802	

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	83	52	<5
Full-time equivalents	78	36	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	0
Bachelor degree	73
Diploma	3
Certificate	0

\*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 2018 were \$85,588.94

The major professional development initiatives are as follows:

- Tactical Teaching of Reading
- The New QCE and associated syllabus
- Positive Education

The proportion of the teaching staff involved in professional development activities during 2018 was 100%. A significant amount of professional development occurred in regards to the new QCE commencing in 2020.

### Staff attendance and retention

#### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	88%
Attendance rate for Indigenous** students at this school	85%	79%	87%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

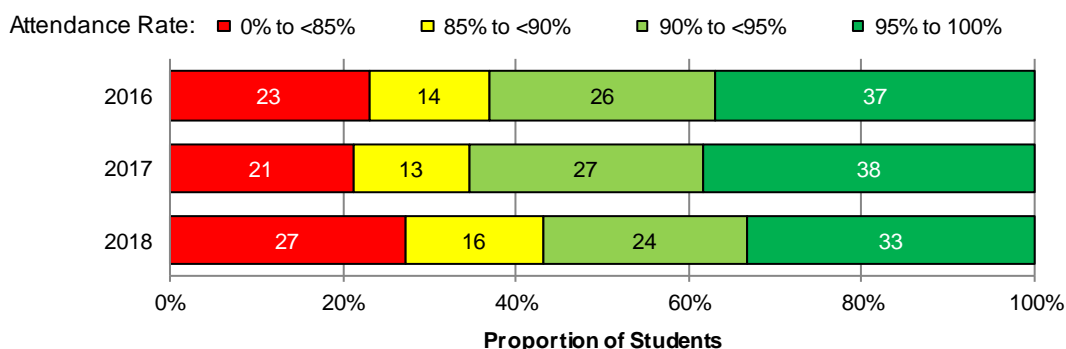
Year level	2016	2017	2018
Year 7	89%	91%	90%
Year 8	88%	88%	87%
Year 9	88%	85%	84%
Year 10	86%	88%	87%
Year 11	89%	92%	90%
Year 12	92%	92%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

#### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

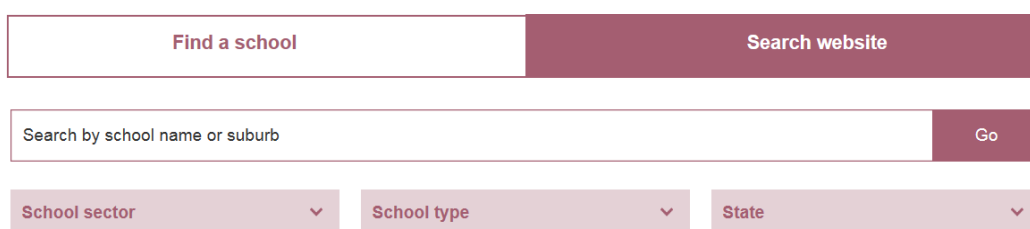
Attendance rates for 2018 were close to the state mean for all Queensland schools. The school continues to utilise the IDAttend system to monitor student attendance and parents are notified by text message by morning tea that their son or daughter is not in attendance and have the opportunity to explain 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	127	112	120
Number of students awarded a QCIA	2	0	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	122	111	117
Percentage of Indigenous students awarded a QCE at the end of Year 12	88%	100%	100%
Number of students who received an OP	70	53	53
Percentage of Indigenous students who received an OP	13%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	85	90	92
Number of students awarded a VET Certificate II or above	72	83	82
Number of students who were completing/continuing a SAT	34	31	16
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	64%	66%	74%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	98%
Percentage of QTAC applicants who received a tertiary offer.	92%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	11	6	7
6-10	16	15	15
11-15	18	14	17
16-20	24	18	13
21-25	1	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	23	10	8
Certificate II	53	71	74
Certificate III or above	31	37	21

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students completed the following VET Qualifications:

Certificate II &amp; III in Hospitality

Certificate II in Allied Health

Certificate II &amp; III in Tourism

Certificate II in Sampling &amp; Measurement

Certificate II in Skills for Work and Vocational Pathways

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	73%	79%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	82%	43%	100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Early leavers are monitored by the relevant Deputy Principal, the Student support team as well as 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 2018 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.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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