



Charleville 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

Charleville State High School delivers a quality secondary education for students in Years 7 – 12 and is the only secondary school within the Murweh Shire. Charleville State High School strives to create opportunities for our students so that each one can discover and develop their academic and extracurricular strengths. Charleville State High School has the motto, “The sky’s the limit” and we encourage our students to aim high to achieve their potential.

Be Safe, Be Respectful, Be Responsible and Be a Learner are the expectations of Charleville State High School, and these expectations are underpinned by the values of co-operation, integrity, organisation and resilience.

Our school has a proud tradition of offering quality curriculum and vocational education offerings to our students. Charleville State High School prides itself on being able to prepare students for their future upon successful completion of formal schooling. Our staff are second-to-none, and take great pride in ensuring that the curricular and extra-curricular aspects that are delivered are of a very high standard. The school prides itself on positive partnerships with the local community and with local business. These positive relationships contribute to the high level of participation in work experience, School Based Traineeships and School Based Apprenticeships.

Charleville State High School continually strives to improve and offer the best learning environment and opportunities for each of our students. Considering our rural and remote location, our students often have access to many more opportunities that are not available to students located in larger centres, through the support of the school and the enthusiasm, effort and commitment of our excellent staff.

School progress towards its goals in 2018

- Consolidation and refinement of Positive Behaviour for Learning initiative.
- Focus on quality teaching practices
- Implementation and consolidation of successful three tiered reading program
- Coaching and Mentoring program, focused on specific improvement in areas of pedagogy
- Expansion of VET offerings in Senior Secondary Department
- Begin preparation for ATAR/SATE with students, parents and staff
- Establishment of specific pedagogical expectations for students within the distinct phases of Junior and Senior Secondary

Future outlook

In 2019, Charleville State High School will continue its pursuit of excellence through ensuring our Explicit Improvement Agenda continues to be met. Our Explicit Improvement Agenda dictates everyday practice. The Explicit Improvement Agenda is based on four key areas:

- Literacy and Numeracy • Student Outcomes • Quality Teaching • Positive Partnerships

Key strategies to ensure the achievement of our Explicit Improvement Agenda include:

- 1) Further embedding of our Coaching and Mentoring model aimed at improving the quality of instruction within classrooms to ensure improved student outcomes. Continued consistent application of Pedagogical Minimum Expectations for both Junior Secondary and Senior Secondary departments
- 2) Continue building the leadership capacity within the school and ensure Instructional Leadership is embedded and enacted throughout the leadership team.
- 3) Continued development of partnerships with local community and business organisations to place students wishing to complete a School Based Traineeship or School Based Apprenticeship.
- 4) Consolidate relationships with outside providers to ensure that support and well-being activities continue to be implemented and offered to students as required.
- 5) Consolidation of Senior Secondary Accountability Program and the employment of a full time Youth Support Coordinator to assist our students who are at risk of disengaging from school.

- 6) Consolidation of Junior Secondary practices to accommodate students entering school in both year 7 and year 8.
- 7) Consolidation of PBL program and saturation of school expectations (4 B's) and school values (4 V's). Embedding of Starbucks rewards process and establishment of common language e.g. "The Charleville High Way".
- 8) Continue to employ additional staff and Head of Department to work with students in Years 7 – 12 to reduce class sizes to allow for more targeted support of students. Continue with the expansion of the three-tiered school reading program.
- 9) Further expansion of our three tiered reading program, Multilit, LLI and DRTA, with an improved focus on reading comprehension.
- 10) Employment of additional staff to assist with the improvement of student spelling.
- 11) Continued improvement of school practices and structures around inclusive education.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	264	274	245
Girls	124	132	113
Boys	140	142	132
Indigenous	74	79	60
Enrolment continuity (Feb. – Nov.)	89%	90%	86%

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

Our school draws students from five feeder primary schools located within the Murweh Shire. The students of Charleville State High School come from urban and rural backgrounds. Our population consists of approximately 26% indigenous students, with Bidjara people the main indigenous influence within the community. Charleville State High School also has approximately 7% of students with language other than English. Our current ICSEA is 907.

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	22	19	19
Year 11 – Year 12	15	16	12

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

Charleville State High School continues to be innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that our students have access to a curriculum that is on par with the curriculum offered in the larger metropolitan areas.

Year 7-10 students engage with effective and innovative programs developed from the Australian curriculum documents, while the year 10-12 students are engaged in quality accredited programs developed from QCAA syllabus documents, VET programs and certificate courses.

The curriculum allows for student progression based on student's career objectives. In particular Charleville State High school offers:

- High participation in School Based Traineeships/Apprenticeships in the Senior Phase
- Full academic program enabling students to engage and qualify in OP/SATE pathway courses of study, complimented by a range of VET courses
- Agricultural Science program delivered on site in the junior school.
- Targeted classes in Years 7-10 to support students with U2B Naplan data and/or exceptional other educational data
- Supportive classes and processes to assist all students on ICPs, with a verified disability or other learning disabilities so that all students are supportive in an inclusive manner and in a way that supports each student in the best way for their success.

Co-curricular activities

Students of Charleville State High School can participate in a wide range of extra-curricular activities. These include:

- Instrumental Music Program
- Students have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- Weekly homework program
- LLI and multiliteracy reading programs
- The school runs a number of camps for students in Year 7, 9 and 11 as well as a numerous subject based or enrichment excursions.
- Sports Tour (Netball/Rugby League)
- All Schools Touch Football Tour
- All Schools Volleyball Tour
- Student opportunities and participation in leadership activities and community involvement.
- Beyond Year 10 Camp
- ANZAC day community events
- NAIDOC week celebrations
- BANGARRA Dance Company
- ZEN ZEN ZO physical theatre company
- The Entrepreneurs of Tomorrow program
- Human Powered Vehicles (HPV) races

How information and communication technologies are used to assist learning

The school facilities continue to develop with wireless networks operating across all buildings within the school. Each classroom is equipped with data projectors to ensure that teachers are able to utilize technology in delivery of engaging lessons for students. The school library provides access to computers for classes to utilize, as well as enabling access to computers for students before and after school, and during lunch breaks.

The school also maintains two full classes of desktop computers for class use, while there is the provision of laptop devices for students within Years 10 – 12 through the school’s laptop hire scheme. ICT’s are integrated across all curriculum areas, and include other technological devices such as Ipads and mobile apps. School robotic kits are used to embed STEM initiatives into the school, while the school continues to develop learning opportunities for students in regards to drone technology. The school participated in Oneschool Online in 2019 as part of the whole state trial of the transition to this in 2020. The school will continue to investigate ways to utilize and implement innovative curriculum options for students in regards to ICTs to best prepare our students for the future.

Social climate

Overview

Charleville State High School strives to be a safe, friendly and caring community where students, parents, community members and staff work well together to achieve positive learning and employment outcomes. The rights of each individual form the basis of our behavior built on respect and the acknowledgement of responsibility. Our expectations (4 B’s) and our values (4 V’s) program is designed to promote and develop positive relationships between all members of our school community.

Student leadership is fostered through an active Student Council and School Captains (both Junior and Senior Secondary). A valued support team that includes School Chaplain, School Based Youth Health Nurse, Community Education Counsellor, Youth Support Coordinator, Beyond Broncos Officer and Guidance Officer ensures that students and school community members are well supported.

The school endeavors at all times to adopt inclusive practices, as well as differentiating for the individual learning needs of students, to ensure every student has the opportunity to grow and succeed.

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)	100%	90%	75%
• this is a good school (S2035)	100%	90%	92%
• their child likes being at this school* (S2001)	94%	95%	92%
• their child feels safe at this school* (S2002)	100%	86%	92%
• their child's learning needs are being met at this school* (S2003)	94%	81%	75%
• their child is making good progress at this school* (S2004)	94%	86%	79%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	83%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	79%
• teachers at this school motivate their child to learn* (S2007)	100%	90%	79%
• teachers at this school treat students fairly* (S2008)	100%	90%	75%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	88%
• this school works with them to support their child's learning* (S2010)	100%	95%	83%
• this school takes parents' opinions seriously* (S2011)	100%	100%	96%
• student behaviour is well managed at this school* (S2012)	100%	71%	65%
• this school looks for ways to improve* (S2013)	100%	95%	83%
• this school is well maintained* (S2014)	100%	95%	96%

* 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)	88%	83%	75%
• they like being at their school* (S2036)	76%	63%	66%
• they feel safe at their school* (S2037)	83%	79%	78%
• their teachers motivate them to learn* (S2038)	91%	87%	78%
• their teachers expect them to do their best* (S2039)	97%	91%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	86%	83%
• teachers treat students fairly at their school* (S2041)	70%	58%	55%
• they can talk to their teachers about their concerns* (S2042)	78%	56%	63%
• their school takes students' opinions seriously* (S2043)	74%	59%	54%
• student behaviour is well managed at their school* (S2044)	68%	44%	45%
• their school looks for ways to improve* (S2045)	86%	75%	79%
• their school is well maintained* (S2046)	92%	75%	76%
• their school gives them opportunities to do interesting things* (S2047)	92%	76%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	97%	90%
• they feel that their school is a safe place in which to work (S2070)	98%	91%	94%
• they receive useful feedback about their work at their school (S2071)	96%	78%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	74%	79%
• students are encouraged to do their best at their school (S2072)	100%	91%	92%
• students are treated fairly at their school (S2073)	94%	64%	66%
• student behaviour is well managed at their school (S2074)	93%	55%	57%
• staff are well supported at their school (S2075)	94%	76%	68%
• their school takes staff opinions seriously (S2076)	94%	71%	72%
• their school looks for ways to improve (S2077)	100%	94%	92%
• their school is well maintained (S2078)	100%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	92%	88%	84%

* 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

Charleville State High School values the input and contributions made by the parents and caregivers of our students. Parents and caregivers are encouraged to participate in the school through membership of the P and C, and other committees. The school recognizes the importance of parent involvement and holds a range of information sessions to encourage parents into the school to build productive working relationships between the parent and staff population of the school.

The school provides the opportunity for parent teacher interviews throughout the year, to ensure that the relationship between parents and teachers is developed to help support and ensure the success of each student.

An indigenous education community meeting occurs regularly throughout the year, to discuss educational outcomes for indigenous students and to work on strategies to close the gap in indigenous education.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This is based around the schools 4B's of: Be Respectful, Be Responsible, Be a Learner, and Be Safe, as well as our school values of: Organisation, Integrity, Cooperation and Resilience.

The school uses the Program Achieve resources and model to plan and implement a Pastoral Care program from years 7-12, with this being imbedded within the PE curriculum in years 7-9.

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

The school also links with community support groups and outside providers to provide the students with relevant talks regarding these topics – examples of these include Domestic violence and respectful relationships through the Central west Domestic violence group, Cyber Bullying talks through Stymie founder Rachael Downie and general violence talks through the local police 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	79	123	106
Long suspensions – 11 to 20 days	0	5	6
Exclusions	2	1	1
Cancellations of enrolment	1	4	6

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

The school does endeavour to minimize the environmental footprint left by us. Water used within the school is largely bore water and usage is closely monitored. Electricity used is offset by a number of solar panels.

Recently due to the recycling bottle program started within the town, the school closely monitors and strives to recycle all bottles and recyclable items that are both sold at the school tuckshop and brought to school by students, considerably reducing the amount of waste produced and placed in landfill by the school. Money raised through these efforts are then distributed back into the Agricultural program at the school to enhance education in this area.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	210,521	217,002	161,093
Water (kL)	420	420	840

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.

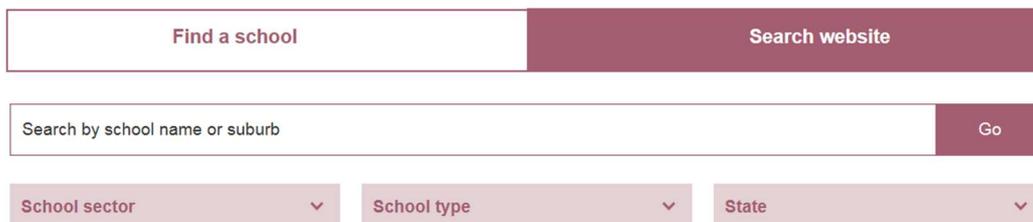
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

1. Click on the *My School* link [http://www.myschool.edu.au/](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	35	20	<5
Full-time equivalents	34	16	<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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	4	
Graduate Diploma etc.*	6	
Bachelor degree	17	
Diploma	1	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was approximately \$20, 000. In 2018, this was also topped up and supported by initiatives by the QCAA to help ensure teachers were professionally developed in preparation for the new senior education system commencing in 2019.

The major professional development initiatives are as follows:

- Mandatory staff training including code of conduct and student protection
- Training for the new SATE senior schooling system and associated curriculum syllabus documents
- Inclusive Education
- Reading and Reading comprehension
- First Aid
- TAE training for VET pathways

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

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.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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	87%	86%	84%
Attendance rate for Indigenous** students at this school	78%	80%	74%

* 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			

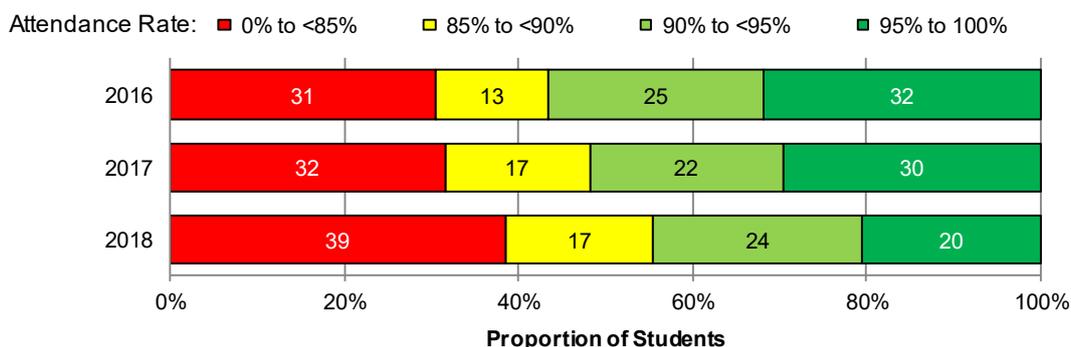
Year level	2016	2017	2018
Year 7	91%	87%	88%
Year 8	86%	89%	83%
Year 9	85%	86%	85%
Year 10	86%	81%	83%
Year 11	85%	84%	73%
Year 12	86%	89%	87%

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.

The school procedures in regards to attendance includes:

- Text messages sent home immediately after form class each day (10.30am).
- If no approved message or call from parent, a follow up call occurs.
- Letters regarding attendance sent out weekly in regards to non-approved absences to parents
- Follow up regarding non approved non-attendance by admin staff
- Requests for meetings and offers of support for parents of students who are non-attending.
- Senior Secondary accountability program enacted for students failing to meet attendance expectations
- Rewards program for attendance including “centurion award” for individual 100% attendance
- Certificate and reward sponsored by P&C for best attending form class reaching school aspiration of 92% attendance.
- Special reward program and targeted support and tracking of “at risk” students through special form classes and YSC funding of rewards.
- For compulsory school age students, use of the “enforcement of attendance” process is used to help ensure attendance of students
- For students of post compulsory school age “enforcement of attendance” may be utilized, but “cancellation of enrolment” processes may also be utilized to attempt to see improvements in 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.

Find a school
Search website

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 'NAPLAN' to access the school NAPLAN information.

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

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	31	46	33
Number of students awarded a QCIA	1	4	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	30	42	33
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	77%	100%
Number of students who received an OP	8	23	15
Percentage of Indigenous students who received an OP	29%	23%	50%
Number of students awarded one or more VET qualifications (including SAT)	31	38	32
Number of students awarded a VET Certificate II or above	16	20	25
Number of students who were completing/continuing a SAT	8	12	17
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	88%	52%	60%
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	100%	93%	100%
Percentage of QTAC applicants who received a tertiary offer.	89%	100%	100%

Description	2016	2017	2018
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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	1	2	1
6-10	0	7	4
11-15	6	3	4
16-20	1	9	6
21-25	0	2	0

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	29	34	31
Certificate II	16	15	19
Certificate III or above	3	6	8

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).

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	70%	84%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	89%	82%	40%

Notes:

- 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%).
- 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

Our school works closely with a range of external agencies to support students who leave school early. The Principal, Deputy Principal, Work Liaison Officer and Guidance Officer work with early leavers and their parents to assist early leavers make a successful transition to other educational pursuits or employment.

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.