



Bundamba State Secondary College

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 311 Booval 4304
Phone:	(07) 3816 6333
Fax:	(07) 3816 6300
Email:	principal@bundambassc.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Joanne Hughes (2017 onwards) Principal

School Overview

Bundamba State Secondary College has an enrolment of approximately 960 students. The strength of our College lies in our clear focus on Learning, Engagement and Relationships with our community. Our values are Pride, Respect Responsibility and Empowerment and they drive our daily College work at every level.

Our curriculum offers a planned course of study from Years 7 – 12. Students in all years are supported by Deans of Students, Year Co-ordinators and Bundamba Care Class (BCC) teachers and our Heads of Department manage our student access to curriculum at both a Junior Secondary and Senior Secondary level. Upon reaching Year 10, students are guided by teachers, parents and support staff to focus on pathway options for their journey through the senior secondary phase. This process includes the completion of a Senior Education and Training Plan that links their strengths, interests and pathway options to their subject selection for Yr 11.

Our Senior School curriculum is a broad range of QCAA subjects to suit the variety of pathways our students may explore. Students are also able to access school-based traineeships, apprenticeships and vocational learning while enrolled at school. An extensive range of extracurricular activities is also offered. This is well supported through the high quality facilities available at the school including a state of the art Performing Arts and Media Centre, the Leadership Training Centre with its climbing and high ropes courses. Our Resource Centre ensures students are offered access to the latest Information and Communication Technologies.

Our students welfare needs are supported by our Interagency Team, consisting of our Deans of Students, Guidance Officer, School Based Youth Health Nurses, Youth Support Co-ordinator, Chaplain, Community Education Counsellor, Polynesian Liaison Officer, Attendance Officer and Success Coach. Students individual learning needs are also supported through appropriate adjustments to allow all students to learn and improve.

The College has established relationships with key education partners, including tertiary education institutions, the Former Origin Greats, the Beacon Foundation, NASA, our local Elders and the Ipswich City Council.

Principal's Forward

Introduction

Welcome to the Bundamba SSC Annual Report for 2016. This report is a celebration of the achievements and results from the hard work undertaken by students and staff at Bundamba SSC during the year. We are proud of our students and our teachers, who help our students with their individual learning in so many ways.

Our school values are Pride, Respect, Responsibility and Empowerment. Our actions are firmly grounded in our values. Our school motto is "Success with Honour" and the essence of this motto shapes our work on a daily basis.

The school is moving forward with our Explicit Improvement Agenda and the results from 2016 provide a base for further improvement for 2017.

Across the 2016 school year, the College has undergone a period of change and this report acknowledges the work led by **2016 Principal, Mrs Kathy Morrison** and **2016 Acting Principal, Ms Leah Fountaine**.

School Progress towards its goals in 2016

The 2016 Annual Implementation Plan outlined the core priorities for 2016 and will be assessed as Beginning – Continuing – Embedded in Practice. Across 2016, our progress was considered to be:

Professional Practice: Looking at quality teaching and improving teaching and learning through a deepened understanding of ASOT. This is **Continuing** and becoming further **Embedded in Practice**.

Junior Secondary Outcomes: Looking at a systematic approach to supporting students and improving outcomes and reading. Progress towards this priority would be considered to be at the **Continuing** level.

Senior Secondary Outcomes: Looking at a systematic approach to supporting students on a variety of pathways to success beyond school. Progress towards this would be considered to be at the **Continuing** level.

Future Outlook

The key focus in 2017 will be on deepening our practice in Quality Teaching, Reading and Wellbeing with the following specific strategies:

Quality Teaching:

Developing capacity with differentiation for diverse learners.
Continue to develop and deepen ASOT as the pedagogical framework.
Develop a systematic coaching and mentoring program – aligned with staff Professional Review Plans and the school improvement agenda.
Systematic Curriculum Delivery, including embedding Junior Secondary Curriculum and preparing for new Senior Secondary Curriculum.

Reading:

Continuing to develop a multi-tiered approach to reading intervention.
Continuing to develop staff capacity with the teaching of reading.

Wellbeing:

Continue to develop activities to support the wellbeing of staff and students, linked to engagement and achievement.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	751	347	404	91	84%
2015*	823	396	427	104	82%
2016	827	423	404	122	84%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the Student Body

Overview

Bundamba SSC has an enrolment of approximately 960 students. Our student population draws from the local and surrounding areas of Ipswich. The school is considered to be in a low socio-economic area and has an ICSEA of 911 (against an average of 1000). The school celebrates a very culturally diverse community with 12% indigenous students, 10% Pasifika students and 5% of students with an EALD language background (English as an Additional Language Dialect). In 2016 the Intensive English Unit was opened and this unit hosts a maximum enrolment of 45 students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 8 – Year 10	24	25	25
Year 11 – Year 12	17	17	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Bundamba SSC delivers a sequenced year 7 – 12 curriculum delivery. The Junior Secondary years (7-9) deliver the Australian Curriculum at year level and at a differentiated year level for students with specific learning needs.

Our Senior Secondary students follow two pathways, a Green Pathway (leading to further study and training) or a White Pathway (leading to a vocational outcome). Our curriculum is a blend of QCAA Authority and Authority Registered subjects with a small number of VET programs accessed through ongoing partnerships with external providers.

In addition to our formal curriculum, the school offers:

- Reading and literacy intervention (including Multi-lit)
- Bundamba Care Program – with a focus on wellbeing, career preparation
- ARTIE – mentoring and coaching program for students from an Aboriginal or Torres Strait Islander background
- School based traineeships and apprenticeships
- Access to TAFE school program
- Support for students with verified disabilities or learning difficulties through the LEC
- Vocational Education Courses – delivered via a combination of providers with either BSSC as the RTO or in partnership with external RTO providers
- OP eligible Year 12 students are supported by a program of QCS preparation and academic coaching and their progress is tracked semester to semester with a focus on personal achievement and growth.

Co-curricular Activities

Our students are active participants in a wide range of experiences with opportunities existing in:

- Sport - opportunities at school, district, region and state level.
- Instrumental Music
- Student Representative Council
- Art, Drama and Dance performance evenings.
- Musical productions
- Community Celebrations – ANZAC ceremonies, partnerships with local primary schools
- Cultural Celebrations – NAIDOC week, Harmony Day
- Visits to theatres, galleries and cultural events
- School Camps and Challenges
- Weekly tutoring for English/Mathematics after school
- Engagement opportunities through QMEA, Beacon, USQ, QUT, Artie
- International trips to NASA

How Information and Communication Technologies are used to Assist Learning

Our students access networked computers, laptops, ipads and interactive whiteboards on a daily basis in classes. ICTs are used as a tool to enhance the teaching and learning across the campus. The school has a number of ICT laboratories which enable students to access industry standard software across the curriculum and throughout the school. Technology is also accessed by the use of laptop trolleys located in a variety of buildings.



Social Climate

Overview

Students at Bundamba SSC come from a diverse range of socio-economics backgrounds and geographical areas. Approximately 12% of the school population identify as ATSI and 10% identify as Pasifika.

Bundamba SSC is a PBL (Positive Behaviour for Learning) School. We support students through a number of external agencies and internal support services, co-ordinated by the Interagency Team. The team composition includes Deans of Students, Guidance Officer, Youth Support Co-ordinator, Polynesian Liaison Officer, Community Education Counsellor, School Based Youth Health Nurse, Chaplain, Attendance Officer, Chaplain and Success Coach.

The College does not tolerate bullying or harassment and positive behaviours are explicitly taught through our PBL lesson on a weekly basis. Students are supported in year levels by both a Dean of Students and a Deputy Principal.

Our Responsible Behaviour Plan for students articulates the rights and responsibilities of all members of the school community – students, parents and teachers. Our RBP also clearly shows possible consequences and supports for students where behaviour needs to be addressed. A positive recognition program is built into our daily work and Vivos are awarded for students who demonstrate the school values in all situations, both within and outside the classroom.



Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	61%	85%	78%
this is a good school (S2035)	59%	85%	74%
their child likes being at this school* (S2001)	71%	85%	81%
their child feels safe at this school* (S2002)	53%	77%	81%
their child's learning needs are being met at this school* (S2003)	53%	85%	78%
their child is making good progress at this school* (S2004)	59%	85%	81%
teachers at this school expect their child to do his or her best* (S2005)	71%	92%	75%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	56%	92%	72%
teachers at this school motivate their child to learn* (S2007)	65%	92%	75%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school treat students fairly* (S2008)	44%	77%	72%
they can talk to their child's teachers about their concerns* (S2009)	70%	77%	78%
this school works with them to support their child's learning* (S2010)	62%	92%	68%
this school takes parents' opinions seriously* (S2011)	50%	85%	71%
student behaviour is well managed at this school* (S2012)	50%	77%	68%
this school looks for ways to improve* (S2013)	70%	85%	74%
this school is well maintained* (S2014)	76%	85%	74%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	88%	86%	83%
they like being at their school* (S2036)	90%	86%	84%
they feel safe at their school* (S2037)	84%	95%	77%
their teachers motivate them to learn* (S2038)	89%	76%	84%
their teachers expect them to do their best* (S2039)	96%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%	84%
teachers treat students fairly at their school* (S2041)	75%	77%	73%
they can talk to their teachers about their concerns* (S2042)	73%	70%	75%
their school takes students' opinions seriously* (S2043)	83%	74%	66%
student behaviour is well managed at their school* (S2044)	68%	70%	59%
their school looks for ways to improve* (S2045)	95%	95%	84%
their school is well maintained* (S2046)	83%	91%	79%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	86%	87%
they feel that their school is a safe place in which to work (S2070)	95%	86%	76%
they receive useful feedback about their work at their school (S2071)	93%	80%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	84%	90%
students are encouraged to do their best at their school (S2072)	98%	91%	91%
students are treated fairly at their school (S2073)	100%	96%	94%
student behaviour is well managed at their school (S2074)	82%	68%	53%
staff are well supported at their school (S2075)	92%	76%	84%
their school takes staff opinions seriously (S2076)	95%	80%	85%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
their school looks for ways to improve (S2077)	100%	95%	95%
their school is well maintained (S2078)	95%	95%	89%
their school gives them opportunities to do interesting things (S2079)	95%	87%	89%

* 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

Parent and community engagement is important to our College community. A small but dedicated P&C meets monthly. Our College distributes a monthly newsletter focusing on the achievements and learning that is occurring at the College. Facebook is also used to convey information and encourage parent engagement with College events and student achievements. The College enjoys a strong, supportive relationship with local organisations and the Ipswich City Council. Our College supports community events and in turn, enjoys the support of the community at College events. We communicate with and invite collaboration from our parents in a number of forums including:

- Newsletters
- Orientation Days for incoming students
- Leadership and Graduation ceremonies
- ANZAC Ceremonies
- P&C Meetings
- School Magazine
- School Website
- School publications – including prospectus, student diaries and curriculum handbooks
- Teacher contact regarding individual student progress, including Parent Teacher Interviews
- BSSC Facebook

Respectful relationships programs

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

Bundamba SSC has been in partnership with UQ and DET and is now in the third year of delivering the Engage2Learn Wellbeing Curriculum. In 2017 this will expand to deliver the Wellbeing curriculum to students through BCC lessons. In addition to this program, the College participates in delivering:

- Love Bites – Domestic Violence Program
- Rocky Horror Road Show – Driver Awareness
- GAMECHANGER/RAGE program – developing healthy responses under pressure
- Yarning Circle and Indigenous support programs via ARTIE and CEC
- Phoenix Program – part of the Ipswich Intervention Centre
- Mates in Blue (2017)
- Healthy Relationships
- Coaching Young People for Success – pathway development
- A.R.T. Aggression Replacement Training
- Headspace Talks
- Breakfast Club and Lunch Program

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	419	316	429
Long Suspensions – 6 to 20 days	30	20	30
Exclusions	22	11	17
Cancellations of Enrolment	18	10	6

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Bundamba SSC continues to manage its resources as effectively and efficiently as possible given the extreme weather during summer, infrastructure changes, increased use of ICT resources and air-conditioning – which all impact heavily on electricity and water demand.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	509,379	3,115
2014-2015	504,473	
2015-2016	498,384	

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	74	42	<5
Full-time Equivalents	71	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	17
Graduate Diploma etc.**	14
Bachelor degree	40
Diploma	-
Certificate	-

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$87 550.00. This was in addition to school based professional development which was significant but with the cost absorbed within the school.

The major professional development initiatives are as follows:

- QCAA Workshops
- Junior Secondary HOD Network Meetings
- Reading Professional Development
- PBL Teacher Training
- First Aid Training
- Mentoring beginning teachers
- Australian Curriculum
- ASOT
- STEM
- Literacy/Numeracy

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.



Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	86%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	79%	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

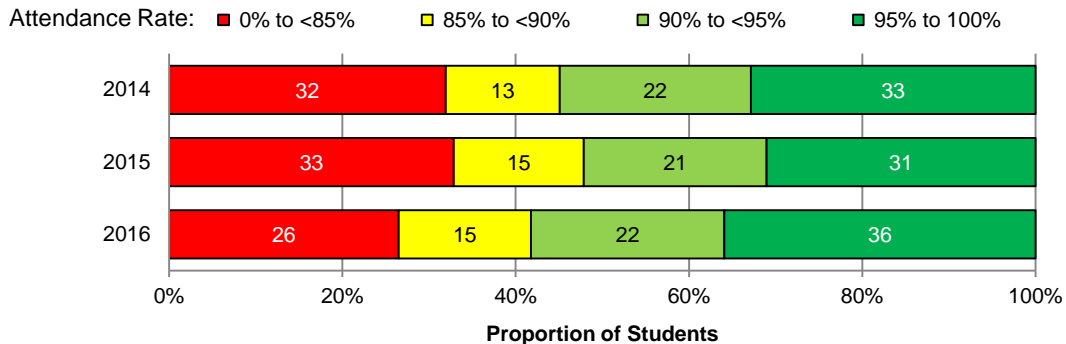
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	88%	86%	88%	87%
2015								89%	86%	84%	85%	88%	88%
2016								90%	84%	84%	85%	89%	92%

*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.

Rolls are marked on a lesson by lesson basis using idAttend. Parents are informed daily about absences by SMS messages. Unexplained absences greater than two days are followed up through communication processes by the Attendance Officer. Exemption processes are enacted where appropriate. The case management of attendance occurs at the Interagency Meeting. The PLO and CEC are involved in the case management of Pasifika and indigenous students.

Where appropriate, home visits and enforcement of attendance processes are enacted. The ARTIE program celebrates attendance for indigenous students who meet the 95% attendance requirement.

In 2017, the College will institute a P&C endorsed Representation Policy, requiring students to meet a minimum attendance requirement to represent the College at outside school events.



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.

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 NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes			
OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	125	111	113
Number of students receiving an Overall Position (OP)	37	31	40
Percentage of Indigenous students receiving an Overall Position (OP)	14%	30%	21%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	49	29	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	97	92	81
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	82	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	121	111	113
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	65%	39%	55%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	95%	81%

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
2014	4	10	10	8	5
2015	1	4	7	8	11
2016	2	9	11	14	4

As at 3rd February 2017. 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
2014	52	69	37
2015	55	68	29
2016	56	56	25

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

Students engage in a range of VET qualifications from both the College's Scope of Registration and through our partnerships with external RTOs. Study in areas of construction, hospitality and tourism remain popular with the student body. Other areas of study include those areas of skills shortage which are supported through VETis funding.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	83%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	48%	67%	75%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://bundambassc.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf>

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.

Bundamba SSC provides a range of pathways for students who decide that secondary schooling is no longer their pathway to further training/employment. During 2016 the College has worked closely with the Region provided Transition Officer to ensure that students who leave schooling are supported to success in their next stage of training or employment.

In a context of high transiency, the destinations of students who have left Bundamba SSC are varied and include:

- Gaining employment in a full time capacity
- Graining a traineeship/apprenticeship
- Enrolment at TAFE
- Transferring to another school within the Metropolitan region/state/interstate
- Enrolment at Queensland Pathways College
- Enrolment with ARTIUS
- Enrolment with flexible schooling options eg. Ipswich FlexiSchool, YMCA Bundamba TAFE

While enrolled in the senior phase of learning, Academic Coaching forms the cornerstone of assisting students to track their progress and understanding where they are at and where the focus needs to be to ensure success.

Whenever a young person makes the choice to leave school, staff endeavour to work with the student and parents and the Transition Officer to set the young person on their next pathway to success.

