



Bundamba State Secondary College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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 information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Joanne Hughes - Principal

From the Principal

School overview

Bundamba State Secondary College has an enrolment of approximately 950 students. Our College draws from a range of suburbs in the Ipswich area. We are a multi-cultural school and celebrate our diversity. Our values are Pride, Respect, Responsibility and Empowerment and they drive our college work at every level.

We offer a planned course of study from Years 7-12. Students in all years are supported by a Head of Year, Year Co-ordinator and Bundamba Care Class (BCC) teacher. Our junior secondary curriculum is based on the Australian Curriculum with a particular school focus on developing reading and writing skills. Transition to secondary school is a focus with transition activities and program in the lead up to primary school students preparing to join us for year 7. Our Junior Secondary program provides a strong focus on delivering quality teaching and learning within a small team of teachers who work with each class grouping.

Our Senior Secondary phase of learning commences in Year 10 where students complete Senior Education and Training Plans that identify their strength, interests and vocational, training or tertiary study aspirations. All of our students are involved in individual academic coaching, pathway discussions and progress monitoring throughout their studies. The College provides a range of Vocational pathways offered via the school, through our involvement as a Partner School of WestTec Trade Training Centre and through external providers. Our pathways are niched to student individual needs. School based traineeships and apprenticeships are a values pathway for students who wish to transition to a vocational pathway beyond school. Students who aspire to further study are supported in a focussed group throughout their senior studies.

The College is well resourced with quality facilities including a Performing Arts Complex as well as a Leadership Training Centre with climbing and high ropes courses. Our student welfare needs are supported and student connect with a diverse framework of support including a School Based Youth Health Nurse, a Youth Support Co-ordinator, Chaplain, Teacher Aides, Community Education Counsellor and a Polynesian Liaison Officer. The College has key partnerships that positively impact the learning of our students, including strong links to tertiary education institutions, ABCN, Former Origin Greats, NASA, our local Elder and the Ipswich City Council. We are a partnership school with Queensland Energy and Minerals Academy (QMEA).

School progress towards its goals in 2018

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 motto is "Success with Honour" and the essence of this motto shapes our work.

The school is moving forward with our Explicit Improvement Agenda and the results from 2018 provide a base for further improvement in 2019.

School Progress towards its goals in 2019

The 2018 Annual Implementation Plan outlined the core priorities for 2018 and for the purpose of this report will be evaluated as either Beginning – Continuing – Embedded in Practice. Across 2018, our progress has been significant across all school measures.

Strategy 1 Culture of High Expectations of Student Behaviour

Teacher Capacity – Essential Skills for Classroom Management
Classroom Profiling
Alignment of behaviour processes
Targeted use of data to inform intervention
Reinvigorated PBL Team

Embedded & Ongoing
Embedded & Ongoing
Embedded & Ongoing
Continuing
Continuing

Strategy 2 Culture of High Expectations of Student Achievement

Teacher Capacity – Know Your Learner, TTR
Academic rigor in Australian Curriculum including TTR Strategies
Art and Science of Teaching DQ 1 & 5
Multilayered approach to reading intervention
Rigorous approach to whole school moderation
Leadership Development

Embedded & Ongoing
Continuing
Continuing
Continuing
Embedded & Ongoing
Continuing

Our work on these priorities has resulted in:

- TTR strategies explicitly incorporated in unit planning and lesson delivery
- School wide planning and moderation practices established.
- Junior Secondary Australian Curriculum progression towards full implementation with fidelity.
- New QCE Curriculum ready for 2019 roll out.
- Strong behaviour referral process with a focus on uninterrupted teaching and learning.
- A significant reduction in behaviour referrals (35%) across the year.

Future outlook

In 2019, our focus will be on further embedding our culture of high expectations, incorporating:

- Implementation of New QCE Curriculum
- Further embedding TTR Strategies
- Consistent implementation of behaviour management and behaviour support processes.



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	827	927	896
Girls	423	462	445
Boys	404	465	451
Indigenous	122	135	137
Enrolment continuity (Feb. – Nov.)	84%	85%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

Characteristics of the student body

Overview

Bundamba SSC has an enrolment of approximately 950 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 but is focussed on high aspiration for our students. The school celebrates a very culturally diverse community with 17% ATSI students, 10% Pasifika and 7% students with an EALD background (English as an Additional Language or Dialect). 9% of our students identify as students with a verified disability and are well supported through an inclusive program and our Learning Engagement Centre.

Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	25	23	21
Year 11 – Year 12	18	17	15

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

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

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

Our teachers work hard with our students to maximise their academic success at school and guide them towards their pathway beyond school. We work with our parents as partners in learning. Our pedagogical framework is the Art and Science of Teaching (ASOT) and our lessons are structured for consistency with a focus on the Learning Goal and Success Criteria for every lesson, every day.

In addition to our formal curriculum, the College offers:

- *Reading and literacy intervention (including Multi-lit, Mac-lit, Quicksmart and Tactical Teaching Reading)*
- *Bundamba Care Program – with a focus on wellbeing, career preparation and organisation*
- *PBL – Positive Behaviour for Learning – a wellbeing framework that supports behaviour education*
- *ARTIE – mentoring and coaching program for students from an ATSI background*
- *Support from Regional African Support staff*
- *School based traineeships and apprenticeships*
- *Access to TAFE in schools programs*
- *Support for students with verified disabilities or learning difficulties through the LEC*
- *Vocational Education Courses- delivered via a combination of providers with either the College as the Registered Training Organisation or delivered in partnership with a range of external RTO providers.*
- *OP (Green Pathway) Year 12 students are supported by a program of QCS preparation and academic coaching and mentoring. Their progress is tracked semester to semester with a focus on personal achievement and growth.*
- *All senior phase students are monitored with respect to achievement of their Queensland Certificate of Education (QCE)*

Co-curricular Activities

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

- *LIVIN' Leadership – mental health ambassadors*
- *Sport – opportunities at district, regional and state level*
- *Instrumental music*
- *Student Representative Council*
- *Art, Dance and Drama performances*
- *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 and Mathematics after school*
- *Engagement opportunities through QMEA, USQ, QUT, UQ and ARTIE*

How information and communication technologies are used to assist learning

Across 2018, we refurbished our computer laboratories at the school so that our students can access new technology in networked computer labs, laptops, ipads and interactive whiteboards and Touchboards across the campus. Student access industry standard software across the curriculum.



Social climate

Overview

Bundamba SSC is a PBL (Positive Behaviour for Learning School). We support students through a number of external agencies and internal support services. The support team includes Heads of Year, Guidance Officer, Youth Support Coordinator, Polynesian Liaison Officer, Community Education Counsellor, School Based Youth Health Nurse, Chaplain, Attendance Officer and a Success Coach.

The College does not tolerate bullying or harassment and in 2018 joined Stymie to further support positive behaviour.

Our positive behaviours are explicitly taught through our PBL lessons on a weekly basis. Students are supported in year levels by Heads of Year 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 articulates consequences and supports for students where behaviour needs to be supported.

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

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)	78%	70%	83%
• this is a good school (S2035)	74%	63%	73%
• their child likes being at this school* (S2001)	81%	77%	92%
• their child feels safe at this school* (S2002)	81%	70%	92%
• their child's learning needs are being met at this school* (S2003)	78%	73%	77%
• their child is making good progress at this school* (S2004)	81%	77%	85%
• teachers at this school expect their child to do his or her best* (S2005)	75%	83%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	72%	67%	92%
• teachers at this school motivate their child to learn* (S2007)	75%	77%	75%
• teachers at this school treat students fairly* (S2008)	72%	63%	73%
• they can talk to their child's teachers about their concerns* (S2009)	78%	83%	75%
• this school works with them to support their child's learning* (S2010)	68%	73%	83%
• this school takes parents' opinions seriously* (S2011)	71%	64%	64%
• student behaviour is well managed at this school* (S2012)	68%	47%	67%
• this school looks for ways to improve* (S2013)	74%	70%	75%
• this school is well maintained* (S2014)	74%	83%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	83%	86%	87%
• they like being at their school* (S2036)	84%	87%	83%
• they feel safe at their school* (S2037)	77%	86%	83%
• their teachers motivate them to learn* (S2038)	84%	85%	85%
• their teachers expect them to do their best* (S2039)	97%	96%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	82%	87%
• teachers treat students fairly at their school* (S2041)	73%	79%	72%
• they can talk to their teachers about their concerns* (S2042)	75%	73%	75%
• their school takes students' opinions seriously* (S2043)	66%	69%	69%
• student behaviour is well managed at their school* (S2044)	59%	61%	52%
• their school looks for ways to improve* (S2045)	84%	89%	86%
• their school is well maintained* (S2046)	79%	73%	69%
• their school gives them opportunities to do interesting things* (S2047)	85%	88%	81%

* 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)	87%	76%	92%
• they feel that their school is a safe place in which to work (S2070)	76%	69%	90%
• they receive useful feedback about their work at their school (S2071)	85%	70%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	85%	84%
• students are encouraged to do their best at their school (S2072)	91%	83%	90%
• students are treated fairly at their school (S2073)	94%	82%	92%
• student behaviour is well managed at their school (S2074)	53%	36%	84%
• staff are well supported at their school (S2075)	84%	60%	85%
• their school takes staff opinions seriously (S2076)	85%	66%	82%
• their school looks for ways to improve (S2077)	95%	87%	95%
• their school is well maintained (S2078)	89%	84%	86%
• their school gives them opportunities to do interesting things (S2079)	89%	78%	82%

* 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 and showcases information and achievement on our Facebook page.

Our students play a lead role in community events and with the Salvation Army for community ANZAC ceremonies. We have strong community links with memorandums of understanding and partnerships with QMEA (Queensland Mineral and Energy Academy), Australian Business and Community Network (ABCN). Our College links with University of Southern Queensland (USQ), University of Queensland (UQ), Griffith University, Gold Coast College of Construction, Hutchinson Builders, Apprenticeships Queensland, TAFE South West, RSL, Fresh Start and ARTIE FOGS (Former Origin Greats) are of direct benefit to our students. In 2018 we continued our link with the Queensland Police Service through access to the College specific designed QPS Mates in Blue program.

Our students have diverse learning needs. Support and parental engagement regarding social and curriculum adjustments to assist students to fully participate at school are viewed as an essential part of our work.

Respectful relationships education programs

Bundamba State Secondary College has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

Every year level participates in a pastoral care class each week. The School Based Youth Health Nurse presents year level programs focused on Respectful Relationships that address healthy versus unhealthy relationships with a focus on the supports that exist within community for abuse and violence, including ICYS, DVAC and Lifeline. A targeted program, delivered during Pastoral Care focuses on personal health and safety, including harm minimization strategies. This program also focuses on healthy bystander behaviours.

Through our partnership with Livin' the school has appointed a number of Student Well-Being Ambassadors who assist students raise personal issues with a support staff member at school.

The Youth Support Co-ordinator and other support staff develop strong relationships with external support agencies to support both students and families in need.

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	429	584	683
Long suspensions – 11 to 20 days	30	13	14
Exclusions	17	19	25
Cancellations of enrolment	6	3	3

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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	498,384	463,729	457,093
Water (kL)		3,510	

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	86	53	<5
Full-time equivalents	83	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		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	17	
Graduate Diploma etc.*	18	
Bachelor degree	49	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$122 439.57

The major professional development initiatives are as follows:

- QCAA Workshops for New QCE Curriculum
- Australian Curriculum – Junior Secondary
- Tactical Teaching Reading
- PBL Teacher Training
- First Aid Training
- Mentoring Beginning Teacher Workshops
- Collegial Observation and Feedback
- Leadership Development – Leadership Coaching, Professional Development Network
- Supportive School Environment including Poverty and Trauma Informed Practices

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.	95%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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%	82%
Attendance rate for Indigenous** students at this school	82%	78%	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

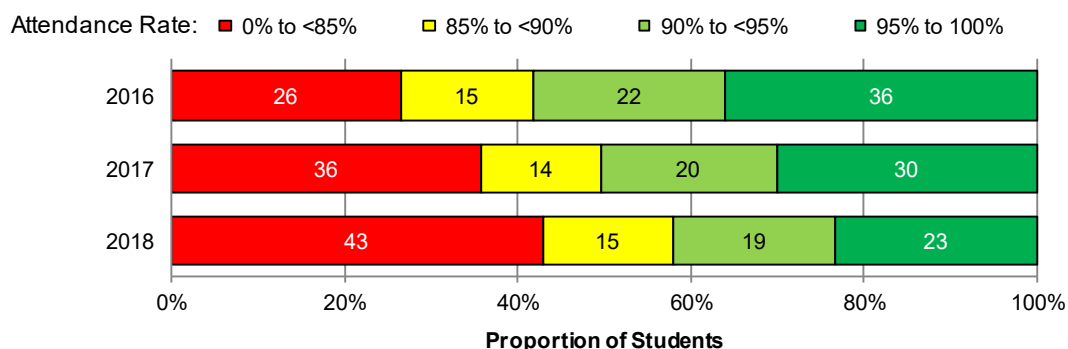
Year level	2016	2017	2018
Year 7	90%	87%	84%
Year 8	84%	86%	81%
Year 9	84%	85%	79%
Year 10	85%	83%	80%
Year 11	89%	87%	84%
Year 12	92%	87%	84%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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 processes by the Attendance Officer. Exemption processes are enacted where appropriate. The case management of attendance occurs at Interagency Meetings. The PLO and CEC are involved in the case management of Pacifica and indigenous student attendance.

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.

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	113	103	100
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	113	101	100
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	40	29	17
Percentage of Indigenous students who received an OP	21%	0%	8%
Number of students awarded one or more VET qualifications (including SAT)	81	80	83
Number of students awarded a VET Certificate II or above	67	61	79
Number of students who were completing/continuing a SAT	23	16	17
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	55%	52%	71%
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%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	81%	95%	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	2	2	1
6-10	9	4	3
11-15	11	9	8
16-20	14	10	5
21-25	4	4	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	56	26	24
Certificate II	56	48	65
Certificate III or above	25	25	39

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 engage in a range of VET qualifications from both the College's Scope of Registration and throughout partnership with RTOs. Study in areas of construction, hospitality, tourism, sport and recreation 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

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	71%	68%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	54%	74%

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.

Bundamba SSC provides a range of pathways for students who decide that secondary schooling is no longer their pathway to further training and employment. During 2017, the College has worked closely with the Transition Officer to ensure that students who are leaving school are supported to success in their next stage of training or employment.

In a school community of high transiency, the destination of students who have left Bundamba SSC are varied and include:

- Gaining employment in a full time capacity
- Gaining a traineeship/apprenticeship
- Enrolment at TAFE
- Transferring to another school within the Metropolitan Region/State/Interstate
- Enrolment at Queensland Pathways College
- Enrolment with ARTIUS and similar work readiness programs
- Enrolment with flexible schooling options eg. Ipswich Flexi School, YMCA Bundamba

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 students and parents and the Transition Officer to set the young person on their next pathway to success.

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.bundambassc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>