



Djarragun College Ltd - Annual Report 2018

(Based on 2017 data)

Descriptive Information

Djarragun College is a co-educational non-denominational day and boarding school for Years P to 12. The College opened in 2001 and occupies a beautiful, spacious campus in Gordonvale 20 kilometers south of Cairns.

As a distinctive far North Queensland school, the College is made up almost exclusively of an Aboriginal and Torres Strait Islander student body, of whom approximately 25% are boarders. The majority of our student body comes from Yarrabah, Gordonvale and the greater Cairns area. Our boarders come from the Torres Strait Islands, Cape York, other remote parts of Queensland and the Northern Territory.

Djarragun College shares the Cape York Partnership vision for children to achieve their full potential, talent and creativity and have the confidence and capacity for hard work so they can orbit between two worlds and enjoy the best of both.

We aim to develop a holistic knowledge about each of our student's academic ability and physical health and wellbeing to be able to fully support each of them onto a successful future life pathway.

The Djarragun Way

Treat all students, staff and school property with **respect**.

Attend all classes on time and ready to **learn**.

Be **responsible** for your behaviour and accept the consequences of your actions.

Wear the Djarragun uniform with pride and **do your best**.

Be **safe**, keep your hands and feet to yourself.

Accept and value individual difference.

Our Values

High expectations and no excuses

Raise the bar on learning and aim for mastery

Learning time is precious

There are no shortcuts to success

Personal responsibility

Each person is accountable for their actions

Respect others and assign yourself

Self-discipline and commitment will ensure achievement

Creating pathways for every student

No student left behind. No student held back

Our Promise to Families

Djarragun College will support every student completing Year 12 to identify and embark on their preferred pathway in education, training or employment, backed by the full resources of Cape York Partnership.

Attain a QCE or VET Qualification in order to secure university entrance and/or further education and/or employment.

Demonstrate job readiness skills and have a direction for paid employment.

Will be strong and proud Indigenous Australians, with deep knowledge of and connection to country and culture.



School Sector:

Independent

School's Address:

1 Maher Road, Gordonvale, Cairns 4865

Total Enrolments:

As at the end of 2017, the total enrolments were 288 students. The average enrolment for the whole of 2017 was 318 students.

Year Levels Offered:

Prep to Year 12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

98% of students attending Djarragun College are Indigenous. The majority of the student body comes from Yarrabah, Gordonvale and the greater Cairns area. These students are transported by bus to school daily.

The Year 7 to 12 boarders mostly come from Indigenous communities in Cape York, the Torres Strait Islands, Northern Territory and Gulf. By the end of the year we had 72 boarders in total.

Distinctive Curriculum Offerings:

In Years P-6 (Primary), students are taught using the Direct Instruction (DI) method. With its standardised, rigorous approach to literacy and numeracy, lessons and regular testing have proven to be effective in reaching students who are failed by conventional classrooms, particularly in the Primary sub-school. DI accelerates student learning and closes the education gap for students who have fallen behind. The DI curriculum, in the Primary sub-school, is complemented by grade level teaching of the Australian Curriculum (Science, The Arts, Technology and HPE).

In Middle Secondary (Year 7-Year 10) students are allocated to their Australian Curriculum classes based on their literacy and numeracy learning needs; students are spread over 6 classes, based on ability. All students in Years 7-10 participate in a range of classes including The Arts and Technology. HPE is delivered by a specialist HPE Teacher.

Senior students are managed by the Head of Department for Senior Secondary, who speaks with students about careers to determine their interests and prior knowledge of the world of work. Senior students are encouraged to develop skills in their areas of interest and are supported to identify options and opportunities once they leave school.

Students also complete academic placement testing and previous school results are reviewed, before discussions are held with students and their families about the appropriate study pathway for the student:

Tertiary Entrance (OP) or Vocational Education & Training (VET). All students in the senior phase of learning will work towards achieving their Queensland Certificate of Education (QCE) upon graduation.

With the ongoing funding from IAS for 2017, the College continued the delivery of a strength, conditioning and fitness program which we aligned to the national HPE curriculum across Secondary. Under this program:

- 3 Senior boys attended the Athletics North Queensland (ANQ) Student Games Championships in Townsville in June, returning with a gold medal in 100m sprint, silver and bronze in 200m and a silver medal in the shot put.
- Following the Peninsula Athletics Trials 3 students went on to the State Athletics Team trials for the 100m & 200m, and in the javelin.
- 2 of the Senior students went forward and qualified for the Athletics State Championships in Brisbane in October. They came home with the gold medal in the 4 x 100m relay, as part of a 16-19 year olds relay team.
- A Year 12 student represented the college and the Peninsula Region at the Queensland State Cross Country Championships in Brisbane.

The College continued formal careers guidance lessons for senior students and intervention as necessary to ensure post school options were identified and access were optimised. These lessons assisted senior students with subject selection, resume writing, QTAC applications and QCE monitoring as well as organising work experience and arranging guest speakers regarding post-school pathways.

- 3 Senior students went to Weipa for work experience at the Rio Tinto Weipa Operation for 4 days in October. They had a tour of the mine, took a mechanical workshop and experienced the haul truck simulator driving test. Others attended work experience more locally at the Gordonvale Sugar Mill and at Cairns Hardware.
- 8 students obtained with White Cards, for working within the construction industry.
- 9 Senior students took and passed their theory tests for their 'L' plates in Yarrabah in October.

Extra-curricular Activities:

The aim of all extra-curricular activities was to encourage students to attend school regularly, improve academic achievement and demonstrate a positive attitude in all aspects of their life.

- One of our Year 11 students received a Prime Ministers' Medal of Excellence for a short essay she entered in the 2016 NAIDOC writing competition. The essay was about her great-grandfather, Alfred "Popeye" Neal, and his struggle to over-come the adversity of life as a member of the stolen generation. Mayor Bob Manning and Executive Director for NAIDOC, Mr Dylan Williams, presented our student with her medal at a special assembly in March.
- Closing the Gap day was celebrated with activities for students and parents to assist in raising their awareness of steps they could take and support services available to assist them to improve their own health outcomes.
- Anzac Day was commemorated at school on Monday afternoon, 24 April. Our school Captains addressed their fellow students and a wreath was laid by Primary and Secondary. Our Boarders attended the Gordonvale Anzac memorial service on the Tuesday.
- For only the second year, we exhibited student work at CIAF and sold prints created by Secondary students. This was a great opportunity for our students to showcase their work.
- 2 of our Year 11 students collaborated with designed Lynelle Flinders on a collection of evening wear that was exhibited at CIAF.

- For the 3rd year, an art exhibition showcasing works from various year groups was held at the College in Semester 2. Parents and community were invited to attend, there was a huge turn-out. Hospitality students served beverages to our visitors whilst they viewed the displays and some of the College's student musicians played in the background.
- Our Cert II Salon Assistant students entered pieces created in class into the Cairns Show art exhibition. We were thrilled when our girls were awarded first, third and highly commended prizes.
- Both our Aboriginal and Torres Strait Island dancers performed at a variety of events, including the Mount St Bernard's NAIDOC celebrations and wowed the crowds
- Our Torres Strait Islander dancers were fortunate enough to be invited to perform at the Fun for Kids Festival during school holidays in July in Warrnambool (VIC). Our students opened the highly acclaimed festival daily. It was a great opportunity for our students to see a wide range of other culture, art and performance at the festival and surrounding areas.
- We celebrated NAIDOC in August with a series of guest presenters including educational documentaries; Charles Perkins, 1967 Referendum BTN, The Ride that changed the nations, the Uluru statement from the Heart, Aboriginal Land Rights in Australia, The Mabo Decision & Native Title and an interview with NQLC Chairperson. Dreamtime stories were read to our Primary students. Our senior students enjoyed a visit and stall information from 7 potential employers including the Djunbunji Rangers, Terrain NRM, WTMA, QPWS/EHP, QPWS Cape/DATSIP, NQRACL and NQLC.
- The NAIDOC celebrations cumulated in a culture day, when we were joined by 200 staff and Year 9 students from Loreto Normanhurst Girl's School, Sydney. Students joined in activities such as face painting, spear and boomerang target throwing, skittles, dancing, coconut de-husking and damper making. A Kup Murri was shared and a concert was held at the end of the afternoon showcasing our TSI and Aboriginal dancers.
- Students from various year groups attended the Djarragun Wilderness Centre for scheduled camps. Years 11-12 went on camp to Barrabadeen at the end of August and our OP students went on a 3 day study camp to the Wilderness Centre. Years 5-6 went on camp mid-September to Lake Tinaroo.
- Viva Touch Football took some of our HPE classes at school on 28 August.
- On 1 September, our rugby team competed at the Freshwater Rugby League 7's carnival.
- Our Boarding students participate in weekend excursions. These included AFL training with local coordinators Pyramid Power, NRL games, supporting local basketball team the Taipans, fishing trips, trips to the cinema, beach and bowling, volleyball games on the Esplanade, trips to Lake Eacham and Harvey's Creek, special boarding camps at the Wilderness Centre and our Boarding girls joined in and ran in the MDN 5km charity race in August.

Social Climate:

In 2017, Djarragun College opened a multidisciplinary health and wellbeing centre, D Health, designed to support its students, their families and the staff. Doctors, psychologists, case managers, speech therapists and nurses provide onsite services. We also offer referrals to external services such as optometry, dental and audiology. Comprehensive multidisciplinary solutions enable students to build internal and external resources required to succeed.

Health and Education are critically linked and D Health enables us to provide a comprehensive support plan that considers the health and learning needs of our students. This service is unique to Djarragun College. In addition to the medical services, D Health oversees the development of a health and wellbeing education framework that is embedded into curriculum of the College.

The school has a dedicated Student Support Services team and their responsibilities include monitoring

attendance, monitoring behaviour and addressing the wellbeing issues of students. Home phone calls are made on a regular basis to maintain contact with families and ensure that students are engaged in school life. The school has a responsible behavior plan for students that defines the school's behaviour expectations, as outlined in 'The Djarragun Way'. The team support students with personal problems or issues and has the tools and resources to monitor and manage a student's behaviour.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Our preferred way of re-directing low-level problem behaviour is to highlight the consequences of continuing along this path and encourage the student to reflect on how their behaviour could be modified, so as to align with the expectations of our school community.

Each term, a special rewards lunch was held for students with 90% attendance or above, as well as being recognized at assembly with certificates presented to these students.

Parental Involvement:

The school continued to develop a culture of celebrating success. As always, Presentation Day was the biggest event of the year involving the greatest parent turn out.

Parents attended the Year 12 Graduation Ceremony at the end of the year.

Student Leaders were appointed in Term 1 and inducted at a whole school assembly where they were presented with their badge and a certificate, and made their leadership pledge. The event was extremely well attended by parents, carers and families.

Closing the Gap day was celebrated with activities for students and parents to assist in raising their awareness of steps they could take and support services available to assist them to improve their own health outcomes.

Parents were also invited to attend sporting events, such as our carnivals.

At present, the College does not have a parent committee.

Three report cards were produced throughout the year, including newly formatted End of Semester reports. Parent interviews were held in Mooroolbark, Yarrabah and at the school campus.

The College continued to relay information, news, stories and events to parents and the community via Facebook. This is proving to be a great way off communicating with our families and we hope to create a separate Djarragun College Alumni Facebook page in 2018.

Parent, Teacher and Student Satisfaction with the School

Parent Satisfaction Survey

This is an area that Djarragun College is working towards improving for 2018. We have found that a paper survey does not best suit our parents for providing feedback to the school. We have found that engaging parents is best done face to face with home visits and phone calls. Our student support services team and our D Health staff visit families in the local area during school holidays and report back any feedback they have received from families this way.

We also have an Indigenous Consultative Committee at the school, run by our Community Liaison Officer. This committee is for staff (some of whom are also parents to our students) and although its main role is running events, the committee is also a valuable source of information and feedback from the community as a whole. Any concerns or feedback out of this group is communicated to the School Executive team in fortnightly meetings, via the Community Liaison Officer and Head of Student Services, who attend the meetings.

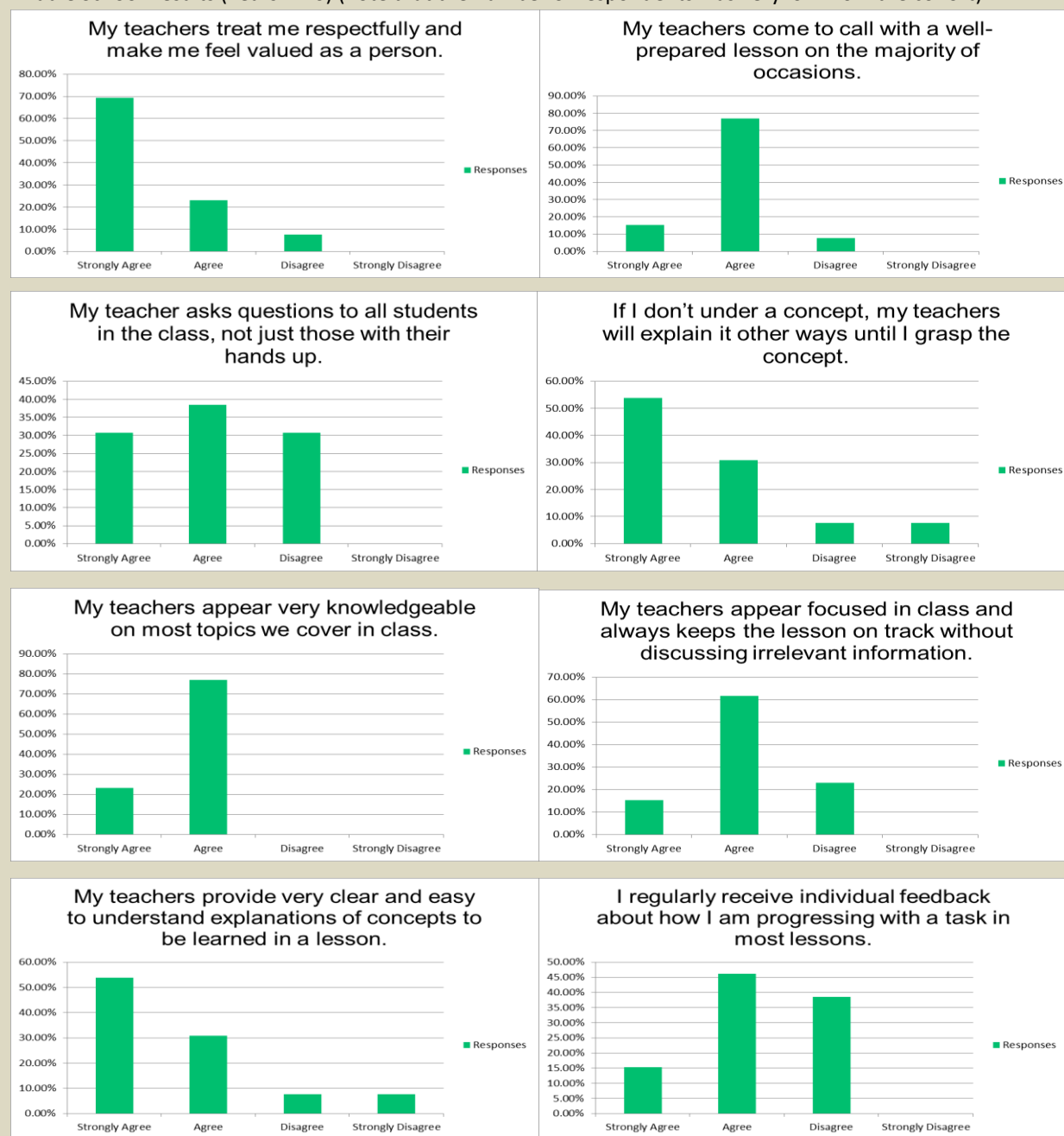
Parents volunteered in the school during 2017, particularly in Primary. Our staff will always seek out parents at events, such as special assemblies or Presentation Day, as this is a great way to not only engage with parents, but to receive feedback and suggestions.

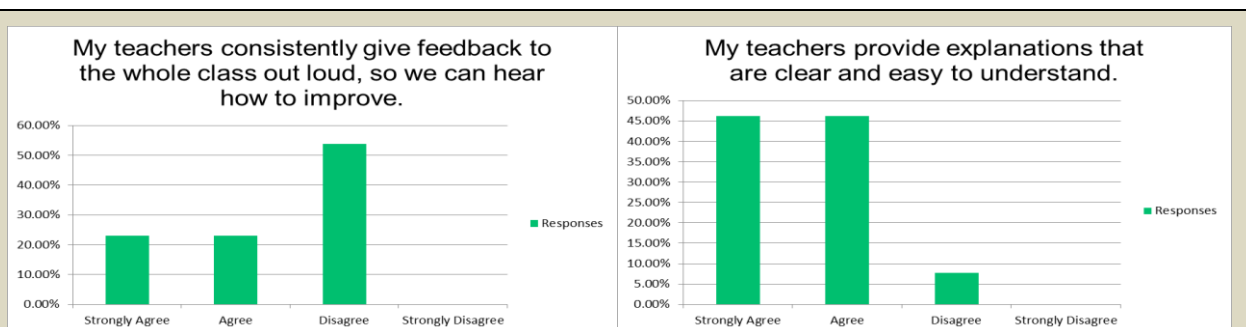
One area of concern for both parents and students alike was the quality of the food being served in the school canteen. This was taken on board and at the end of 2017, the College took the catering back in-house instead of using an external company. Although not fully operation until January 2018, feedback from parents and students so far has been overwhelmingly positive.

Student Satisfaction Survey 2017

The College conducted student surveys for all Primary and Middle School groups.

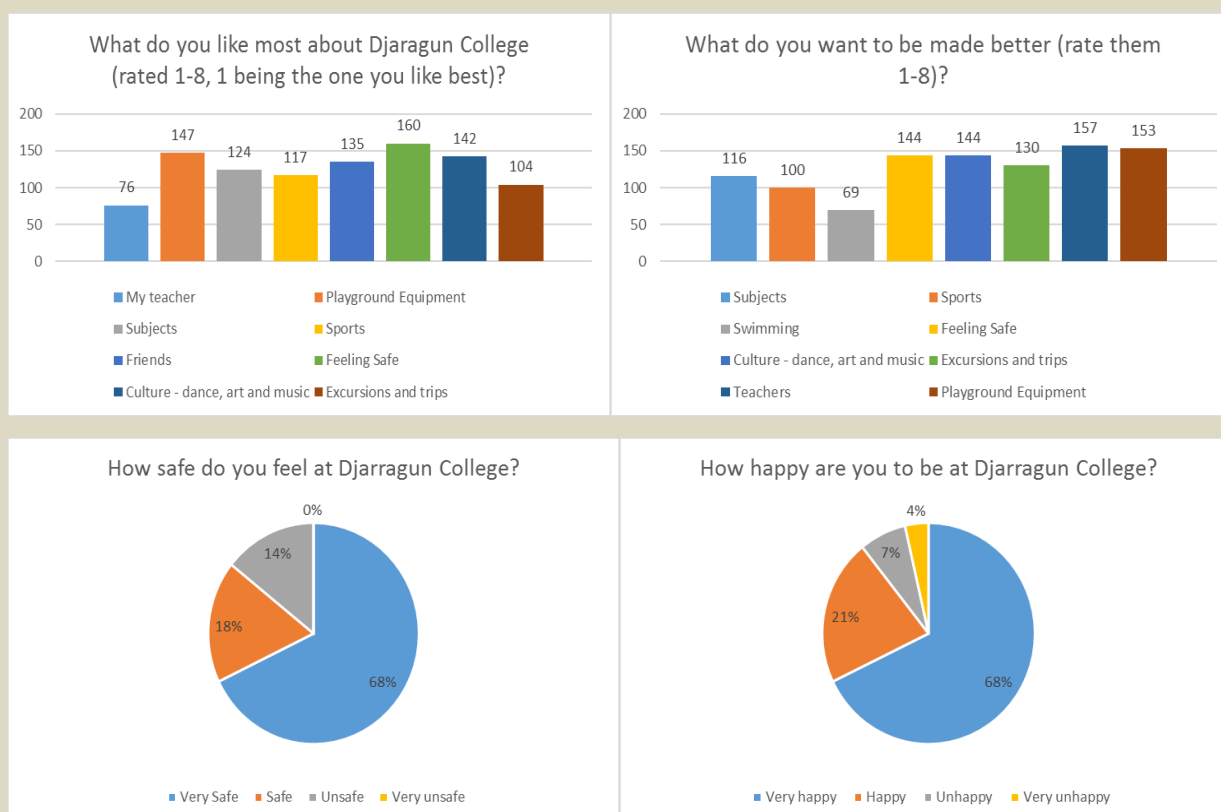
Middle School Results (Years 7-10) (note that the number of respondents was very low from the cohort):





In the on-line survey, students in Middle school were also asked to name the teacher that helps them learn the most and the teacher that helps them learn the least. On the whole, Middle school students seem pleased with their learning experience, however an area of improvement would be feedback that is given to students on their work, both as individuals and as a group. This data has been used by the College Executive to target professional development for teachers and also for individual teacher performance reviews with the Heads of Department.

Primary School results (Years P-6) (note there were only 28 responses for the cohort):



A paper-based survey was conducted for Primary students. The results reflect, unsurprisingly for the age group, how students like their friends, play equipment and sports the best with students stating that the same and dance, art and music should be made better. Students on the whole felt happy and safe at school.

Staff Satisfaction Survey 2017

Towards the end of 2017, our parent group, Cape York Partnership, conducted an all staff online survey 'The Voices of CYP' for all entities of CYP. 92.8% of Djarragun College staff participated in the survey. Over 90% of employees stated they had a good overall understanding of the Cape York Agenda. Morale in teams was

generally well rated and over 50% of all CYP staff were satisfied with the culture of their workplace.

A summary of 'The Voices of CYP' staff survey conducted in November 2017:

Areas of Focus: 2018

After analysing our detailed results, leadership has decided to work on the following areas:

- **Communication:** Many employees stated that they would like to see better communication and more sharing of information across our entities to better equip them to better understand our agenda and the work of other areas of CYP.
- **Recognition:** Some employees shared that they do not receive appropriate recognition on a regular basis, with a small number indicating that they feel they 'hardly ever' receive recognition either verbally or written.
- **Performance Reviews:** There was an indication of dissatisfaction with the performance review process.

In the next few months, we'll be reaching out to employees to gain more feedback on these areas and gather ideas on how we can improve.

Actions already taken

- In the survey, multiple people mentioned they would like to see more communication provided about all areas of the organisation. The Symposium held in December 2017 was a great start to improving our cross sharing of information. This event was very well attended and excellent feedback was received about the day. Planning is in progress to ensure a 2018 Symposium will be just as successful.
- Areas where formal performance reviews were not conducted will be implementing a program during 2018 to ensure that all employees receive relevant, useful and informative feedback about the work they do.
- Work is being done to develop and implement an employee Recognition Awards Program that will recognise employees for outstanding contributions.

Next Steps

In order to continue implementing improvement throughout our organisation, the following steps will be taken:

- Managers will receive copies of the compiled results for the surveys conducted and will be able to compare their entity results to others.
- Communication – Look at ways we can improve our communication to ensure everyone is better informed.
- Broadening of Support and Wellbeing Programs across entities aimed at improving the overall health, safety and wellbeing in our workplaces.
- Other ideas being considered – setting up of a Suggestion Box system where staff can submit their ideas to improve the workplace anonymously, introduction of Themed Fridays (e.g. Floral Friday, Pink Friday, Hat Friday, etc.) to be held once a month.

The college also conducted an online survey just for teaching staff – the data has been used by the College Executive team to target professional development for 2018 and areas of improvement for the College. As a result from staff feedback, one main area of change has been the student timetable for 2018.

Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies

Title: Mrs Sian Scott, EA to Principal, Ms Kathryn Todd

School Income Broken Down by Funding Source

For information on school income and funding sources please visit the My School website

<http://www.myschool.edu.au/>

Staffing Information**Staff Composition, Including Indigenous Staff:**

The majority of our 27 qualified teachers were all fulltime- in 2017 with some employed s casual relief. Other instructional staff include DI Tutors, Teaching Partners and Teacher Aides. Most Boarding parents are employed on a full-time basis, supplemented by casual and on-call staff members when necessary. A total of 26 Indigenous staff (21.2 FTE) were employed by the College at 31 December 2017.

Staffing Area	Number of Staff as at 31 December 2017	Full Time Equivalent (FTE) as at 31 December 2017
Teaching	27	24.6
Other Instructional	16	12.8
Non-instructional (inc. Boarding staff)	45	39.4
Total Instructional Staff	43	37.4
Total Indigenous Staff	26	21.2
Total Staff	88	76.8

Qualifications of all Teachers:

Qualification	Number
Doctorate or higher	
Masters	
Bachelor Degree	27
Diploma	
Certificate	

Expenditure on and Teacher Participation in Professional Development:**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
A total of 1-week in-house staff PD sessions in January. Activities included values, systems symbols & behaviours, Direct Instruction workshops & Child	All

Description of PD activity	Number of teachers participating in activity
Safety.	
'Crossing Cultures' with Project Officers from Dept of Education & Training in-house staff PD on 18 April, as well as a session on Anti-Discrimination.	All
'Trauma Enforced Practice' with Youth Plus, in-house staff PD 23 June	All
'Tips for Building Positive Relationships with Students' & 'Essential Skills for Classroom Management' with Mark Davidson, in-house PD 10 July.	All
PD day 15 September included training on data entry, curriculum planning, engagement strategies & a culture that promotes learning.	All
PD Day 3 October included planning session on curriculum & support services planning for teaching staff and student services , as well as a culture that promotes learning PD for all staff in the morning,	All
Faculty Meetings once every 3 weeks	All
Faculty/Sub-School Planning and Work Focus meetings once every 3 weeks	All
All Staff Meetings once every 3 weeks, including D Health updates and training for staff	All
Remote & Wilderness First Aid	3
Binnacle VET Conference for new dual Health certificate	1
ISQ Disability Discrimination Act Workshop	1
ISQ NCCD Introductory Workshop	1
ISQ EAP Workshop	1
Strengths, Circles and Social & Emotional Learning	1
Mathematics workshop	1
NCCD Moderation Workshop	2
ISQ Differentiated Instruction with Kathleen Kryza Workshop	4
School & Curriculum Leaders Workshop	2
QCAA Literacy Workshop (Primary)	1
Developing a Growth Mindsets Classroom	3
Math Mastery Seminar	1
Write Sparks Seminar	1
Explicit Direct Instruction Training	8
Literacy: Motivating Students to Engagement with Writing P-2	1
ISQ Indigenous Education Network & Curriculum Days	2

Description of PD activity	Number of teachers participating in activity
School VET Conference VELG Training	1
Athletics Coaching	3
Support for Digital Technologies	1
Teacher Aides Working with Students with English as an Additional Language	2
Classroom Profiling Refresher Course	1
Classroom Profiling Training	1
ILT & ILF Mentor course	2
Teacher Aides Working with Students with Communication Disorders	2
Teacher Aides Working with Students with Hearing, Vision or Physical Impairment	2
Digital Technologies in focus project	2
Teacher Aides Working with Students with Intellectual Disability and with Learning Disability	2

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
27	\$11,450.00	\$424
The proportion of the teaching staff involved in professional development activities during 2017		100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Teaching Staff*	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
27	193 (x27) = 5,211 days)	192.2	96.3%
Number of school days includes pupil free days. For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.3% in 2017.			

** Where staff means permanent and temporary classroom teachers and school leaders*

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year (2016)	Number of these staff retained in the following year (to end 2017)	% retention rate
22	12	55%
From the end of 2016, 55% of teaching staff were retained for the entire 2017 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2017 was 68%; 77% in Primary and 64 % in Secondary.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
P	84%
Y1	74%
Y2	82%
Y3	80%
Y4	74%
Y5	78%
Y6	72%
Y7	76%
Y8	66%
Y9	65%
Y10	59%
Y11	56%
Y12	57%

A description of how non-attendance is managed by the school:

Djarragun College used a variety of strategies to manage non-attendance. Form class teachers entered the rolls electronically and this was cross checked by administration. Student Support Services staff reviewed attendance and contacted parents and carers accordingly when patterns of non-attendance were identified. Actions included phone calls, home visits and/or an attendance warning letter. The College utilised a range of interventions to support attendance in response to the degree of absenteeism.

Student Support Services endeavoured to tackle attendance in a supportive way. An officer greeted students each morning as they arrived at school on the bus, in order to ascertain if there have been any community issues the night before that might affect attendance. Key people in the community were used to supply knowledge that would help the team to determine the course of action. Where possible the school supported a child to attend school by assisting families to overcome barriers that may be impacting attendance such as a

lack of transport, uniforms, school resources and food for lunches.

The school takes a positive approach to improving attendance by regularly recognising and rewarding the students and their parents and carers for good attendance.

NAPLAN results for Years 3, 5 and 7 and 9 in 2017

For information on the 2016 NAPLAN results for Years 3, 5, 7 and 9 Djarragun College students please visit <https://www.myschool.edu.au/ResultsInNumbers/Index/111328/DjarragunCollege/48111/2016>

2017 NAPLAN Mean Scale Scores - Djarragun Compared to Schools with Similar Students (taken from My School website):

Compare to ● Schools with similar students ● All Australian students i Interpreting this table

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	289	291	298	269	267
Year 5	385	378	430	394	384
Year 7	423	369	472	409	440
Year 9	451	374	480	415	501

Selected school's average when compared to schools with similar students is:

- Substantially above
- Above
- Close to
- Below
- Substantially below

School	Year level enrolments	2017 NAPLAN Results				
Djarragun College	Year 3					
	READ		WRIT	SPEL	GP	NMCY
	Number of students sitting the test					
	15	14	15	15	15	14
	Average score of the school	289	291	298	269	267
	Percentage (%) of students at or above NMS	64%	73%	53%	47%	43%
	Year 5					
	READ		WRIT	SPEL	GP	NMCY
	Number of students sitting the test					
	23	18	21	21	21	18
	Average score of the school	385	378	430	394	384
Percentage (%) of students at or above NMS	78%	57%	81%	62%	50%	
	Year 7					
	READ		WRIT	SPEL	GP	NMCY
	Number of students sitting the test					

	39	29	28	28	27	26
Average score of the school		423	369	472	409	440
Percentage (%) of students at or above NMS		41%	29%	76%	48%	69%
	Year 9					
		READ	WRIT	SPEL	GP	NMCY
	Number of students sitting the test					
	42	22	23	24	24	13
		451	374	480	415	501
Average score of the school						
Percentage (%) of students at or above NMS		27%	4%	58%	42%	85%

Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 41% (8 students), noting that the remaining 11 students enrolled at Djarragun College for their Seniors Years 11-12.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	21
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	0
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	18
Number of students awarded a Queensland Certificate of Education at the end of Year 12	2
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	0
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	86%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	0

Post-school Destination Information

Background information on how the Next Steps survey was conducted:

Background information:

The Destination Survey card was distributed to the 2017 Year 12 cohort. However, as responses were not forthcoming, our Head of Department for Senior School continued to contact students and their parents in order to ascertain what our Year 12s were doing at the beginning of 2018 after completing school and supported them in their chosen pathway, where possible.

School Response Rate to the Survey

Number of Year 12 students in 2017 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
21	0 (see note above)	0% (chased in person)

Definitions of main destinations (see table below)

Summary of findings in relation to main destinations of students

School Year 2017	Number of Students in each category	Percentage of Students in each category
University (degree)	0	0
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	3	14
Working full-time	5	23
Working part-time/casual	7	33
Seeking work	4	19
Not studying or in the labour force	2	1
Total Year 12 students	21	