



Southport State High
INDEPENDENT PUBLIC SCHOOL

Southport State High Independent Public School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Southport State High is an Independent Public School specialising in secondary education that is focused on personalised learning for all students. Our school has a proud tradition of being a supportive and caring community that delivers outstanding educational training and opportunities for all students. We offer students the opportunity to accelerate, be challenged and to find a pathway that will ensure success. We develop and foster leadership and personal growth to complement the academic, artistic, technical and sporting opportunities that our school provides. Our engaging curriculum and dedicated staff have created a teaching and learning environment where each student will not only be supported to achieve the highest levels of success of which they are capable, but will also be encouraged to be responsible, thoughtful, honest, respectful and confident. Our strong business and university links, along with our community partners, provide a unique range of opportunities and pathways that enriches student development with real world experiences and connectedness. Positive relationships between parents, students and teachers is the foundation of a supported learning environment that builds respect and allows students to be happy, to care about others, to expect greatness of themselves and lead to well-grounded and balanced lives.

Principal's Foreword

Introduction

Southport State High School is an Independent Public School specialising in secondary education that is focused on Personalised Learning for all students. Our school has a proud tradition of being a supportive and caring community that delivers outstanding educational training and opportunities for all students. We challenge our students every day to excel through our vision, which is to Innovate, Cultivate & Generate.

We offer students the opportunity to accelerate, be challenged and to find a pathway that will ensure success. We develop and foster leadership and personal growth to complement the academic, artistic, technical and sporting opportunities that our school provides. Our engaging curriculum and dedicated staff have created a teaching and learning environment where each student will not only be supported to achieve the highest levels of success of which they are capable, but will also be encouraged to be responsible, thoughtful, honest, respectful and confident.

Our strong business and university links, along with our community partners, provide a unique range of opportunities and pathways that enriches student development with real world experiences and connectedness.

Positive relationships between parents, students and teachers is the foundation of a supported learning environment that builds respect and allows students to be happy, to care about others, to expect greatness of themselves and lead to well-grounded and balanced lives.

The 2017 Annual Report provides detailed information to our wider school community on Southport State High's educational journey over the previous 12 months and outlines the priorities and strategic directions for the year ahead. It showcases our achievements and reports on student success. We welcome you to read through our annual report and appreciate what we believe is a dynamic school where every student thrives and excels.

School Progress towards its goals in 2017

The 2017 Annual Implementation Plan detailed our school's strategic vision for the year. Our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy, and the enhancement of curriculum development and delivery, to maximise student engagement and achievement.

Goals:

Increase student outcomes and staff practice through the three School priorities of: Thinking, Reading and Numeracy.

Thinking:

- 100% of students showing improved relative gain in level of achievement across all subjects
- Improved correlation of LOA for external assessment with LOA for internal assessment
- 100% of school leavers (year 13) engaged in employment or further training (Next Step Destination Data)

Reading and Numeracy:

- Increase the percentage of students in upper two bands (U2B) in National Assessment Program – Literacy and Numeracy (NAPLAN) by 5% across all five domains;
- 100% of students at/above national minimum standard (NMS) in NAPLAN

Performance indicators below will be indicative of success across all priorities:

- 100% of staff engaged in HOD led systematic professional learning (including coaching, observation and feedback) through implementation of ASOT
- Increase rate of improvement for each student evidenced through improved level of achievement data.
- Improve student attendance
- Attain A – B level of achievement to 70%
- 100 % students and parents that believe their child is receiving a 'good education' (SOS)

Future Outlook

The 2017 Annual Implementation Plan highlights our strategic direction for the next 12 months. Our core objectives include:

- Innovate – Create an expert teaching team that improves teaching practices and student outcomes
- Cultivate – Cultivate a culture of community
- Generate – Prepare innovative, future focused, problem solvers that are equipped as learners with the skills for success in the 21st century

Progress made in implementing these strategies:

- The appointment of four Pedagogical Coaches and a Junior Secondary HOD to work with individuals and groups to implement a schoolwide pedagogical framework (ASOT) and improve practice around our Big 3 – Critical Thinking, Problem Solving & Writing.
- Development of the schools reading, numeracy and thinking strategies
- Staff development and accountability by building a professional learning community (PLC) that includes:
 - Professional reading
 - Professional learning
 - Instructional leadership
 - Coaching
 - Intervention
- Systematic curriculum development and delivery to support student development and intervention to improve outcomes pertaining to:
 - Growth mindset
 - Literacy and Numeracy
 - Equipping students for success in new senior assessment and tertiary entrance system

- Implementation of critical thinking framework
- Building and programming of STEAM
- Implementation of high expectations culture

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1574	769	805	71	93%
2016	1660	812	848	63	92%
2017	1764	878	886	66	92%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Southport State High School is a coeducational school which has a current trend of increasing in size and enrolments. There is a small gender imbalance (see above).

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12	18	19	19

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings:

- ACE classes (Academic Excellence for Years 7- 10) and the Spectrum of Learning approach

- Various VET Certificates in Certificates 1, 2, 3 and 4 across the curriculum
- Construction and Manufacturing certificate programs in a purpose-built facility
- A varied and celebrated Arts program, delivered through the Creative Arts Academy of Excellence, that includes exceptional programs in Dance, Film and Television, Drama, Music and Art
- A full range of Academic options in Mathematics and the Sciences
- Marine Science (from our Marine Centre with direct access to water)
- An innovative Health and PE program which includes sports specialisation options in Basketball, Volleyball, Tennis, AFL, Soccer and Touch Football
- Integral Learning Support integrated program
- QCST accelerated program for Year 11 and 12 students
- Mighty Minds Partnership for in school QCST development
- Special Education Program

Extra curricula activities

- Griffith University connections in Science and Engineering
- Excursions to Opera and live theatre, concerts, museums and art galleries
- A full sports program
- An annual Musical, Drama Festival performances, Dance Showcases, Art Expo and Film awards evening
- Opportunities to attend programs with motivational speakers and enjoy interaction with business and community leaders
- Visits to law courts, parliament, business and industry locations
- Marine studies and geography excursions to Heron Island, Stradbroke Island and many coastal locations
- Annual Ski Trip to New Zealand

How Information and Communication Technologies are used to improve learning

Southport State High has an engaging curriculum and dedicated staff that have created a teaching and learning environment where each student has the opportunity to use the latest in technology to improve performance. Improvements and developments in technology have included:

- We are a BYOD school that has been awarded Apple distinguished school accreditation. All of our teachers use iPad Pro's to deliver lessons and our curriculum is available 24 hours, through The Learning Place.
- Junior Secondary Year 7-9 Apple IPAD 1 to 1 program for all students
- Senior Secondary Year 10 - 12 specialised BYOD laptop program established
- A refurbished media and music centre provides access to the latest production and editing technology
- Extensive use of graphics calculators and the introduction of new software and web based support programs (Mathletics) in Mathematics and Science has seen improvements in student results
- The introduction of an online assessment calendar that can be accessed via the school's website has provided vital support and communication for parents and students
- Student device ratio is 1:1 for Years 7-12

Social Climate

Overview

Our school places a huge emphasis on employing expert staff and programs to support the continued development of each student. We also provide extensive structures and processes to contribute to their welfare. Upon enrolment students are introduced to a variety of support networks that are designed to contribute to a positive introduction to Southport State High Independent Public School.

A strong emphasis is placed on building positive relationships between parents, students and teachers to provide the foundation of a supported learning environment that builds respect and allows students to be happy, to care about others, to expect greatness of themselves and lead to well-grounded and balanced lives.

At Southport State High Independent Public School, each teacher works closely with the Dean of Students and an extensive Support Services Team whose role is to provide extra support for both teachers and students. Curriculum Heads of Department along with Deputy Principals, Heads of School and the Principal compliment the outstanding support networks for our school community.

Included in our student welfare program is a focused and detailed whole school Health and Wellbeing program that focuses on various issues and topics aimed at improving the development of all students.

A strong and united Support Services Team ensures a strong focus and commitment to student welfare and wellbeing. Our team consists of:

- Guidance Officers x 2
- Deans of students x 6
- School Based Police Officer x1
- School Nurse x 1
- Indigenous support worker x1
- Chaplain x 1
- HOD TORO x 1

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	97%	92%
this is a good school (S2035)	94%	98%	93%
their child likes being at this school* (S2001)	97%	97%	90%
their child feels safe at this school* (S2002)	96%	98%	96%
their child's learning needs are being met at this school* (S2003)	93%	93%	92%
their child is making good progress at this school* (S2004)	93%	95%	92%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	90%
teachers at this school motivate their child to learn* (S2007)	93%	92%	93%
teachers at this school treat students fairly* (S2008)	92%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	93%
this school works with them to support their child's learning* (S2010)	92%	91%	89%
this school takes parents' opinions seriously* (S2011)	89%	91%	86%
student behaviour is well managed at this school* (S2012)	93%	92%	84%
this school looks for ways to improve* (S2013)	95%	98%	94%
this school is well maintained* (S2014)	94%	98%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	99%	95%
they like being at their school* (S2036)	93%	93%	83%
they feel safe at their school* (S2037)	94%	99%	89%
their teachers motivate them to learn* (S2038)	89%	92%	89%
their teachers expect them to do their best* (S2039)	95%	97%	93%
their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	88%
teachers treat students fairly at their school* (S2041)	82%	76%	74%
they can talk to their teachers about their concerns* (S2042)	78%	77%	61%
their school takes students' opinions seriously* (S2043)	76%	71%	61%
student behaviour is well managed at their school* (S2044)	83%	82%	80%
their school looks for ways to improve* (S2045)	93%	91%	88%
their school is well maintained* (S2046)	90%	92%	84%
their school gives them opportunities to do interesting things* (S2047)	93%	91%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	95%	75%
they feel that their school is a safe place in which to work (S2070)	96%	94%	83%
they receive useful feedback about their work at their school (S2071)	78%	76%	58%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	86%	81%
students are encouraged to do their best at their school (S2072)	99%	97%	89%
students are treated fairly at their school (S2073)	99%	94%	80%
student behaviour is well managed at their school (S2074)	98%	93%	75%
staff are well supported at their school (S2075)	84%	72%	41%
their school takes staff opinions seriously (S2076)	76%	68%	37%
their school looks for ways to improve (S2077)	95%	89%	69%
their school is well maintained (S2078)	87%	83%	78%
their school gives them opportunities to do interesting things (S2079)	92%	79%	58%

* 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

Positive relationships between parents, students and teachers is the foundation of a supported learning environment. We encourage parent participation, communication and support to improve student outcomes and performance through;

- Phone or E-mail including text messaging student absenteeism daily
- Formal individualised reporting 4 times per year
- Formal letter system that informs parents about performance, behavior and effort
- Meetings of the Parents and Citizen's Association which are held on the second Monday of every month (these are short, informal, not focused on fund raising and volunteering)
- Regular discussion nights, forums and information sessions throughout the year
- Parent teacher conferences which are held twice each year, including requests at other times for personal conferences with teachers when needed
- Support Services conferences
- Deans of Students, Heads of Department, Deputy Principal and Director conferences
- On-line newsletter which is published every fortnight
- Celebratory events such as awards, performances and leadership ceremonies, which are held each year
- Fully informative and up to date Website designed to improve communication to all wider school community members

Respectful relationships programs

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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	207	317	305
Long Suspensions – 11 to 20 days	29	19	45
Exclusions	15	16	20
Cancellations of Enrolment	5	32	20

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school is working hard to reduce its environmental and our carbon footprint. With the addition of new and improved technology the challenge has been to minimise the impact on the environment.

The following initiatives outline how we at Southport State High Independent Public School have researched, recognised and supported improving our environmental footprint:

- Solar panelling in our Discovery Science Centre and Information Design and Technology Buildings
- New energy efficient light globes have been installed in all new classrooms
- Water tanks are fully operational in the Discovery Science Centre, minimising the impact of water consumption of the region
- Recycling of all suitable waste products
- Minimising the use of printing on paper (paperless where possible)

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	613,064	8,742
2015-2016	643,952	9,613
2016-2017	744,014	16,548

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

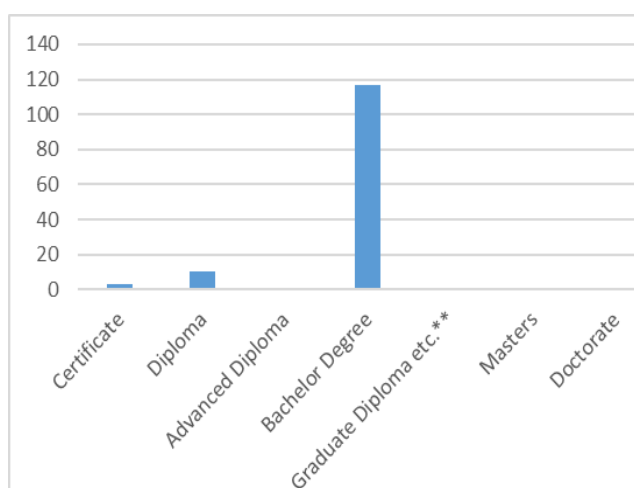
Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	128	58	6
Full-time Equivalents	125	47	6

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	10
Advanced Diploma	1
Bachelor Degree	117
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	132



Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$168,283.70.

The major professional development initiatives are as follows:

- Literacy and Numeracy/ National Curriculum
- VET in-service
- Differentiation, C2C
- Apple/IPAD inservice
- Data Development
- Inclusive Education
- Behaviour Support
- QSA program development
- Technology Training
- ICT Development

- Reading Framework
- One School in-service
- TT training
- Curriculum development
- WPH&S
- Union Training
- Child safety/Student Protection
- Code of Conduct
- Professional Standards for Teachers
- Developing Performance Framework
- APR

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	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	89%

*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 2017 for all Queensland Secondary schools was 90%.

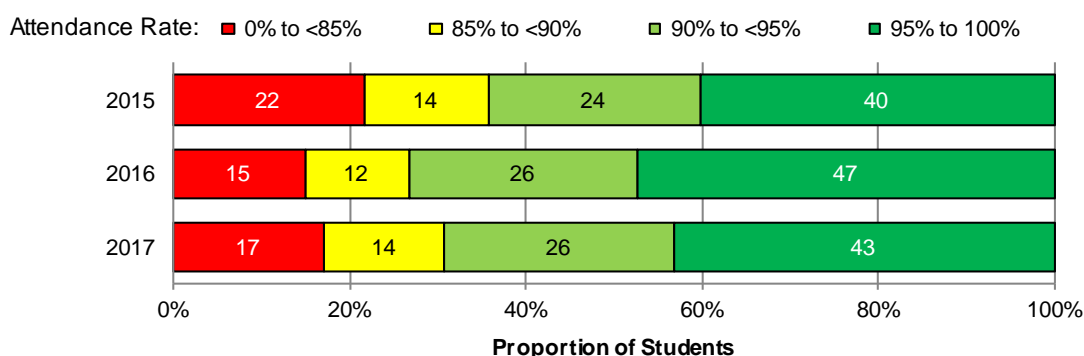
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	91%	88%	86%	92%	89%
2016								93%	91%	92%	91%	92%	93%
2017								93%	89%	89%	91%	92%	92%

*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 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.

At Southport State High, attendance of students is of paramount importance. The school has strict policies and procedures in supporting students who are absent from school. The following outlines steps that are taken to minimise student absenteeism;

- Student attendance is recorded each morning through a roll marking processes by TORO Teachers
- Parents are required to inform the school of any absence for the day
- A text message is then sent to parents of all students who are absent from TORO and any other classes throughout the day and have not informed the school
- Students are required to provide a note on return from absence if parents have not informed the office
- Teachers mark rolls for each lesson online and thus reports all absent students to the Attendance Officer.
- Deans will communicate to parents about any continued absence by students
- Heads of Department and Deans of Students will communicate with parents for continued or unauthorised absences
- Deputy Principals/Directors will communicate with parents for severe cases of absenteeism.

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

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 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	2015	2016	2017
Number of students receiving a Senior Statement	177	169	228
Number of students awarded a Queensland Certificate of Individual Achievement.	5	3	6
Number of students receiving an Overall Position (OP)	57	73	79
Percentage of Indigenous students receiving an Overall Position (OP)	11%	13%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	83	62	93
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	127	169
Number of students awarded an Australian Qualification Framework Certificate II or above.	126	115	157
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	171	166	222

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	88%	78%	87%
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.	98%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	99%

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
2015	10	14	26	7	0
2016	5	26	26	16	0
2017	13	26	30	10	0

As at 14th February 2018. 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
2015	69	94	65
2016	36	101	49
2017	23	83	107

As at 14th February 2018. The above values exclude VISA students.

Our school provides a small number of Certificate One courses. These are offered at the school level and are the building blocks for more rigorous training after Year 12 studies. These courses are not offered higher than certificate one due to the high cost of infrastructure needed for higher levels of certification to be awarded.

These include:

- Certificate One in Building and Construction
- Certificate One in Engineering
- Certificate One in Furnishings
- Certificate Three & Four in Fitness

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	80%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	62%	53%

* 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

At the time of publishing this School Annual Report, the results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leaver's information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

We have a management plan around all students who leave Southport State High Independent Public School before the completion of Year 12 studies. On exit all students complete a clearance form which provides vital information including the reasons why students may be exiting early and their proposed destination.

Students in the Senior School who exit early are usually ready for the workforce or have been supported by the school in locating targeted training for a specific trade, job, traineeship or apprenticeship. In most cases, students leave with a minimum Certificate 2 or 3.

Students in our middle school who exit early are usually leaving due to family reasons and a large percentage of these students are relocating to interstate destinations.

Conclusion