



Western Suburbs State Special School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Contact person</b>	Principal – Peter Mc Gill

# From the Principal

## School overview

The Western Suburbs State Special School seeks to provide an educational environment, which assists and encourages students to develop the skills to live as happily and independently as possible in our community. All students are capable of learning, and all students deserve the opportunity to learn. Students need to develop the functional skills to be independent and confident at home, school and in the community. Western Suburbs State Special School caters for students who have an intellectual impairment and autistic spectrum disorder in the age range of 5 to 17 years (to 18 with extensions). The aim of the curriculum is to meet the diverse range of individual learning needs of the whole student population. This incorporates curriculum in the key learning areas from primary and lower secondary schooling to the post-compulsory curriculum of senior schooling. The curriculum at this school has the Australian Curriculum as its foundation with life skills providing a vital element to what is taught. The concept of life skills has preparation for life as a recurring theme through its content, activities, instructional strategies and assessment processes. This school also has a very strong program in the Senior School with a strong emphasis around work training / work experience and VET.

## School progress towards its goals in 2018

School progress towards the achievement of 2017 goals has been significant with a continued focus around the Implementation of Literacy, Coaching and Data Plan.

Actions	Targets achieved
Developed staff understanding of the Balanced Literacy Model through targeted, ongoing professional learning and involvement of external coach	85% Teachers
Employed Speech Language Pathologist for extra time per week to support Teachers & Aides in their implementation of AAC	I4S funding used
Supported teachers in planning & delivery using a Balanced Literacy template & support materials for specific strategies	80% Teachers
Provided Teachers with Professional Development to allow them to implement technology in their class room programs	90% Teachers
Targeted resources to support Balanced Literacy and (numeracy instruction continued in 2019)	I4S Funds
Supported to build teacher capacity in AAC by providing PODD training with ongoing class support to teachers via consultant visits.	100% Teachers
Supported Literacy & Communication - each sub school has a full time (25 Hrs) Teacher Aide Priority Learning Area (PLA)	All staff
Continued the development and implementation of a whole of School Coaching model – (to be implemented in 2019, AIP)	All Teachers
Provide in-class modelling & coaching in Balanced Literacy practice using Instructional Coaching & Feedback Cycle (to be implemented in 2019, AIP)	60% Teachers
Embedded a Data Plan using appropriate assessment tools to measure SWD knowledge & skills in Literacy across Junior, Middle & Junior Secondary Sub Schools	100% Teachers
Reviewed Data Plan timelines for Teachers and adjusted as necessary	100% Teachers
Increased teacher capabilities to interpret data & support effective, differentiated teaching to meet individual student's needs – (continued in 2019, AIP)	80% Teachers
All teachers will analyse and use data as evidence to inform student's level of operation & to develop ICP goals.	100% Teachers

## Future outlook

Our School's improvement agenda for 2019 is very focussed on continuing the work done in 2018 around student Literacy with a significant focus on Balanced Literacy and Student Data. Added to this focus is the incorporating of the development of a school Coaching Model and Collegial Engagement to assist Teachers in their decision making regarding student outcomes.

Professional development will be provided to staff during 2019 in the area of Literacy and Numeracy, Coaching and Data. The target is to expose all staff to these opportunities and for this to occur by the end of the 2019 school year. Presently these targets and timelines are being achieved.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 12

#### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	172	179	175
Girls	48	54	54
Boys	124	125	121
Indigenous	13	15	14
Enrolment continuity (Feb. – Nov.)	97%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

### Characteristics of the student body

#### Overview

All students enrolled at this school have been verified as having an intellectual disability. A significant number of students also present as being diagnosed with Autistic Spectrum Disorder. The school has as of 2017 also been coded to cater for students with a physical disability.

The school caters for a number of nationalities, with Vietnamese being one ethnic group highly represented. There has been a trend in recent years to accommodate students from an African ethnicity.

Enrolment continuity continues to rate highly with 97% occurring in 2016. A figure consistent (low percentage) with the community reflects the number of students where English is an additional language.

The socio economic background of our students varies from a significant number of professional families to other families reliant on public housing. The school also caters for students coming from a wide geographic catchment – Forest Lake to Brookfield and Centenary Suburbs to Sherwood. The school also has a number of families who reside outside of the school catchment but have decided to attend our school.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	5	5	5
Year 4 – Year 6	6	7	9
Year 7 – Year 10	6	8	8
Year 11 – Year 12	7	9	6

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

At Western Suburbs State Special School we strive to achieve continuing lifelong learning and training for students with a disability. The aim is to prepare students to be as independent as possible for future work or life opportunities after school through an innovative and practical curriculum.

- Student communication is a basic building block to accessing the curriculum and significant efforts are made to ensure all students have an effective model of communication.
- School programs, based on the Australian Curriculum, are offered to all students in Prep to Year 10 in – English, Mathematics, History, Science, Health and Physical Education, The Arts and Technology.
- Information and Communication Technologies are integrated throughout the curriculum.
- Student's learning is supported and enhanced by specialist teachers in Physical Education, Drama, and Science. Underlying and informing the formal curriculum are Smart Moves, Smart Choices, the "You Can Do It" program, Education Queensland Scope and Sequence Years 1-9 and the developing school based program supporting social / emotional support and adolescent behaviours.
- Students accessing a different year level curriculum as identified in their Individual Curriculum Plan (ICP) will achieve a 'C' standard or better against the relevant Guide to Making Judgement (GTMJ) aligned to the General Capabilities and the Year-level Achievement Standards.
- Senior school curriculum which aligns with the GIL and Guide to Making Judgement (GTMJ) for each school based subject.

### Co-curricular activities

The school is affiliated with Special Olympics and our students participate in a range of extra curricula activities including:

- Indoor cricket
- Indoor soccer
- Swimming
- Inter School Swimming
- Inter school athletics
- Touch Football
- Ten Pin Bowling
- Fun Runs
- Exposure to Softball / Rugby League / AFL / Golf

### How information and communication technologies are used to assist learning

Digital pedagogies is seen as a very important strategy to engage students across the school in curriculum and various AAC devices are utilised

- The school has continued to embark on providing 'iPads' into classrooms as learning tools for students with the appropriate educational apps with the most important being Proloquo2go which assist with student communication and is able to provide some students with a voice.
- A strategy to create class sets of iPads linked to teaching blocks for students to access as part of their class program has been achieved.
- The use of the iPad and the Proloquo2Go App is coordinated by the Speech Language Pathologist to determine the applicability of the communication App for individual students.

## Social climate

### Overview

- When reviewing school performance against Destination 2018 targets, Parent satisfaction with the operation of the school is rated considerably higher than the state average on measures taken, for example, school climate, school community relations, learning climate and student outcomes.
- The following information is from the school opinion survey and indicates that 100% of parents / caregivers surveyed indicated they were satisfied that their child is safe at school and 96% also indicating their child was getting a good education at this school. 100% of Parents surveyed also indicate that behaviour is well managed at this school. The survey with parents also indicated 100% of parents were of the belief their child likes being at school and are treated fairly.
- The School operates within a 'You Can Do It' framework which focuses on such things as Organisation, Persistence, Confidence, Getting Along and Resilience. Students are recognised weekly for displaying these qualities. Staff have been specifically trained in this program and all staff are encouraged to use similar language to ensure consistency in the approach when dealing with student behaviour.

### 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)	96%	91%	84%
• this is a good school (S2035)	96%	96%	68%
• their child likes being at this school* (S2001)	100%	96%	97%
• their child feels safe at this school* (S2002)	100%	92%	95%
• their child's learning needs are being met at this school* (S2003)	92%	87%	66%
• their child is making good progress at this school* (S2004)	91%	92%	76%
• teachers at this school expect their child to do his or her best* (S2005)	96%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	92%
• teachers at this school motivate their child to learn* (S2007)	96%	96%	97%
• teachers at this school treat students fairly* (S2008)	100%	91%	92%
• they can talk to their child's teachers about their concerns* (S2009)	92%	96%	100%
• this school works with them to support their child's learning* (S2010)	92%	92%	68%
• this school takes parents' opinions seriously* (S2011)	91%	88%	66%
• student behaviour is well managed at this school* (S2012)	100%	91%	70%
• this school looks for ways to improve* (S2013)	95%	91%	68%
• this school is well maintained* (S2014)	100%	100%	92%

\* 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)			
• they like being at their school* (S2036)			

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)			
• their teachers motivate them to learn* (S2038)			
• their teachers expect them to do their best* (S2039)			
• their teachers provide them with useful feedback about their school work* (S2040)			
• teachers treat students fairly at their school* (S2041)			
• they can talk to their teachers about their concerns* (S2042)			
• their school takes students' opinions seriously* (S2043)			
• student behaviour is well managed at their school* (S2044)			
• their school looks for ways to improve* (S2045)			
• their school is well maintained* (S2046)			
• their school gives them opportunities to do interesting things* (S2047)			

\* 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)	86%	81%	81%
• they feel that their school is a safe place in which to work (S2070)	93%	79%	77%
• they receive useful feedback about their work at their school (S2071)	77%	68%	71%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	95%	94%
• students are encouraged to do their best at their school (S2072)	95%	86%	82%
• students are treated fairly at their school (S2073)	95%	82%	79%
• student behaviour is well managed at their school (S2074)	87%	79%	78%
• staff are well supported at their school (S2075)	75%	65%	68%
• their school takes staff opinions seriously (S2076)	75%	66%	69%
• their school looks for ways to improve (S2077)	88%	73%	78%
• their school is well maintained (S2078)	98%	93%	97%
• their school gives them opportunities to do interesting things (S2079)	81%	75%	74%

\* 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

Parents have the opportunity to meet with their child's teacher at least four times per year.

- However informal meetings can be arranged at any time that is convenient. All classes utilise a communication book which facilitates daily contact between home and school and involves parents closely in the day to day progress of their child.
- The School has a parent liaison officer who operates to support parents with applications to DSQ and to Centrelink.
- The school has again this year utilised the 'My Time' program to involve parents in being able to socialise and get together to hold informal and social gatherings which are funded through this program's budget.
- Parent BBQs have been held once per term to bring families together in an informal atmosphere and allow them to socialise.

- The school holds an annual Art Show which has a focus on parents coming together to celebrate their child's work in a social setting.
- The school holds an annual end of year concert which is extremely well supported and generates huge interest in the school community.

## Respectful relationships education programs

### Whole School You Can Do It behaviour program

This focuses on students consolidating the school's social skills program "You Can Do It" and considering how these social/emotional skills can assist them with their relationships at home, at school as well as the wider community. The five keys to success will be reinforced and students will start to examine the more detailed "Habits of Mind" which can make them successful communicators.

### Health (years P – 9)

Students explore how they can play safely & include others when participating in fun and games. Students explore how to work cooperatively & apply & modify rules in a game. Students describe the different emotional responses people experience, identify their personal strengths & 'things they can do' to cooperate with others. Students explore protective behaviours to help them play safely in a range of physical activities in familiar indoor and outdoor settings. Students learn about protective behaviours to keep themselves safe, identify different public/private environments, & explore how their body is growing and changing.

Students get to know themselves and others by identifying & describing different emotions. Students consider protective behaviours to help them stay safe as they engage in a range of physical activities in the community. Students explore how protective behaviours keep them safe & identify public/private environments.

Students explore how to work cooperatively & apply & modify rules in a game. The unit promotes inclusivity & examines decision making skills to stay safe and active. "Friendships & personal identities" Students describe theirs & others' strengths & achievements & consider how these contribute to friendships & personal identities. Students investigate & experiment with different safety strategies when being active. They use & combine fundamental movement skills to solve a movement challenge. Students describe & apply protective strategies to use in situations that make them feel unsafe or uncomfortable. They explore safe & unsafe substances & actions.

### Personal Development Senior School (years 10, 11 & 12)

Students develop their understanding of appropriate & inappropriate behaviour with different people, in different settings. The program will embed explicit teaching around safe & unsafe behaviours & support students to understand how they can identify & manage the emotional responses they experience throughout adolescence. Students will identify behaviours they can use & people in their world that can help keep them safe. They learn about how the body grows & changes & consider the effects this has on them as an individual.

Students will review all of the key concepts of the Core Work Skills that will support them in participating most effectively in their work experience, as well as within the community in their post school years. Students will be encouraged to identify any issues they may be experiencing in their workplace so specific skills & strategies can be delivered to support their success.

## 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	16	12	11
Long suspensions – 11 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	1

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school has a large number of above and below ground water tanks which are used to reduce the environmental footprint of the school. Other strategies that the school are implementing to try and reduce the school' environmental footprint is the introduction of solar panels and attempts to reduce power consumption in class rooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	228,750	222,657	217,115
Water (kL)	807	1,769	855

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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	46	61	<5
Full-time equivalents	41	37	<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	0
Masters	8
Graduate Diploma etc.*	0
Bachelor degree	46
Diploma	0
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$28 515.62

The major professional development initiatives are as follows:

- Provide targeted professional development and coaching to deepen teachers' understandings of the Australian Curriculum: mathematics learning area and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in every classroom
- Develop a shared understanding of 'data literacy' and support teachers and leadership teams to effectively use data to inform targeted teaching
- Purchase assistive technology (AAC) to support and enhance student learning across all sectors of the school.
- Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Build teacher capability to use technology to differentiate and improve student learning
- Develop teachers' capability to design and deliver age-appropriate highly individualised curriculum plans for students operating in the general capabilities of the Australian Curriculum
- Build teacher capability in gathering and using evidence to determine the different year-level curriculum students require to access the Australian Curriculum and to develop and successfully implement challenging but achievable Individual Curriculum Plans
- Develop, resource and implement a professional development and coaching program to support teachers in analysis of their practice and enhance student outcomes.

The proportion of the teaching staff involved in professional development activities during 2018 was 75%

## 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.	96%	96%	94%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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 Special schools was 87%.

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	88%	88%	89%
Attendance rate for Indigenous** students at this school	67%	70%	81%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	87%	93%	86%
Year 1	88%	88%	91%
Year 2	92%	90%	85%
Year 3	80%	89%	90%
Year 4	84%	85%	91%
Year 5	93%	81%	87%
Year 6	89%	92%	86%

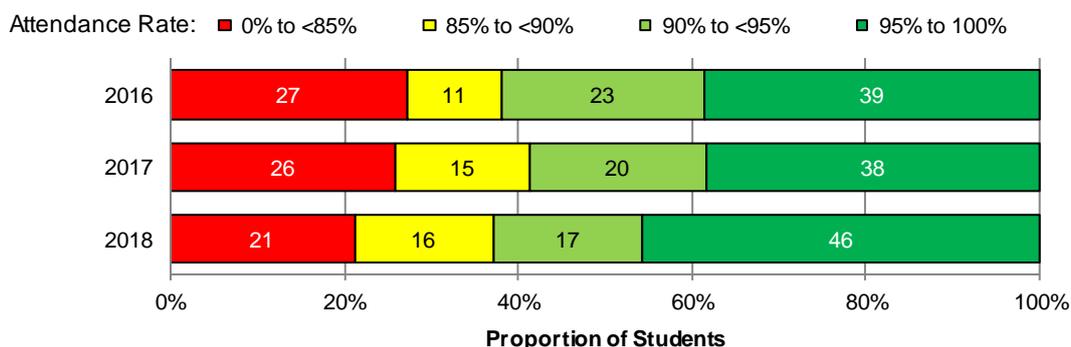
Year level	2016	2017	2018
Year 7	83%	84%	93%
Year 8	86%	88%	91%
Year 9	92%	89%	87%
Year 10	87%	89%	90%
Year 11	89%	92%	89%
Year 12	88%	86%	89%

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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029:

Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Class rolls are marked electronically by individual teachers in the morning session of the day by 9:30. Rolls are checked in the office. Rolls are also marked in the afternoon to record student absences and early departures.

The school has a student absence phone number specifically for parents to be able to inform us of any students being absent for the day. Parents are contacted if a student has an unexplained absence for three days in a row. Parents will also receive a letter asking to explain absences if there is any prolonged absence of a student which is unexplained greater than 10 days.

The school uses a QApp to inform parents via SMS if their child is away from school on that day.

If students are likely to be absent for an extended period of time then parents are requested to complete an 'Application for exemption for a child or young person enrolled in a Queensland State School'.

The school lists the document 'Every Day Matters' on the front page of the school web site & the School's Attendance Policy.

## Key strategies that are being used to increase attendance.

Key targets for attendance added to the Schools Newsletter each term  
Postcards sent home to students for attendance 85% and above from the Deputy Principal

## 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	11	24	9
Number of students awarded a QCIA	11	23	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	0	0	0
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%	0%	0%
Number of students who received an OP	0	0	0
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	10	16	5
Number of students awarded a VET Certificate II or above	3	4	0
Number of students who were completing/continuing a SAT	4	4	0
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			
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	91%	67%	56%
Percentage of QTAC applicants who received a tertiary offer.			

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	0	0	0
6-10	0	0	0
11-15	0	0	0
16-20	0	0	0
21-25	0	0	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	10	16	5
Certificate II	3	4	0
Certificate III or above	0	0	0

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).

**Certificate 1 Information, Digital Media & Technology (IDMT) is a 1 year certificate course.**

**Certificate 1 Access to Vocational Pathways (AVP) is a 2 year certificate course.**

This course focuses on job readiness skills taught through literacy and numeracy.

**Certificate 1 Agrifood Operations is a 2 year certificate course.**

Learning in this course is undertaken in real world contexts to cover agriculture, horticulture, conservation and land care.

**Certificate 1 Hospitality is a 2 year certificate course.**

This course is suitable for students who have an interest in the hospitality industry. This certificate requires academic components to be completed independently.

## 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		132%	110%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	100%

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.

This school works closely with a range of external agencies to support students who are in their final year of schooling. Our Principal, Deputy Principal, Work Experience Co-ordinator liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students

### 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. Students leaving in years 10, 11, and 12, from the evidence, do so only to move to other schools when parents move house.

Any student leaving in year 12 generally only does so for the purpose of a paid employment position to go to. It is very rare for students to leave this school prior to completing their 24 semester entitlement.

## 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.westernsuburbsspecs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>