



Wilson State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 9786 Wilsonton 4350
<b>Phone</b>	(07) 4639 0444
<b>Fax</b>	(07) 4639 0490
<b>Email</b>	principal@wilsontonshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	The Principal

### School overview

Wilsonton is located in the city of Toowoomba on the Darling Downs, offering a lifestyle with quality facilities and services, together with community spirit. Wilsonton State High School first began operation as a school in January 2017, and is quickly gaining a reputation for being an educational leader within Toowoomba. Wilsonton State High School offers a quality education to students in years 7 through to 12. Our school prides itself on providing the very best academic, vocational, cultural and sporting opportunities for our students. At the heart of Wilsonton State High School is our motto, 'Stand Strong, Stand Proud, Stand Together.' This motto helps us shape our school environment where we believe that success and excellence should be sought after and practised.

At Wilsonton State High School, we have high expectations of our staff and our students. Our staff take great pride in ensuring that the curricular and extracurricular aspects delivered are of a very high standard and we believe that the quality of our educational opportunities is second to none. The staff at Wilsonton State High School are not only passionate and dynamic but also innovative in their approach to teaching and learning.

Our school has an explicit improvement agenda, which is based on three pillars of excellence - Quality Teaching, Reading and Writing and Every Student Achieving. Wilsonton State High School's pedagogical model is based on 'High Impact Teaching' with explicit instruction embedded. This pedagogical model is explicitly taught in every class to ensure consistency of practice in both the Junior and Senior Secondary departments within our school. Students are provided with a rich learning environment with our Programs and extracurricular activities on offer including: Academy One Academic Program including STEM, Rugby League and Basketball Academies, Human Powered Vehicles Team, Agricultural Centre with a Cattle Show Team as well as agricultural programs, Performing and Visual Arts Programs with our Drama Club, Dance Troupe, School Musicals as well as an Instrumental Music Program. We have also established many valuable partnerships with external agencies and educational institutions that provide opportunities for our students in post school options to advance in their chosen career pathway. The school is also a Registered Training Organisation delivering a variety of VET courses.

Facilities include a \$6 million Auditorium providing a Sports venue, Arts performance space as well as a venue for whole school and community events and ceremonies. Our well maintained and spacious grounds flowing onto the Agricultural Centre at the rear of the site provide a rural mix within the city precinct.

### School progress towards its goals in 2018

- 100% of students received their Queensland Certificate of Education.
- First ever OP 1 was achieved at Wilsonton State High School.
- Consolidation of school values and saturation of these – Respect, Resilience, Responsibility and Commitment.
- Implementation of MacqLit in addition to our showcase winning reading program – BLAST and FLI.
- Identified as the top secondary performing state secondary school for improvement in NAPLAN in Toowoomba ranked 39<sup>th</sup> out of 450 schools across Queensland.
- Continued literacy based improvement as evidenced through NAPLAN results in 2018.
- First ever whole school musical "Sing It All Away" held in newly opened Auditorium.
- Coaching and Feedback opportunities for students and staff.
- Consolidation of Pedagogical Framework (HIT), Responsible Behaviour Plan for Students.
- Implementation of Professional Learning Teams (PLT).
- Establishment of Rugby League Academy.
- Establishment of Beyond the Broncos Academy.
- Consolidation of VET offerings in the Senior Secondary years.
- Consolidation of SBT and SAT opportunities for students.
- Consolidation of Senior Secondary Non Completion Withdrawals.
- STYMIE implemented and used widely as part of the repertoire of Wilsonton State High School to provide a safe and supportive learning environment.
- Review of timetabling to ensure that students are given maximum opportunities for success.
- Case management structures consolidated.

- Continued work with primary partner schools to provide successful transition programs from primary to secondary schooling. Wilsonton State High School is set to enrol the largest number of students in its history in 2019.
- Development of tiered structures to support Yazidi population and dedicated staff employed including teaching and translating staff.

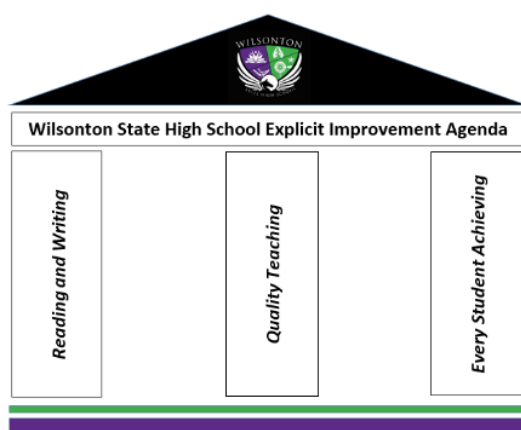
## Future outlook

In 2019, Wilsonton State High School will continue in its pursuit of excellence by continuing to implement our explicit improvement agenda. Our school has an explicit improvement agenda that is based on three pillars of excellence - these being *Quality Teaching*, *Reading and Writing* and *Every Student Achieving*.

**Quality Teaching** - provide quality engaging lessons that address the six critical functions of teaching to ensure that all teachers cater for the diversity of every student's learning style and needs

**Reading and Writing** - every student being able to achieve the required benchmarks for achievement in reading and writing

**Every Student Achieving** - provide our students with outstanding opportunities to experience successful outcomes and achievements



### **Key strategies to enhance the attainment of our Explicit Improvement Agenda include:**

- Introduction of Basketball Academy.
- Consolidation of minimum lesson expectations strongly linked with *Teach Like A Champion* strategies. Consistency of Do Nows and Threshold Greetings across the school.
- Consolidation of inclusive education structure. Advancement of Year 7 offerings to include inclusive opportunities for all students.
- Belief in high expectations of student achievement, effort, attendance and behaviour.
- Implementation of the new QCE with Year 11 being the first year level ever to receive an ATAR result.
- Implementation of new Year 10 structure that allows students to study preparatory courses based on Year 11 curriculum options.
- Coaching and Feedback structure based on model of whole school observations in Term 1 (strong starts), Term 3 (strong finishes) and staff driven coaching and feedback opportunities in Term 2 and Term 4.
- Introduction of new leadership structures with a key focus on a Deputy Principal and Head of Department focused on the task of continuing to lift Teaching and Learning at Wilsonton State High School.
- Due to student growth, the employment of an additional Head of Department to lead the Arts Department into the future.
- Consolidation of PLT structure in addition to case management of Year 7 students as part of this.
- Building new facilities that will allow for future growth and expansion.
- Investigation and analysis of how to use Learning Sprints as part of everyday practice.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018
Total	678	695
Girls	351	356
Boys	327	339
Indigenous	144	155
Enrolment continuity (Feb. – Nov.)	87%	89%

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

Wilsonton State High School is a culturally diverse school and caters for all students. Our School's vision is Stand Strong, Stand Proud, Stand Together and we not only believe, but live this vision on a daily basis. Wilsonton State High School has support programs available for all students, with Beyond the Broncos and the Clontarf Academy offering support to our indigenous students. Wilsonton State High School has a growing Yazidi population with an ICSEA rating of 913.

### Average class sizes

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

Phase of schooling	2017	2018
Prep – Year 3		
Year 4 – Year 6		
Year 7 – Year 10	20	22
Year 11 – Year 12	17	15

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Wilsonton State High School is innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that students have access to a full range of curriculum opportunities and our students are challenged to not only reach but exceed their potential. The curriculum allows for student progression based on student's career objectives. Wilsonton State High School caters to the individual needs of students and provides opportunities for success for all students.

### Co-curricular activities

- Instrumental Music Program
- Human Powered Vehicles
- School Musical
- Visual and Performing Arts
- Homework Club
- School camps in Years 7, 9 and 11.
- Clontarf Academy
- Beyond the Broncos Academy
- Rugby League Academy
- Basketball Academy
- Students have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- NAIDOC celebrations
- Student Representative Council (SRC)
- School leadership structure and committee structure
- Strong sense of community
- Academy One
- STEM opportunities
- Primary Feeder school sporting and cultural events

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

The school's technology facilities continue to develop with wireless networks operating across all buildings within the school. A range of computer banks are integrated across all curriculum areas. School robotic kits, drones etc. are embedded as part of the curriculum. The school employs an ICT Assistant to the IT Coordinator to provide ongoing technical and infrastructure support.

## Social climate

### Overview

Wilsonton State High School is a safe, friendly and caring community where students, parent groups, community members and staff work together to achieve positive learning and employment outcomes. The rights of each form the basis of our behaviour expectations that are built on respect and acknowledgement of responsibility. Our four school values of Respect, Responsibility, Resilience and Commitment are essential to our school as we promote and strive to develop positive relationships between all members of the school community.

A valued support team which includes Guidance Officer, School Chaplain, School Based Youth Health Nurse, Community Education Counsellor, Engagement Officer, Youth Support Coordinator, School Based Police Officer, Clontarf and Beyond the Broncos staff ensure that students are well supported through all facets of their secondary education.

Wilsonton State High School is proud of our community and as a school provides opportunities for all students academically, culturally together with social and emotional supports. At Wilsonton State High School some of the opportunities available include:

- SRC free dress days to raise funds for donation to such organisations as McGrath Foundation, Orange Sky, Toowoomba Hospital Foundation and local charity organisations
- Participation by the school in many days such as “Say No to Bullying”, “Day for Daniel”, “Harmony Day”, “National Reconciliation Week”, “Sorry Day” and NAIDOC celebrations to name just a few.
- Life Skills program
- Year Level Coordinators who support each year level.

Wilsonton State High School provides support in many ways. In 2018 our school partnered with “STYMIE” to provide an anonymous online reporting platform for our students in relation to Cyberbullying etc.

## 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:	2017	2018
• their child is getting a good education at school (S2016)	93%	95%
• this is a good school (S2035)	96%	92%
• their child likes being at this school* (S2001)	91%	92%
• their child feels safe at this school* (S2002)	87%	95%
• their child's learning needs are being met at this school* (S2003)	93%	87%
• their child is making good progress at this school* (S2004)	96%	89%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	95%
• teachers at this school motivate their child to learn* (S2007)	89%	92%
• teachers at this school treat students fairly* (S2008)	89%	89%
• they can talk to their child's teachers about their concerns* (S2009)	91%	95%
• this school works with them to support their child's learning* (S2010)	88%	95%
• this school takes parents' opinions seriously* (S2011)	88%	94%
• student behaviour is well managed at this school* (S2012)	80%	89%
• this school looks for ways to improve* (S2013)	93%	95%
• this school is well maintained* (S2014)	93%	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:	2017	2018
• they are getting a good education at school (S2048)	91%	94%
• they like being at their school* (S2036)	79%	83%
• they feel safe at their school* (S2037)	77%	90%
• their teachers motivate them to learn* (S2038)	89%	92%
• their teachers expect them to do their best* (S2039)	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	90%
• teachers treat students fairly at their school* (S2041)	71%	77%

Percentage of students who agree# that:	2017	2018
• they can talk to their teachers about their concerns* (S2042)	67%	74%
• their school takes students' opinions seriously* (S2043)	74%	76%
• student behaviour is well managed at their school* (S2044)	65%	72%
• their school looks for ways to improve* (S2045)	91%	94%
• their school is well maintained* (S2046)	79%	87%
• their school gives them opportunities to do interesting things* (S2047)	91%	90%

\* 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:	2017	2018
• they enjoy working at their school (S2069)	93%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	98%
• they receive useful feedback about their work at their school (S2071)	86%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	91%
• students are encouraged to do their best at their school (S2072)	99%	96%
• students are treated fairly at their school (S2073)	91%	91%
• student behaviour is well managed at their school (S2074)	92%	91%
• staff are well supported at their school (S2075)	88%	90%
• their school takes staff opinions seriously (S2076)	85%	83%
• their school looks for ways to improve (S2077)	96%	99%
• their school is well maintained (S2078)	95%	90%
• their school gives them opportunities to do interesting things (S2079)	82%	90%

\* 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

As a school, we value the input and contributions provided to us by the parents and caregivers of our students. Parents and caregivers are encouraged to participate in the school as members of the P and C and other committees.

The school recognises the importance of parental involvement and holds a range of information sessions to encourage parents into the school to build productive working relations between all levels of the partnership of education for students.

Parental engagement is acknowledged through a voucher issued to parents/caregivers attending the school at parent/teacher interviews, volunteering in canteen, participation in information sessions etc. Vouchers enter a twice yearly draw (provided by the P and C) rewarding parents for engagement in their student's school life.

Our school is a welcoming school and provides a very supportive transition program for students from Primary School to Secondary School. Students with individual diverse learning needs and their parents are invited to attend



as part of this transition program and these relationships fostered throughout the secondary years through an individual case manager.

Principal Tours are conducted regularly and our school welcomes parents to join the Principal on a tour of the school in operation to see the programs and facilities on offer at Wilsonton State High School.

## Respectful Relationships education programs

Wilsonton State High School delivers the Respectful Relationships curriculum through an established Lifeskills program that is delivered to all students- years 7 to 12- in a weekly 70-minute lesson. These sessions are augmented by participation in a range of workshops, seminars and community events that cover a broad spectrum of topics including Domestic Violence, Sexual Health, Mental Health, Leadership, Career Development, Goal Setting, Positive Relationships, Drug Education, Driver Education, Safe Partying, Cyberbullying and RUOK Day. The program is delivered by school staff including teachers, Guidance Officer, Industry Placement Officer, Chaplain, Youth Support Coordinator, School Based Police Officer as well as external providers who host activities associated with particular Government and community awareness raising initiatives. By implementing the Respectful Relationships education program, students are given the opportunity for social and emotional learning regarding self-awareness, self-management, social awareness and social management. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine the nature of their relationships and reflect on the personal and social skills needed to maintain a positive lifestyle and community outlook. These programs are supplemented through our HPE program across our year levels.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018
Short suspensions – 1 to 10 days	125	114
Long suspensions – 11 to 20 days	21	19
Exclusions	20	10
Cancellations of enrolment	4	8

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

Wilsonton State High School acknowledges its responsibility to build environmentally aware citizens. 2018 was a period of drought for our region and our new auditorium increased our ability to capture water to increase the capacity held.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018
Electricity (kWh)		268,894
Water (kL)		3,935

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.

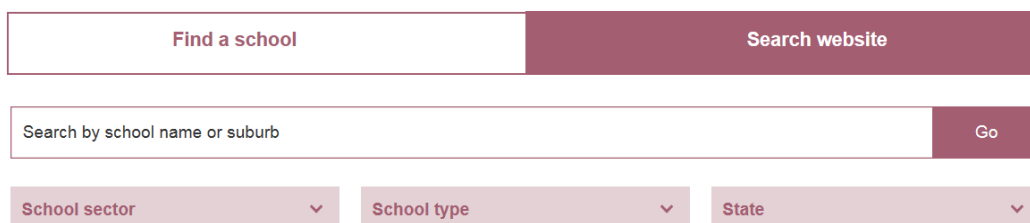
## School funding

### 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](http://www.myschool.edu.au/) 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	66	42	<5
Full-time equivalents	63	32	<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	1
Masters	4
Graduate Diploma etc.*	3
Bachelor degree	55
Diploma	3
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 was \$25,495.64.

The major professional development initiatives are as follows:

- Teach Like a Champion (Whole school trained)
- Learning Sprints
- QCAA – new QCE
- Positive Behaviour
- Vocational Education
- Pedagogy – HIT
- WHS
- ASDAN
- MACQLIT
- Mental Health

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%

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

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018
Overall attendance rate* for students at this school	89%	89%
Attendance rate for Indigenous** students at this school	85%	85%

\* 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	2017	2018
Prep		
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
Year 6		

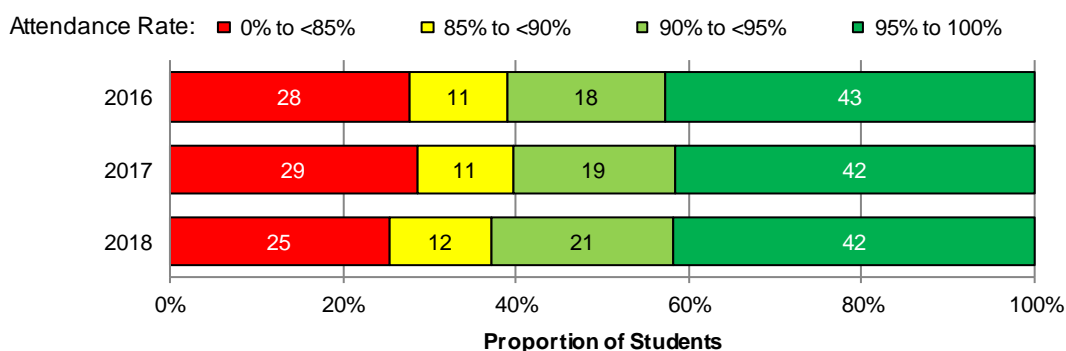
Year level	2017	2018
Year 7	92%	90%
Year 8	89%	88%
Year 9	86%	87%
Year 10	88%	87%
Year 11	89%	89%
Year 12	90%	90%

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

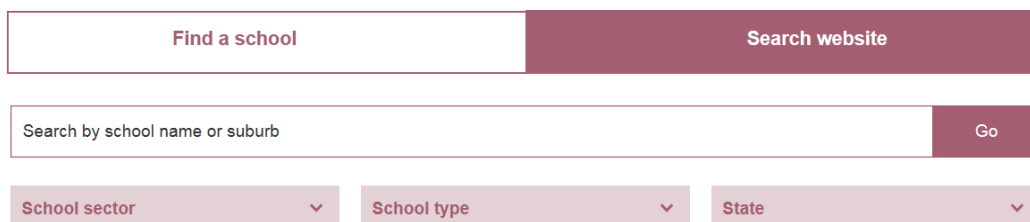
Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism. Student attendance is recorded for each scheduled lesson each day. Parents and caregivers are informed of same day absences via an SMS service with additional follow up through phone calls, letters and visits by school engagement staff.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018
Number of students who received a Senior Statement	111	82
Number of students awarded a QCIA	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	107	82
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%
Number of students who received an OP	34	23
Percentage of Indigenous students who received an OP	15%	25%
Number of students awarded one or more VET qualifications (including SAT)	85	57
Number of students awarded a VET Certificate II or above	61	43

Description	2017	2018
Number of students who were completing/continuing a SAT	32	17
Number of students awarded an IBD	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	56%	39%
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	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	89%	53%

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	2017	2018
1-5	1	2
6-10	7	3
11-15	11	4
16-20	10	7
21-25	5	7

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	2017	2018
Certificate I	51	31
Certificate II	52	41
Certificate III or above	15	6

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**

- Agrifoods
- Business
- Furnishings
- Manufacturing Pathways

#### **Certificate 2**

- Business
- Information, Digital Media & Technology
- Rural Operations
- Skills for Work & Vocational Pathways
- Furniture Making Pathways

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	79%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	64%	67%

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.

Wilsonton State High School works closely with a range of external agencies to support students who leave our school early. Our Principal, Deputy Principal, Youth Support Coordinator, Careers Transition Officer and Guidance Officer liaise with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers to 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 Officer, Careers Transition Officer, Youth Support Coordinator and Clontarf staff supported these students into alternative training pathways.

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