Barcaldine Prep-12 State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Contact information

Postal address	PO Box 136 Barcaldine 4725
Phone	(07) 4651 5333
Fax	(07) 4651 5300
Email	principal@barcaldiness.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Principal: Mr Pete Stansfield

From the Principal

School overview

Barcaldine State School is located in the township of Barcaldine in Central West Queensland, approximately 600 km west of Rockhampton. It offers a quality co-educational program for students from Preparatory Year to Year 12. Enrolment trends over the years remain at approximately 270. Students and staff enjoy the many benefits of a well-resourced school with very pleasant and spacious grounds. A committed and dedicated teaching staff is supported by specialist teachers and ancillary staff, all of whom display a willingness to be involved in school and community based activities. A focus on the Australian Curriculum, new QCE, Writing and Indigenous outcomes are key areas for school improvement. The school offers a broad senior curriculum delivered face to face and via Distance Education and Virtual Schooling, and is well supported by the community to provide vocational opportunities for students. TAFE and Agricultural courses are also available. There is a wide range of extracurricular opportunities in sport and cultural areas - such as performance and music and community events. Successful academic and social behaviour outcomes characterise the school.

School progress towards its goals in 2018

In 2018 there were actions around Prep-10 Curriculum and new QCE for Senior implementation in 2019. We continued building our well-articulated learning and feedback process in the classroom.

Writing as a priority was started in implementation in Prep-12 over 2018. This included working in the four aspects of writing entailing report/informative, persuasive, narrative and imaginative writing that students use in school and life contexts.

We developed our evidenced-based practice with staff using the SCARF model and Science of the Brain case study research across all subjects.

Our school community in 2018 really progressed with communication practices with all stakeholders and our school systems for teaching and learning identified as Disciplined Routines within our school.

Future outlook

In 2019, we will be focussing on the following three areas:

New QCE implementation with teachers driving the delivery with our senior students. Within the new QCE Curriculum Framework, there will be a close focus on writing in years 7-12 that align with our own school's need and the state's curriculum priorities.

Teachers will collaborate in using brain science for teaching and learning. We use the Michael Fuller brain science, the SCARF and ATSIL standards of teaching practice. This is an ongoing continuation of a priority from last year and will emphasise feedback and visual learning within the physical environment of the classroom. Feedback will be class negotiated and age appropriate.

Inclusion of diverse learners and creating a learning environment that caters for every student in our school. A student is considered at risk academically when he/she is not realising their full learning potential whether a student is experiencing learning difficulties or not performing as expected. This includes high performing students who may be disengaged or coasting in their academic efforts and challenges. Through our Discipline Routines that cover teaching, learning and school operations the aim is to ensure that, every student has a quality assured education at Barcaldine State School Prep-12.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	257	284	267
Girls	140	152	130
Boys	117	132	137
Indigenous	54	78	77
Enrolment continuity (Feb. – Nov.)	84%	91%	83%

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

Students at our school are strongly involved in their community and achieve sporting and academic excellence comparable to those in larger centres. Students comply with the Code of School Behaviour and participate in a wide range of extra-curricular activities. Student satisfaction with the school is consistently high. A range of cultural backgrounds is represented and approximately 25% of students are Indigenous. Although most students reside within the town, there is a strong representation of the rural community surrounding the school. Some students travel significant distances to attend the school. Many families from within the town are from professional backgrounds and unemployment levels within the town are low. The Alice River Aboriginal Hostel houses students from Boulia, Camooweal, Urandangi, Mt Isa and Alpurrurulam in the Northern Territory, all attend the school.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	19	19	20
Year 4 – Year 6	21	21	21
Year 7 – Year 10	15	19	17
Year 11 – Year 12	12	15	12

Note:

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

Curriculum delivery

Our approach to curriculum delivery

Curriculum at Barcaldine PrePrep-12 State School is developed around the Australian Curriculum in English, History, Geography, Economics and Business, Civics and Citizenship, Mathematics, Science and HPE from Prep-10; as well as the EYCG in Prep, and The Essential Learnings in Technology, The Arts, and LOTE in years 5, 6, 7 and 8 and QCAA Senior Authority and Non-Authority subjects. We also provide curriculum offerings through Distance Education, Virtual Schooling, TAFE and VET options. The school is committed to developing teacher practices through professional development focusing on aspects of curriculum implementation and assessment and the incorporation of a proactive approach to planning and teaching. We strongly believe in Visible Teaching Classroom environments so students can see what they are learning explicitly. Within the curriculum daily is a well-articulated daily feedback process to and from the teacher. This is evidenced by the development of rigorous units, use of ICT and the implementation of the school pedagogical framework (especially Explicit Instruction), Junior Secondary Framework, Learning and Wellbeing Framework and the incorporation of a variety of productive pedagogies within quality programs. We also offer face-to-face curriculum offerings in Media studies, Performing Arts and Agriculture to meet the diverse learning pathways of our students.

Co-curricular activities

Students have the opportunity to participate in a wide range of extra-curricular activities including:

- English, Science, Mathematics and Computer Competitions
- Sporting Schools program, after school
- Sport – Central-West and North-West trials
- Poultry care and showing
- Goat care and racing
- Cultural activities including NAIDOC and Multicultural celebrations
- Community events including ANZAC, Tree of Knowledge Festival, May Day and Annual Show events.

How information and communication technologies are used to assist learning

The school has a high computer to student ratio. This ratio is supported by:

- Three designated computer rooms and extensive wi-fi access for students and teachers
- 1:1 take home computer program for Year 9-12 students
- A series of desktop computers in classrooms across primary and secondary
- Banks of laptop computers available for primary students
- IPads for early phase students and students with special needs.

Teachers incorporate ICT into their lesson planning and use ICT as a resource to enhance the learning of students. Electronic whiteboards are in use throughout the school.

Social climate

Overview

Barcaldine Prep-12 State School is an established school with a caring staff devoted to the creation of a safe, supportive environment where all students are valued and individual differences are respected. We aim to build positive, meaningful relationships within our school and the wider community.

Our school is committed to the development of lifelong learners who have the confidence and abilities necessary to face the challenges of our rapidly changing society. Our teaching staff are dedicated to the delivery of an engaging curriculum that ensures intellectual discipline and academic rigour. There is a culture of continuous improvement.

The school is a Positive Behaviour for Learning school (PBL) and our caring environment, policies and procedures are contained within the overarching values of being a "Connected, Protected and Respected Student". The school employs a range of support personnel to assist in ensuring our students receive the best

education possible. The support personnel include a Chaplain, teacher aides, Indigenous teacher aides, Students with Disability Teachers, Guidance Officer and an Instrumental Music teacher.

The school also accesses local community support services such as Anglicare, Royal Flying Doctor Service, Child Youth and Mental Health Service. The school implements a Wellbeing Lesson (Contact) across the school from Prep to Year 12. This lesson assists in addressing issues students may face through the various stages of their schooling. Programs such as "Friends for Life", cyber-bullying, dealing with bullies, study skills, and building resilience form an integral part of the wellbeing program implemented. The school has developed effective processes for designing and implementing Individual Curriculum Plans for students. The process for the development of these plans also ensures teachers plan and implement a differentiated curriculum to meet the needs of all students within their classroom.

At Barcaldine Prep-12 State School, pro-active goal setting forms an integral part of the students' education. Students are encouraged to set goals and develop strategies they can implement to meet their goals. These goals are discussed at mandatory Parent/Teacher/Student meetings held in Term 2 of each year.

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)	97%	100%	90%
• this is a good school (S2035)	97%	100%	90%
• their child likes being at this school* (S2001)	97%	100%	100%
• their child feels safe at this school* (S2002)	91%	100%	81%
• their child's learning needs are being met at this school* (S2003)	94%	100%	86%
• their child is making good progress at this school* (S2004)	94%	100%	90%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	81%
• teachers at this school motivate their child to learn* (S2007)	90%	100%	86%
• teachers at this school treat students fairly* (S2008)	78%	89%	95%
• they can talk to their child's teachers about their concerns* (S2009)	91%	100%	95%
• this school works with them to support their child's learning* (S2010)	91%	100%	90%
• this school takes parents' opinions seriously* (S2011)	80%	89%	80%
• student behaviour is well managed at this school* (S2012)	75%	67%	62%
• this school looks for ways to improve* (S2013)	87%	100%	90%
• this school is well maintained* (S2014)	97%	100%	95%

* 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)	100%	100%	96%
• they like being at their school* (S2036)	94%	89%	87%
• they feel safe at their school* (S2037)	95%	94%	95%
• their teachers motivate them to learn* (S2038)	98%	100%	93%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	94%
• teachers treat students fairly at their school* (S2041)	90%	89%	81%
• they can talk to their teachers about their concerns* (S2042)	94%	89%	74%
• their school takes students' opinions seriously* (S2043)	95%	89%	78%
• student behaviour is well managed at their school* (S2044)	88%	83%	69%
• their school looks for ways to improve* (S2045)	99%	92%	94%
• their school is well maintained* (S2046)	100%	97%	87%
• their school gives them opportunities to do interesting things* (S2047)	99%	95%	84%

* 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)	97%	97%	88%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	94%
• they receive useful feedback about their work at their school (S2071)	82%	97%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	91%	86%
• students are encouraged to do their best at their school (S2072)	100%	100%	91%
• students are treated fairly at their school (S2073)	97%	100%	90%
• student behaviour is well managed at their school (S2074)	88%	92%	81%
• staff are well supported at their school (S2075)	91%	95%	82%
• their school takes staff opinions seriously (S2076)	91%	97%	81%
• their school looks for ways to improve (S2077)	94%	100%	94%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	100%	84%

* 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 are invited to be part of their child's education in a number of ways:

- P & C Association membership
- Classroom Volunteer
- Sports Coach/Manager/Volunteer
- Tuckshop Helper
- Fundraising volunteer/helper
- Parent evenings – eg. talks and information sessions
- Parent/Teacher interviews
- Learning Pathway Planning and student goal setting interviews.
- Senior Education and Training Planning (SETP)

Parents and community members can also take an active role as an employer of a School-Based Apprentice or Trainee. Parents whose children are identified as requiring an Individual Curriculum Plan, Individual Education Plan or some adjustment so that they can fully participate in the school programs are invited to attend regular case management meetings with identified support staff. These meetings are to ensure parents are fully aware of the programs on offer, the adjustments being made and to provide input and guidance into the programs.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We frame our pro-active programs through our curriculum and Positive Behaviour Committee. At times, our newsletter articles for parent and community information pertaining to health, well-being and support services are included.

Skills in identifying and responding to abuse and violence are offered through PD and professional articles to staff. Personal safety and awareness for students are delivered through our curriculum, pastoral care program and managed by our Student Services Committee.

Through our pastoral care programs, Guidance Officer and Positive Behaviour Committee we work with students on being able to resolve conflict without violence and recognize and report when they, or others, are unsafe.

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

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	28	45	66
Long suspensions – 11 to 20 days	0	0	0
Exclusions	5	0	0
Cancellations of enrolment	1	0	0

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

The school is very aware of its responsibility to educate and model sustainable and responsible practices in relation to our use of energy and water. Staff and students have continual education around the appropriate use of utilities and the need to reduce energy consumption. The continuation of the drought and high summer temperatures have had an impact on our electricity and metered water consumption

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	46,915	64,712	253,036
Water (kL)		531	28

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.
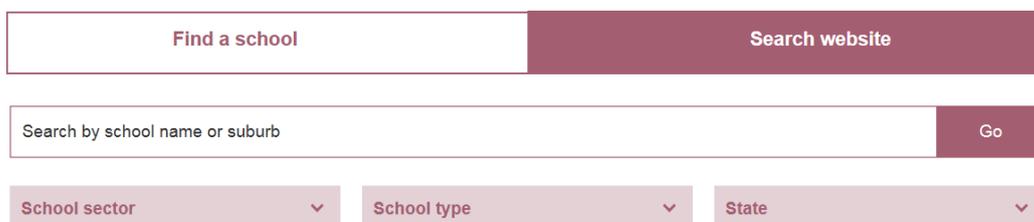
School funding

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 given below.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

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

   View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	28	19	<5
Full-time equivalents	26	15	<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	3
Graduate Diploma etc.*	8
Bachelor degree	19
Diploma	1
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 $45 000.

The major professional development initiatives are as follows:

- Australian Curriculum Prep-10 – PD, Coaching and Peer-to-Peer
- New QCE – PD and Peer-to-Peer
- Writing and Reading – Coaching and PD

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

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Prep-10/Prep-12 schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	88%	85%
Attendance rate for Indigenous** students at this school	81%	81%	70%

* 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	94%	91%	95%
Year 1	95%	94%	89%
Year 2	94%	91%	90%
Year 3	94%	93%	90%
Year 4	94%	90%	91%
Year 5	90%	90%	92%
Year 6	95%	94%	90%

Year level	2016	2017	2018
Year 7	88%	87%	80%
Year 8	85%	84%	81%
Year 9	88%	80%	77%
Year 10	87%	88%	77%
Year 11	87%	86%	83%
Year 12	86%	85%	82%

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
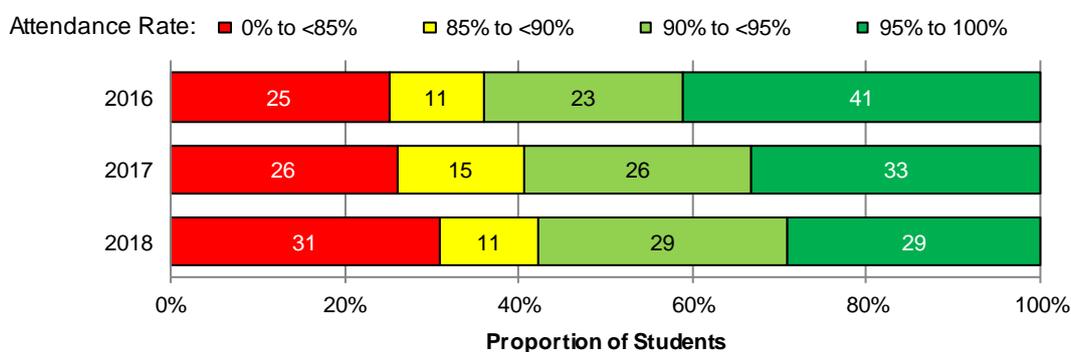
Description of how this school manages non-attendance

Non-attendance is managed in state schools in line with the DET 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.

Barcaldine Prep-12 State School manages attendance in line with DET policies. Rolls in primary school are marked twice a day and in secondary school, every lesson. Rolls are marked electronically and daily-unexplained absences are addressed through a text message to parents the same day. Letters are sent home for continual unexplained absenteeism and where text messages are not responded to for unexplained absences. For students at risk in the compulsory participation phase the school works cooperatively with the family and other agencies to plan viable career options and support to re-engage at school. The Guidance Officer, Child and Youth Mental Health officers and local Youth workers also are able to support students at risk. Barcaldine State School has same-day notification and contact with parents/caregivers as per Education Policy. The attendance system is managed by MGM.

If absenteeism continues with no response to the range of support processes put in place, the school complies with the DET policies and sends form letters, including Notice of Cancellation if applicable. The school administration consistently works with students and families to seek a positive resolution. High student

attendance is rewarded through the school's PBL processes, with students with 100% attendance in a term receiving a Certificate and a prize and the class in primary and class in secondary with the highest attendance receiving a "class party" as part of the PBL rewards scheme.

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.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

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

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 Outcomes Report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	15	24	17
Number of students awarded a QCIA	1	2	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	14	22	15
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	75%	67%
Number of students who received an OP	4	7	9
Percentage of Indigenous students who received an OP	0%	25%	33%
Number of students awarded one or more VET qualifications (including SAT)	13	21	12
Number of students awarded a VET Certificate II or above	13	21	10
Number of students who were completing/continuing a SAT	3	8	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	86%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	92%	94%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
    - are as at 11 February 2019
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	0	2
6-10	2	3	3
11-15	1	3	4
16-20	0	1	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	3	3	0
Certificate II	13	21	10
Certificate III or above	1	2	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).

Students at Barcaldine PrePrep-12 State School completed Certificate I and II qualifications in Kitchen Operations through the Outback Hospitality Trade Training Centre. They also achieved VET qualifications with a Certificate II in Self-Awareness, Certificate II in Community Pharmacy, and Certificate II in Retail.

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	75%	104%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	83%	86%

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.

Barcaldine Prep-12 State School is a small school and we are able to track and support early leavers through community contacts and partnerships with support agencies. In general, families of students considering early departure will have interviews with school administration and their pathways and support systems will be arranged. The school has facilitated full-time apprenticeships, traineeships and work for early leaver students, as well as TAFE and support programs with agencies. Very few students are early leavers and those few are placed in valid alternatives.

Over the previous 12 months, drought and loss of viable work options has forced a number of families to leave town. Students in Years 10, 11 and 12 who are part of these families are assisted in the enrolment in schools in the towns to which they move, ensuring that their course of study will continue and lead to the attainment of a QCE.

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.barcaldiness.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx