

# Toolooa State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This report details a sample of the achievements and results of our staff and students during 2015 and recognises our continued commitment to a culture of high performance in our school.

Our school undertook its second Quadrennial School Review in 2012 and established the strategic directions that that will enable our school to realise its vision over the coming years.

This report provides a summary of key information in relation to:

- Enrolments and school profile
- Curriculum and extra-curricular offerings
- Social climate
- Parent involvement
- Staffing
- Student attendance
- Student achievement – including more detailed information about Indigenous students and Year 12 students

This report is available on our school website or in paper copy upon request from our school office.

### School progress towards its goals in 2015

Key areas for school improvement in 2015 outlined below.

These three areas: Curriculum Leadership, Teaching and Learning and Relationships form the basis of strategic intent in all areas of our school planning.

Curriculum Leadership:

- Successful implementation of the Australian Curriculum across years 7 to 10
- Development of critical literacy elements within curriculum areas with a clear focus on Writing and Reading

Teaching and Learning:

- Clear alignment with our regional focus of Explicit Instruction as the cornerstone pedagogy for new development content and skills
- Junior outcomes
  - Strong improvement on students in U2B for numeracy and literacy areas for year 7 and 9 NAPLAN
  - Relative Gain improvement for our students greater than the national improvement across mean scores for all NAPLAN testing areas in year 7.
- Senior outcomes
  - 100% of graduating year 12 students attained a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)

- 100% of graduating students attaining a QCE or VET qualification

Relationships:

- Extensive consultation with community and feeder school has seen the development of a 'best practice' Junior Secondary Model ensuring the smooth transition of students and teachers into year 7 at Toolooa State High School
- Development of strong parent relationships and belief in the direction of our school exemplified by an overall parent satisfaction rating of over 96.5% toward Toolooa State High School.

Ongoing development of strong collaborative relationships with schools within our district with a focus on our primary feeder schools.

### Future outlook

Key areas for school improvement in 2016 are outlined below.

School-wide Literacy improvement

- Writing
  - Continued improvement in our students ability to express themselves through written form across all subject areas
  - Clear focus on improving the number of students above national minimum standard and numbers in the upper two bands of NAPLAN testing for both year 7 and 9
- Reading
  - Continued improvement in our students ability to engage successfully with curriculum specific texts along with improved ability to comprehend the information and infer meaning.
  - Clear focus on improving the number of students above national minimum standard and numbers in the upper two bands of NAPLAN testing for both year 7 and 9

Improved Teaching and Learning Practices

- Explicit Instruction
  - Development of a school wide approach for the systematic delivery of Explicit Instruction as the cornerstone strategy for new content and skills
  - Formation of an Explicit Instruction team tasked with ongoing improvement in teacher knowledge and delivery of strong EI practices in their classrooms.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	839	427	412	79	90%
2014	883	434	449	86	89%
2015	981	464	517	103	90%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

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

### Characteristics of the student body:

Toolooa State High School is located in the industrial provincial city of Gladstone, Queensland.

In 2015, 983 students attended in Year 7 through to Year 12. These students were supported by 100 professional and paraprofessional staff.

Students at our school study an extensive educational program that spans academic and vocational subjects with access to work experience while at school.

Students also have access to three off-site centres of excellence that focus on apprenticeships and traineeships and successful transition to a work environment.

Our school has an extensive junior and senior welfare programme that provides students with support and guidance regarding study, career options and personal well-being.

Enrolments are drawn primarily from the suburbs of Kin Kora, Glen Eden and Gladstone South on the southern approaches of the city. The majority of our enrolling year 7 students transition into Toolooa State High School from our main partner schools of Kin Kora State School and Gladstone South State School. In recent years there have been increasing enrolments from a range of the private schools in the area. The demographics of the student body reflect the characteristics of the general population of the Central Queensland region. Students identifying with indigenous backgrounds represent approximately 10% of the total student body. The cultural backgrounds of the student body are diverse with an increasing number of students enrolling from interstate and international destinations as the parents are attracted to work opportunities in the local area.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	24
Year 11 – Year 12	18	17	17

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	137	214	276
Long Suspensions - 6 to 20 days	29	6	9
Exclusions	3	7	15
Cancellations of Enrolment	14	7	10

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

In addition to core subjects and disciplines, our school offers the following distinctive curriculum offerings:

Our year 7 students engage in all core subject areas and experience all elective options throughout the year.

In Year 8 and Year 9 students study six core subjects and may select one (in year 8) and two (in year 9) further elective from Information Technology Studies, Business Information Technology, Industrial Workshop Skills, Graphics and Home Economics, Arts fields – Art, Music, Dance, Drama.

In Year 10 students enter into a senior schooling timetable schedule, studying three core subjects and may select a further three elective subjects from Business, Technology or Arts subject streams. In the second semester of Year 10 students commence a 'senior phase taster program' that focuses on pre-senior subjects and transition to work programs. This particular initiative allows students greater flexibility and choice in line with their growing levels of personal responsibility for learning outcomes.

Selected Year 10 students participate in the Doorways to Civil Construction Program through links with the Queensland Minerals and Energy Academy.

Students in Year 11 and Year 12 study six subjects based on planned career pathways.

In addition, students have access to:

- selected high performance subjects, English Extension, based on academic performance
- university study through CQ University's Start University Now (SUN) Program,
- the offsite EQIP Centres of Excellence at the Engineering Skills Centre –Engineering and Automotive VET Certificates,
- the Boyne Island Tannum Sands Administrative and Business Studies Centre – Business and IT VET Certificates,
- Central Queensland University – Certificate II and III courses in Automotive, Business, Hospitality, Information Technology, Beauty and Hair Dressing
- the Flexible Learning Centre – consolidation literacy and numeracy studies for students disengaging from school.

Structured work placements are a feature of Year 10, 11 and 12 classes with an emphasis placed on all students being exposed to the world of work through placements in business and industry during each year of senior schooling.

### Extra curricula activities

- Extra curricula activities
- Student Leadership
- Representative Sport at school, district, regional and state level
- Instrumental Music
- Interact Club
- The Arts Showcase
- School Musical
- Rifle Club
- Amnesty International

- Environmental Sustainability Student Group
- Mathematics, Science and Robotics Competitions.
- Links to the Queensland Minerals and Energy Academy school and vacation programs.
- Science, Technology, Engineering and Mathematics Program (STEM)
- Physical Education Performance Excellence Program

## How Information and Communication Technologies are used to improve learning

- Teachers deliver digital learning experiences in a wireless connected ICT environment in all classrooms
- Students have access to the one-to-one laptop program for individual research and content management
- Teachers develop of quality digital content and resources that enrich educational experiences and increase student engagement in learning
- Assessment tasks across curricula
- Communication with students and parents
- Reporting on student performance
- I Pads are available for students with additional needs to access the broader curriculum.

## Social Climate

The social climate of our school is built around our core values of *Respect, Responsibility and Achievement*.

Toooloa State High School has a climate that is supportive of learning and learners. Students encourage each other to achieve and have an understanding that individual and collective high performance has benefits for all concerned. There is a strong emphasis on supporting each other, with great acceptance of individuals and their differences. There is a belief across our school, from both staff and students that all students are able to succeed in learning at school.

Student opinion data indicates, in line with trends from previous years, that students believe they are, 'getting a good education'. This is supported by anecdotal information from students, indicating that 'the bar has been lifted' for personal performance in learning, and that our teachers are actively and constructively supporting students who seek support to excel at learning.

Our school provides a range of support mechanisms that enhance student well-being, and access to learning. The notion of pastoral care is actively supported across the school, developed initially in form classes and supported by Wellbeing Teams of Year Level Coordinators, Guidance Officers, Psychologist, Chaplain, Youth Support Coordinator, School-Based Police Officer and a School Health Nurse. Our well-being approach centres around the required support for each student and involves the DP and year coordinators working in focussed teams (year 7 and 8; years 9 and 10; years 11 and 12) along with an overarching group consisting of our non-teaching well-being professionals (outlined above) assigning appropriate team members for individual student case management.

Specific behaviours that develop our core values of *Respect, Responsibility and Achievement* are taught across our school in all year levels, supporting our students to recognize and embrace difference in our community.

It is pleasing to see that the strategies employed by our teachers and support staff are effective at supporting our students, with 96% of students reporting that they feel safe at school and 99% reporting that they are getting a good education at Toooloa State High School.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	99%	97%
this is a good school (S2035)	97%	99%	97%
their child likes being at this school (S2001)	97%	96%	97%
their child feels safe at this school (S2002)	97%	97%	94%
their child's learning needs are being met at this school (S2003)	96%	99%	100%
their child is making good progress at this school (S2004)	97%	98%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	98%	100%
teachers at this school motivate their child to learn (S2007)	96%	97%	97%
teachers at this school treat students fairly (S2008)	96%	97%	87%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	95%	91%
this school works with them to support their child's learning (S2010)	93%	100%	94%
this school takes parents' opinions seriously (S2011)	96%	97%	94%
student behaviour is well managed at this school (S2012)	96%	98%	93%
this school looks for ways to improve (S2013)	96%	97%	97%
this school is well maintained (S2014)	100%	98%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	91%	99%
they like being at their school (S2036)	97%	88%	93%
they feel safe at their school (S2037)	97%	90%	96%
their teachers motivate them to learn (S2038)	95%	89%	95%
their teachers expect them to do their best (S2039)	98%	96%	100%
their teachers provide them with useful feedback about their school work (S2040)	93%	86%	96%
teachers treat students fairly at their school (S2041)	83%	75%	89%
they can talk to their teachers about their concerns (S2042)	89%	68%	92%
their school takes students' opinions seriously (S2043)	88%	73%	87%
student behaviour is well managed at their school (S2044)	87%	73%	90%
their school looks for ways to improve (S2045)	99%	91%	99%
their school is well maintained (S2046)	95%	85%	95%
their school gives them opportunities to do interesting things (S2047)	93%	88%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	98%	95%
they feel that their school is a safe place in which to work (S2070)	100%	98%	100%
they receive useful feedback about their work at their school (S2071)	82%	88%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	68%	68%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	98%
student behaviour is well managed at their school (S2074)	98%	93%	97%
staff are well supported at their school (S2075)	88%	91%	83%
their school takes staff opinions seriously (S2076)	85%	84%	82%
their school looks for ways to improve (S2077)	98%	98%	98%
their school is well maintained (S2078)	86%	93%	92%

**Performance measure**

Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	91%	95%	83%

# '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**

Our Toolooa State High School Parents and Citizens Association are an important and influential group within our school. Their feedback and guidance around decision making in our school provides a strong point of connection and, in turn direction, for our school. The P&C is an active team that provides support through fundraising and securing funds from community partners along with a parent's perspective on processes and policies within the school.

Written reports detailing student progress and achievement are provided four times each year, a formative report at the end of term 1 followed by summative reports at the end of each semester. We support the written reports with the opportunity for our parents to contact teachers to discuss their child's progress as well as formalised parent teacher interview evenings each year. These meetings and interviews provide parents with a more detailed report and feedback on student progress and allows both teachers and parents to work collaboratively to provide learning support for students.

Regular information and orientation evenings are provided for parents and students seeking entry into our junior secondary program. Subject selection information sessions are a regular feature for students entering the senior phase of learning. Since 2010 parents have assisted Year 10 – 12 students in the completion and review of Senior Education and Training Plans (SET Plans) using the online capability in OneSchool.

**Reducing the school's environmental footprint**

The consumption of electricity remains reasonably consistent with usage in previous years. During the past four years our school has made significant attempts to reduce the consumption of electricity through awareness raising campaigns for students and staff and the introduction of an increasing number of solar panels on buildings in our solar precinct.

The figures supplied for the consumption of water are obviously incorrect and as such no reasonable analysis can occur. Toolooa State High School continues to work collectively to reduce our water usage. As our school numbers increase we recognise that the use of this valuable resource will also increase however we are reviewing our current practices to maximise efficiency.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	482,605	12,411
2013-2014	507,749	0
2014-2015	507,129	7,321

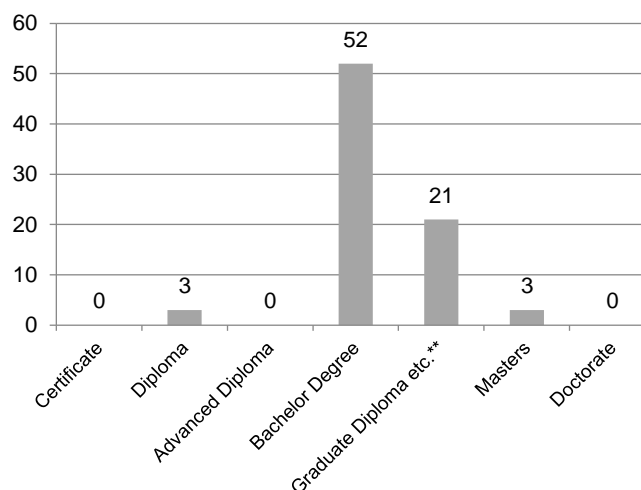
\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

**Our staff profile****Staff composition, including Indigenous staff**

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	79	41	5
Full-time equivalents	74	28	<5

**Qualification of all teachers**

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	52
Graduate Diploma etc.**	21
Masters	3
Doctorate	0
<b>Total</b>	<b>79</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$39 850

The major professional development initiatives are as follows:

- Literacy planning
- Development of a whole school approach to writing
- Development of a whole school approach to reading
- Developing the skills behind Explicit Instruction
- Building the Junior Secondary Program and understanding the needs of adolescent learners
- Assessment task development and alignment with unit planning.
- Developing performance framework, including the construction of a professional community, focusing on learning circles as a
  - vehicle for collective and individual performance enhancement
- Leadership capability development
- Subject specific workshops.
- Numeracy
- VET and SAS staff competency development.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	87%	85%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

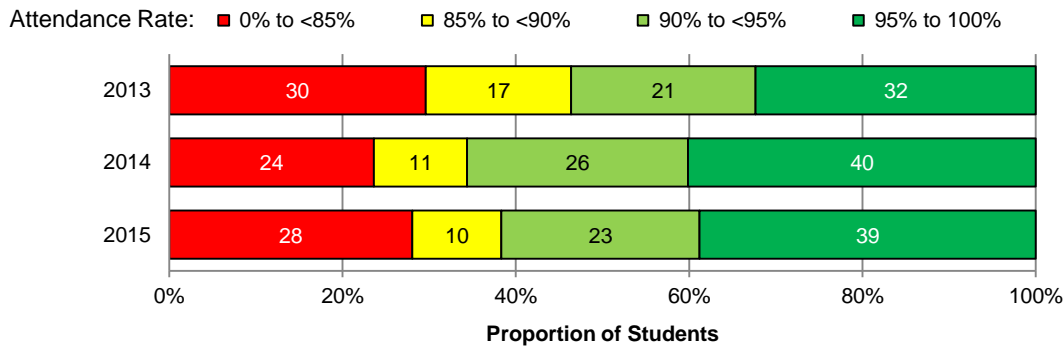
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								89%	90%	84%	82%	86%	87%
2014								94%	91%	89%	88%	88%	91%
2015								92%	91%	88%	88%	86%	90%

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

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

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

In addition: Student attendance is recorded each morning in form classes. Further attendance checks occur in each of the four lessons that occur during each day. Parents are informed by text message when their student is absent from school.

When required, Year Level Coordinators play a significant role in supporting young people to improve their attendance. This significant group of support people at our school also liaises with parents regarding persistent long-term absences from learning. Support staff, including the Guidance Officer and Chaplains, provide specialised support and counselling to assist young people to return to school and engage in learning.

Additional to these processes and specialised staff, we employ an attendance officer who makes contact with parents of students that show patterns of high absence to further identify potential areas of support and methods of re-engagement.

An audit of attendance is completed at the end of each term. Where required, administration staff will make contact with parents to seek an explanation of unexplained and unauthorised student absences.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

## Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	72%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	15%	63%	83%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	115	122	114
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	2
Number of students receiving an Overall Position (OP)	40	36	33
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	10%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	12	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	108	101	81
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	57	54
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	114	120	112
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	90%	78%	79%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	89%	92%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	9	19	8	3	1
2014	6	12	10	8	0
2015	6	10	10	7	0

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	97	59	6
2014	81	54	7
2015	51	53	3

As at 16 February 2016. The above values exclude VISA students.

In 2015 our students accessed a range of opportunities in vocational pathways. Students accessed Certificate I and II courses at school, as part of off-site programs such as Engineering Skills Centre or linked directly with training organisations such as Central Queensland University and private RTOs. Students engage in certificate programs such as Engineering, Business, Workplace Practises, Hair and Beauty, IDMT, Childcare, Fitness, Automotive, Construction, Process Plant Operations.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

Early school leavers at our school fall into three broad groups of young people:

- Transition to full time work.
- Acceptance of apprenticeship or traineeship positions.
- Linked to community support agencies specializing in connecting young people to further educational opportunities.

Departures from regular schooling in Year 10 are very rare at our school. The operation of a Flexible Learning Centre focusing on Literacy, Numeracy, VET courses and workforce entry skills provides opportunities to access education in an alternative on-site environment. The deployment of specialist staff, including a Youth Support Coordinator, provides students with quality outcomes and pathways to further study, training or employment.