

North Lakes State College Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction

The vision of North Lakes State College is to inspire our students to dream and succeed now and in the future.

Our Prep to Year 12 college organisation provides a seamless transition through learning for our students. Continuity of learning across all facets of student life enables students to strive for and achieve excellent outcomes. Our continued commitment to excellence and high expectations across all phases of the College is reflected in the variety of opportunities available to all students, both within and outside the classroom.

This report provides a snapshot of these opportunities, our achievements for 2015 and how we continue to live our vision.

North Lakes State College is an IPS school with a school council established in 2014.

School progress towards its goals in 2015

North Lakes State College had four identified priority areas in 2015.

Successful Learners - Student Connectedness

Enhance students' sense of connectedness to the College to raise their social and emotional wellbeing and ultimately their intellectual performance. Fostering quality relationships, which leads to enhanced outcomes for students, has been of particular focus in the professional development of our staff.

Great People - Teachers make the difference

It is what teachers know, do and care about that has the most powerful, positive effect on learning engagement and success.

High Standards - Good School to Great School

A culture of high expectations, for staff and students, underpins the intellectual engagement and achievement of all students.

Engaged Partner –The Heart of our Community

Possessing the confidence of the North Lakes community, work together to deliver powerful outcomes for our students. The College continued to develop partnerships with the local community.

2015 saw the continuation of the Great Results Guarantee from which the College received \$851 536.

This was used to improve student outcomes through:

- Implementation of a High Performing Teams Program (QELI) for school leaders to implement feedback and coaching to develop teacher capacity;
- Appointing a Head of Inclusive Education to create seamless identification and intervention strategies across the college;
- Engaging and resourcing a Speech Language Pathologist and Occupational Therapist to develop and embed sustainable oral language programs in the Early Years;
- Establishing clear review and analysis processes for data collection at critical junctures during school terms including short term data cycle reviews; and
- Specialist Intervention for students below National Minimum Standard (NMS) and at critical band junctures Prep to 12.

Future outlook

North Lakes State College, through consultation with staff, has a clearly defined improvement agenda for 2016:

- Raise student attendance to above 94%
- Improve student learning outcomes to be at or above our ICSEA rating (66th percentile) in all areas.

Initiatives include:

- Embedding the IMPACT model of lesson design to unpack the North Lakes State College Pedagogical Framework;
- Establishing QSIL (Quality Schools, Inclusive Leaders) as a key driver for inclusive practice across the College P-12;
- Establishing a collaborative coaching model to support teaching capacity across the College Prep to Year 12.

Our school at a glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2015:	Prep Year - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2855	1454	1401	59	95%
2014	2888	1461	1427	64	95%
2015	2962	1487	1475	73	93%

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:

North Lakes State College provides a seamless transition through learning, from Prep to Year 12. The College values of choice, courage and respect underpin all that staff, students and parents do.

The College is at the heart of a modern, urban community and was master planned to grow with the community. The Urban Learning Centre provides state-of-the-art facilities for Years 10, 11 and 12 in the busy heart of the North Lakes' commercial hub.

North Lakes State College has established a reputation for achieving consistently high literacy and numeracy results through a strong commitment to intervening early to ensure no child is left behind, purposeful extension programs from Prep to Year 9, a junior secondary philosophy centred on the individual child and a commitment to Whole of College, sequenced, literacy and numeracy programs.

North Lakes State College has a culture of parent involvement exemplified by a joint staff/parent space operating within the college, Cafe Bella Bean. The very active Parents' and Citizens' Association run a College Carnival each year and contribute funds raised to many facets of the College's development.

At North Lakes State College, student voices are valued and contribute to the College's strategic direction.

The Student Representative Council has elected members representing the four College houses - Anzac, Halpine, Kinsellas and Discovery - from each of the Years 6 to 12.

The College remains committed to its vision to inspire our students to dream and succeed now and in the future.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	22	23
Year 4 – Year 7 Primary	26	26	25
Year 7 Secondary – Year 10	26	26	26
Year 11 – Year 12	21	21	21

*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	188	232	236
Long Suspensions - 6 to 20 days	8	7	11
Exclusions	0	5	12
Cancellations of Enrolment	8	4	1

* 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

North Lakes State College strives to continuously provide innovative and inclusive curriculum catering to the needs of all students across our College. In partnership with other local schools, collaborative teacher planning and clear assessment practices, including moderation of tasks, are vital elements of curriculum planning and implementation.

Strong alignment of teaching and learning to both the Australian National Curriculum and the Queensland Curriculum Assessment and Reporting Framework underpins all curriculum offerings at the College. Individual, year level and faculty planning activities are utilised to ensure curriculum is differentiated to meet the needs of individual students.

North Lakes State College proudly offers Italian language programs from Prep to Year 12. In Years 8, 9 and 10 students can opt to undertake their core subjects through an Italian Immersion program. The College has a number of signature programs: Dance; Robotics; Basketball and Golf, which offer students an enriched program of learning and performance.

Students in Year 4 to Year 7 are benefiting greatly from the Prep to Year 12 advantages of our College. Students in these year levels are able to access a semester of explicit teaching in Drama, Music, Dance and Visual Arts. Students in Year 7 also study Food Technology, Materials Technology and CAD. Students enjoy these lessons immensely and are able to access a variety of experiences leading into their secondary education.

The College planning model focuses on aligning teaching practices with student needs. Class profiling identifies individual students' strengths and weaknesses to support differentiation of classroom programs. Key support staff including the Advancement Team, Support Teachers: Literacy and Numeracy and teacher aides play a vital role. Our teachers also liaise with visiting advisory teachers and outside agencies to ensure their planning meets the needs of students in their classes.

The College offers a suite of Signature Programs to enhance individual skills of students. In 2015, our College offered Signature Programs in Dance, Golf, Basketball and Robotics.

With a continued focus on improving student performance in the pursuit of excellence, North Lakes State College has a suite of quality Excellence programs offered to students from Prep to Year 9. Our Honours classes in Year 8 and Year 9, are just one way we extend students in Mathematics, English, Humanities and Science. To enter Honours classes, students complete a day of testing, accompanied by a one on one interview with our College Administrators. This process ensures students are fully aware of the commitment the Honours classes requires.

Extra curricula activities

RoboClub is available to all students in the middle and senior phases of learning and consistently competes at the highest level at local and state competitions. The College team competes very successfully each year at state and national levels.

Opportunities in the Arts are afforded students through Dance Troupe, College Theatre Sports, choirs, ensembles and bands. An expanding instrumental music program is raising the quality and membership of all bands and ensembles. Our ensembles perform highly in Fanfare, a regional showcase of the high standard of musical talent and teaching in state school ensembles.

Through a comprehensive outdoor education program, with a range of day activities and camps in all year levels Prep to Year 12, students have the opportunity for individual development, enhancing personal skills including resilience and responsibility, organisational skills and the ability to cope with change.

How Information and Communication Technologies are used to improve learning

Digital technology is an integral part of teaching and learning at North Lakes State College. Curriculum units across all year levels feature an array of digital components, such as web quests, PowerPoint, digitally recorded student presentations and virtual classrooms. In the Upper Middle and Senior Schools students have the opportunity to study specialised multimedia subjects.

In 2015, we continued the development of digital teaching and learning, increasing the capacity of our hardware and infrastructure, as well as continuing to develop our teachers' capacity to integrate digital technology in their classes.

Our Bring Your Own Device (BYOD) program was implemented in 2015, with students able to connect their own device, laptop or tablet to the College network. This program is expected to expand in 2016, with greater enhancements to wireless connectivity and the ubiquitous use of ICT for learning.

The use of the Learning Place is now an integral feature of learning across the college, with all learning areas across all years have a Learning Place presence. This allows students to connect to learning materials outside of classroom time.

Continuing professional development of teachers using digital technology was a key priority in 2015. Pupil free days included sessions devoted to learning about digital technology and its application for student learning. After school professional development workshops were offered by our eLearning Head of Department.

Social Climate

North Lakes State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

In 2015, we continued to embed positive student behaviour student understanding of the meaning of our College values, Choice, Courage and Respect. Classroom protocols continued to be a focus throughout the year. North Lakes State College strives to embrace inclusiveness, encouraging all students to have the courage to reach their potential and realise their aspirations.

North Lakes State College promotes a supportive and safe school environment in a variety of ways. Parents of Years Prep to 6 students, are invited to participate in class Learning Celebrations at the end of each semester. Parents of all students are invited to attend a variety of events celebrating The Arts and physical education and sports, throughout the year. The school enjoys the services of a Chaplain, who promotes the values of kindness and respect amongst students.

Early Phase operates a Games Room for students in need of social and emotional support, while in Years 4 to Year 6 there is a Reflection Room and Games Factory, proactive programs to support appropriate social behaviour. Students from Year 7 to Year 12 utilise Team class to further develop effective study habits.

Many strategies are used by our school to provide appropriate behaviour consequences for unacceptable student behaviour.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	83%	93%	91%
this is a good school (S2035)	83%	94%	90%
their child likes being at this school (S2001)	83%	89%	87%
their child feels safe at this school (S2002)	83%	93%	89%
their child's learning needs are being met at this school (S2003)	100%	87%	87%
their child is making good progress at this school (S2004)	83%	90%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	94%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	85%	86%
teachers at this school motivate their child to learn (S2007)	83%	89%	87%
teachers at this school treat students fairly (S2008)	100%	81%	81%
they can talk to their child's teachers about their concerns (S2009)	67%	92%	90%
this school works with them to support their child's learning (S2010)	67%	85%	84%
this school takes parents' opinions seriously (S2011)	83%	78%	80%
student behaviour is well managed at this school (S2012)	67%	85%	79%
this school looks for ways to improve (S2013)	100%	93%	90%
this school is well maintained (S2014)	100%	96%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	94%	95%
they like being at their school (S2036)	93%	88%	88%
they feel safe at their school (S2037)	94%	94%	91%
their teachers motivate them to learn (S2038)	91%	91%	92%
their teachers expect them to do their best (S2039)	97%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	90%	88%	88%
teachers treat students fairly at their school (S2041)	86%	85%	81%
they can talk to their teachers about their concerns (S2042)	83%	82%	79%
their school takes students' opinions seriously (S2043)	86%	82%	76%
student behaviour is well managed at their school (S2044)	77%	75%	72%
their school looks for ways to improve (S2045)	94%	97%	90%
their school is well maintained (S2046)	90%	92%	88%
their school gives them opportunities to do interesting things (S2047)	92%	91%	86%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	95%	94%
they feel that their school is a safe place in which to work (S2070)	97%	98%	97%
they receive useful feedback about their work at their school (S2071)	83%	87%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	94%	91%
students are encouraged to do their best at their school (S2072)	99%	98%	97%
students are treated fairly at their school (S2073)	97%	95%	93%
student behaviour is well managed at their school (S2074)	92%	86%	83%
staff are well supported at their school (S2075)	87%	92%	84%
their school takes staff opinions seriously (S2076)	87%	85%	84%
their school looks for ways to improve (S2077)	96%	97%	96%
their school is well maintained (S2078)	94%	97%	95%
their school gives them opportunities to do interesting things (S2079)	86%	91%	89%

'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

Parent involvement at North Lakes State College is welcomed and encouraged. Parents support student learning in classrooms through regular or short term volunteer work. Parents are also invited to attend monthly meetings of the Parents' and Citizens' Association. The College Facebook page, web site and the "HERMES" email system are efficiently and effectively used to engage and communicate with our parent community.

Reducing the school's environmental footprint

North Lakes State College is working towards a commitment to reduce our environmental footprint. Through the continued development of our College's Environmental Management Plan, we are empowering our students to become environmental leaders. With the support of community partnerships, the students and teachers of North Lakes State College value and respect the environment which they live.

We have planted many native trees throughout the main campus which will support our native wildlife.

Further plantings will be occur on National Tree Day.

The students and teachers of North Lakes State College are annual participants in Clean Up Australia Day. We work closely with state and local government to keep our community one of the tidiest in Queensland.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,053,626	70,406
2013-2014	1,177,664	31,286
2014-2015	1,300,168	18,889

*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.

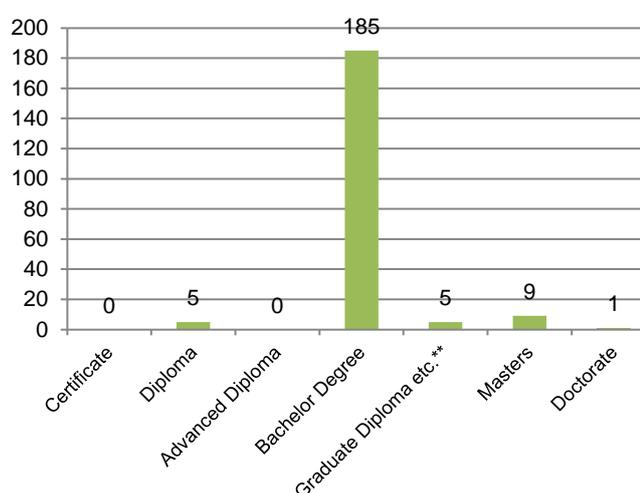
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	210	79	<5
Full-time equivalents	194	55	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	185
Graduate Diploma etc.**	5
Masters	9
Doctorate	1
Total	205



*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 \$365 924.

The major professional development initiatives are:

- Critical and creative thinking
- Digital pedagogy
- Adolescent learning
- Leadership 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, 96% 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

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).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	87%	86%

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 P-10/P-12 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	93%	93%	94%	94%	94%	94%	93%	94%	93%	90%	89%	88%	87%
2014	94%	94%	95%	94%	94%	94%	94%	93%	92%	91%	88%	88%	87%
2015	92%	93%	94%	93%	93%	93%	93%	92%	91%	90%	88%	86%	86%

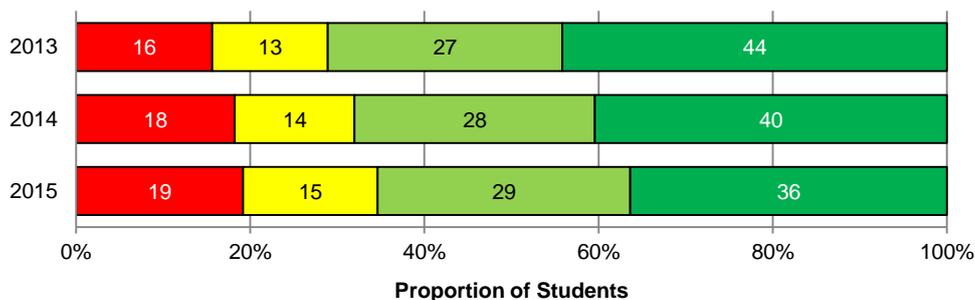
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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.

North Lakes State College:

- Is committed to promoting the key strategies of DETE's Every Day Counts policy.
- Supports all children to be enrolled at school and attend school all day, every school day.
- Monitors, communicates and implements strategies to improve regular school attendance.
- Believes truanting can place a student in unsafe situations and impact on their future employability and life choices.
- Believes attendance at school is the responsibility of everyone in the community.

SCHOOL RESPONSIBILITIES

- Inform parents of their legal obligations in regard to enrolment and attendance.
- Implement strategies to manage student enrolment, absences, chronic absenteeism, school refusal and truancy using the guidelines set out in the Every Day Counts policy.
- Monitor student absences and identify when a student is absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student's attendance rate is reasonably considered unsatisfactory.
- Take reasonable steps to follow up unexplained absences as soon as possible or ideally within three days of the absence.
- Continue to work with regional and other local resources to re-engage students and their families with the aim of returning the students to school.
- Follow established processes for enforcing parental obligation in regard to: enrolment, attendance, compulsory participation.

At our school we promote 100% attendance by including Every Day Counts information and discussing the importance of attendance with every new family upon enrolment displaying Every Day Counts material within the school. As a school we are committed to surpassing the state average of 90% attendance rate for Prep to Year 12 schools.

RESPONSES TO ABSENCES

When a student is absent without explanation for 3 days or a pattern of absences has been identified, the College will take the following actions to monitor attendance:

- Absences are actioned daily via SMS text messaging to parents and phone calls to non-SMS parents.
- An email is sent weekly to parents to seek an explanation for absences.
- Weekly monitoring of three or more unexplained absences is conducted by sub-school principals.
- Monthly monitoring of all absences is conducted by sub-school principals utilising percentage reports and validating all students with less than 80% attendance rate.

Where there is a persistent pattern of unexplained absences or absences without reasonable justification, a student's attendance can be considered unsatisfactory. The principal will commence compulsory schooling and compulsory participation processes.

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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	94%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	82%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	304	287	310
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	0
Number of students receiving an Overall Position (OP)	120	123	141
Percentage of Indigenous students receiving an Overall Position (OP)	50%	44%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	36	40	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	272	260	267
Number of students awarded an Australian Qualification Framework Certificate II or above.	228	191	215
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	302	286	310
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	89%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	84%	81%	81%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	99%	96%

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	20	37	44	17	2
2014	23	24	53	21	2
2015	14	52	48	27	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	179	175	149
2014	203	124	127
2015	204	154	131

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

VET qualifications completed by North Lakes State College students in 2014:

- Certificate I in Business
- Certificate III in Business Administration
- Certificate I in Dance
- Certificate II in Dance
- Certificate II in Creative Industries (Media)
- Certificate I in Information, Digital Media and Technology
- Certificate II in Engineering
- Certificate I in Manufacturing
- Certificate II in Outdoor Recreation
- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate III in Hospitality

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 college in Years 10, 11 and prior to completing Year 12.

For students who cannot engage in the pathways offered at school, North Lakes State College supports them to identify and engage in a pathway that is meaningful for them and leads them to a successful future. North Lakes State College supports these students through a range of structures including individual case management, support through a Guidance Officer or Senior Schooling Head of Department or other support personnel.

Students are connected to programs including tertiary preparation programs, external employment agencies, TAFE certificate courses and external support agencies as appropriate.