

Yeronga State High School (2054)
Queensland State School Reporting
2012 School Annual Report



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2012 School Annual Report



Principal's foreword

Introduction

The school annual report is a portrait of Yeronga State High School's progress as a learning organisation in 2012. It outlines the achievements of students as well as indicating clearly the confidence our community has in the exceptional quality of the education we offer. This excellence has been evident in a number of ways including -

- *Education Queensland SHOWCASE 2012 Award for Excellence in Schools* for senior schooling excellence. We received one of two awards given in the Brisbane Metropolitan Region for our *Yeronga Pathways Program – Grounded Aspirations*
- *NAB School Impact National Award Winner* which recognised our strong partnerships with local business, industry and the wider community to deliver improved educational outcomes for students
- *Australian Business Community Network "Doug Jukes" National Scholarship* which sponsored the future education expenses of 2 students. The only National winners in 2012 were Yeronga SHS students.
- Highly performing school ratings in the *2012 Teaching and Learning Audit* conducted by Education Queensland. We rated a High in five domains with High to Outstanding in the remaining three fields.
- 100% of students who were OP eligible received an OP 1 - 15
- 98% of students who completed QTAC applications received offers to a variety of tertiary institutions. Other students gained entry to various TAFE courses and apprenticeships and a significant number of students gained full-time employment.
- 92% of Year 12 students graduated with their Queensland Certificate of Education (significantly better than the state average of approximately 78%)
- More than 20 students had guaranteed University entry as a result of their successful accelerated studies program.

The above accolades and achievements have resulted from a concerted focus on excellent teaching, the monitoring of student success and offering a broad range of curricular and extra-curricular opportunities.

While this report gives credence to the way we value learning, a visit to our school goes a long way to appreciating the way we engender the values of *Quality, Harmony and Sustainability* in each student.

A Snapshot of Yeronga State High School in 2012

- Wide range of academic and vocational programs
- Exceptional Learners' Program (catering for gifted learners)
- 1:1 Lap top take home program for all year levels
- TIP (The Inter-year Program) for mentoring Year 8 students by Year 12 leaders
- Middle School Camp (Year 8 & 9)
- Leadership Camp (Year 11)
- Year 9 GOALS program (working with business mentors)
- Year 11 Aspirations program (provides insight into corporate businesses)
- Structured work experience for all Year 10 students
- Strong Performing Arts program - Drama and Music evenings throughout the year as well as Instrumental Music program
- Accelerated Accounting Program - allowing students to complete University studies in Year 12
- State of the art Sports Centre with gym

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- New purpose built Language Learning Centre and E-Learning Centre
- Extensive curriculum program with subject choices for all academic level
- Debating teams and opportunities for public speaking competitions
- Many apprenticeship and traineeship opportunities
- Varied pathways to cater for all academic levels through to TAFE and University
- Clubs - Interact (strong community service ethos), Chess, EALD Homework club and sporting clubs
- Active Student Council and Leadership program
- Foreign languages - German and Japanese as well as Vietnamese and Chinese in Senior school and other languages via Distance Education
- Varied support programs which cater to a range of needs
- International Student Program
- Reader's Cup program
- Biennial Multicultural Festival that celebrates our harmony and diversity and engages with the local community
- Specialist EADL Unit which addresses and supports the needs of students from many cultures
- Accelerate program that improves literacy and higher order thinking skills
- Strong sporting performances in teams and individuals



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School progress towards its goals in 2012

In 2012 Yeronga State High School made considerable progress toward its goals as outlined in the Annual Implementation Plan 2012. This growth is detailed under the Key Priority Areas highlighted in bold.

School Community and Partnerships

Yeronga SHS achieved high levels of student, parent, staff and broader school community confidence in the school's performance and achievement. Specifically we were able to -

- Enhance partnerships with local Partner Primary schools through the provision of a Gifted & Talented program run by school staff
- Provide specialist instruction in Science and the ARTS for Yeronga State School students
- Strengthen partnerships with external support agencies for ESL, refugee and special needs students
- Further develop the "Pathways Program" off-site Vocational and Training opportunities for Senior secondary students
- Strengthen partnerships with Business mentor KPMG, MSTU and Tertiary institutions QUT & Griffith University for accelerated learning opportunities for students and staff.

School Curriculum

We achieved improved learning by enhancing curriculum development, planning and implementation through –

- All Year 8 and 9 students participating in reading and enhancement through the Accelerate Literacy Program. 35% reached yr12 reading levels.
- Flexible class groupings to allow a differentiated programs of instruction in English, Science and Mathematics
- Enhancement of the use of ICT in all Maths classes including specialised Laptop Programs in Yr 8/9
- Extension activities - Establishment of a Maths club , chess club
- Individual case management of at risk students by the GO and monitoring at weekly Student Support Management Group meetings
- ID Attend monitoring of the attendance of all students
- Embedding of ATSI perspectives SOSE, ARTs and English curriculum areas
- Implementing a rigorous SET planning and review process for yr10 students
- Introduction of a QCE tracking process in the senior school to ensure students are successfully travelling their education and training pathways
- Focussed PD for teachers around the implementation of the Australian Curriculum and the use of the C2C resource in English, Science and Mathematics
- Specific whole staff and faculty based PD around - catering for diversity, literacy, exceptional learners, ESL
- Provision of specialised and targeted support for ESL and special needs students through the employment of Bi-lingual Teacher Aides and engagement of more than 40 community tutors
- Development of a reading program for at risk ESL students
- Reviewing course offerings in relation to students' needs, aspirations and abilities. Specific pathways have been strengthened or created in Business, Drama, Dance, Music, Accounting, Digital Media and Horticulture.
- Data analysis – facilitated by school leaders to enable conversations with a focus on improvement in classroom outcomes.
- PD for staff in better accessing, analysing and using of NAPLAN data.
- Leadership retreats to enable detailed analysis, reflection and planning for improvement.
- Faculty release days for ESL & Maths faculties for reflection, evaluation and setting of direction

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Teaching Practice

Our focus on quality teaching for the achievement of every student has been enhanced by -

- Further embedding the **TAPS** program (Teachers Accessing Peer Support) – establishing cross faculty learning circles (TAPS) with a focus on improvement in pedagogical practices
- Providing a toolkit for teachers to maximising the use of differentiated Higher Order Thinking Strategies in the classroom
- All staff having achieved ICT accreditation
- Assisting teaching staff to develop leadership and professional community roles. As well as having the greatest number of state school teachers on District QSA Subject Review Panels, staff have memberships with BSISA, Met DPs, SCIPS, District Sports, , professional subject associations
-

Principal Leadership and school capability

Instructional leadership with an unrelenting focus on improvement was achieved by –

- All members of the Yeronga Leadership Team (YLT) undergoing a 360 degree feedback process which identified leaders strengths, areas for improvement and plans for personal development (PDPs).
- Regular scheduled “CHATS” sessions with school leaders focusing on PDPs
- Professional reading via subscriptions to e-teaching e-learning e-leading (ACEL)
- Developing Leadership Density with a clear plan of shadow leadership where staff interested in developing leadership potential were partnered with existing leaders.

Additional emerging local school priorities

A number of school specific priorities were addressed by –

- Developing a plan for the introduction of yr7 into high school in 2015
- Maximising enrolment opportunities for local families through partnerships and promotion with local Primary Schools
- Establishing laptop hubs across the school for use by the whole school community.

Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2013 are -

- Core Priority - Reading
- Core Priority - Writing
- Core Priority - Numeracy
- Core Priority - Science
- Core Priority - Student retention
- Core Priority - Student attainment
- Core Priority - Student transition
- Core Priority - Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Australian Curriculum implementation
- Implementation of Student Laptop Program
- Consistent classroom pedagogical practices
- Teaching of ESL Learners
- Development of Staff ICT skills
- Facility Renewal and Development

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	579	288	291	92%
2011	595	308	287	90%
2012	596	303	293	90%

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

Characteristics of the student body:

In 2012, the student body consisted of individuals from over 50 different countries. While Australian born students made up the largest group, other groups included fee paying international and students for whom English is an additional language. The most easily identified characteristics of the student community are a strong desire to learn and belief in tolerance and harmony.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	17	20	20
Year 11 – Year 12	13	16	17

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	99	69	77
Long Suspensions - 6 to 20 days	6	10	4
Exclusions	4	1	3
Cancellations of Enrolment	5	4	9

Curriculum offerings

Our distinctive curriculum offerings included :

- *Pathways* curriculum featuring a course of study tailored to each individual student
- accelerated programs in QSA subjects allowing for early University entry
- combined school/TAFE / University courses in Accounting and Legal Studies
- foreign language studies in Arabic, Chinese, Vietnamese, German, Italian, French, Japanese and Russian
- TAFE and University early-entry through school negotiation
- a Senior Vocational Educational curriculum in Creative Arts, Creative Media, Horticulture, Hospitality, ICTs, Social and Community Studies, Physical Recreation Studies, Retail and Tourism.

Yeronga SHS aims to give all students the opportunity to achieve “**Quality Pathways to Success**”, with literacy, numeracy and ICT skills as the basis for all learning.

We are committed to providing multiple academic or vocational pathways tailored individually for all students.

Extra curricula activities

The school has a wide range of extra-curricular activities including:

- Interschool Sport Summer Season: baseball, basketball, cricket, softball, touch football, volleyball
- Sporting Carnivals: Swimming, Cross Country Running, Athletics
- Interschool Sport Winter Season: Australian rules football, basketball, netball, rugby union, soccer, tennis, volleyball
- Duke of Edinburgh awards
- Debating
- Drama
- Musical
- Interact group
- Leadership program
- Participation of a wide range of academic and cultural competitions
- Concert Band
- Strings Ensemble
- Music: Individual tuition in brass, percussion, strings, woodwind.
- Choir (Vocal FX)
- Tuition and Homework Club

How Information and Communication Technologies are used to assist learning

2012 saw the continuation of the 1-to-1 laptop program for Year 8 students. This increased the ratio of computers to students in the school to be 5:6.

Computers were fully integrated into all subject areas and were used as a means of knowledge and skill acquisition not as an object in themselves. While the school had 9 banks of computers or computer rooms, the usage of computers extended throughout the school with vast wireless coverage and designated pods allowing the use of computers in most classrooms for research, composition and creative purposes.

Wireless coverage extended throughout the entire school.

The school utilised computers for a range of specialist purposes including in Graphics (for Computer Assisted Design - CAD), Music (for compositions) and in Information Communications Technology for media

Our school at a glance

production. Research activities in all subject areas progressed through a heavy dependency in ICT. All students were given the opportunity to become proficient in the use of all facets of the Microsoft Office suite.

Social climate

Yeronga State High School is a comprehensive high school with a long tradition of academic, sporting and cultural achievement. A feature of our community is a very harmonious atmosphere where students from diverse backgrounds mix together in a climate of mutual support. In 2012, 97.4% of parents believed their child liked coming to school while 96.6% of students indicated they felt safe at school. This positive climate is a tribute to the planned opportunities for students to give to others, the weekly reinforcement of school values (harmony, quality and sustainability) and a teaching and support staff focused on the pastoral needs of students.

In 2012, students participated in a range of community service activities including the band playing at the local ANZAC Day Ceremony, volunteering for local and international charity organisations eg 40hr famine, Food Bank, Shave for a Cure and 1000 Cranes, and targeted fund-raising through the school INTERACT club and Student Council. The Student Council provided students with numerous opportunities to have a strong voice in school decision making.

The school's Responsible Behaviour Plan for Students emphasises a culture of respect and responsibility for each community member to create and maintain optimum conditions for learning. Students are expected to be actively engaged in the learning process and develop their abilities to the utmost. This is embodied in the schools 5P philosophy: Be Positive, Be Punctual, Be Prepared, Be Productive and Be Proud. Yeronga's students are genuinely proud of their school and its achievements; they wear the uniform with pride and behave positively toward others. An analysis of Semester 1 and 2 student reports for 2012 indicated this to be the case with 94.7% of students receiving satisfactory to excellent behaviour comments.

Yeronga's pastoral care program in 2012 featured a combined Year 8&9 camp to Kennilworth, induction program for yr8 students led by yr12 students, yr11 leadership program and camp to Bestbrook, active student council with representatives from each class and participation in the Duke of Edinburgh Award scheme.



Our school at a glance

Parent, student and staff satisfaction with the school

The satisfaction of community members was again a highlight for our school with parents, students and staff consistently rating the school in the 90% range which was well above state and like school means.

Parents expressed an average percentage of satisfaction of 91 with 97.4% of parents saying *their child liked being at this school* and 92% indicating *this is a good school*.

Students scored an average of 93.5% with 100% agreeing that *teachers expect them to do their best*, 96.6% *feeling safe at school* and 97.4% saying *their school looks for ways to improve*. Every student response scored above state and like-school means.

Staff responses were very positive scoring an overall 90.7% compared with 87.6% for like schools. Of note were staff morale, positive relationships and school operations which all scored in the 94% range.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	92.3%
this is a good school	91.7%
their child likes being at this school*	97.4%
their child feels safe at this school*	92.3%
their child's learning needs are being met at this school*	91.9%
their child is making good progress at this school*	89.5%
teachers at this school expect their child to do his or her best*	91.9%
teachers at this school provide their child with useful feedback about his or her school work*	94.7%
teachers at this school motivate their child to learn*	92.1%
they can talk to their child's teachers about their concerns*	91.9%
this school works with them to support their child's learning*	89.5%
this school takes parents' opinions seriously*	88.6%
student behaviour is well managed at this school*	89.5%
this school looks for ways to improve*	93.9%
this school is well maintained*	97.3%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.8%
they like being at their school*	92.4%

Our school at a glance

they feel safe at their school*	96.6%
their teachers motivate them to learn*	93.3%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	94.1%
teachers treat students fairly at their school*	89.8%
they can talk to their teachers about their concerns*	87.1%
their school takes students' opinions seriously*	90.6%
student behaviour is well managed at their school*	87.4%
their school looks for ways to improve*	97.4%
their school is well maintained*	94.9%
their school gives them opportunities to do interesting things*	94.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	88.2%
with the individual staff morale items	94.2%
effective school operations	93.7%
clear work roles and expectations	90.8%
positive working relationships	94.1%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Yeronga State High School welcomes parental involvement in a range of roles. The school's Parents' and Citizens' Association plays an important part in school decision-making. Parental volunteers are involved through-out the school from Tuckshop helpers to tutors in the ESL unit, to coaches and helpers with debating teams and Drama nights.

In 2012, more than 40 volunteers participated in the tutoring program with at least 20 more helping out after school with coaching, home-work club and P&C activities.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school's electricity usage had a modest increase from the previous year. This should be viewed in the context of growing computer numbers and increasing community usage of facilities. Community usage of the school's facilities grew by more than 25% with an approximate weekly total of 42hrs of after school use. On this basis, the modest increase from the previous year's power usage is indicative of a decrease in general consumption for 2012.

Water usage was considerably more than 2011. The combined effect of a rupture of the schools water main during a works excavation and the lifting of drought restrictions has seen an increase in water use.

The publication of the school newsletter via email continues to reduce paper usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	274,181	1,873
2010-2011	316,073	1,896
2011-2012	320,180	3,277

Our staff profile

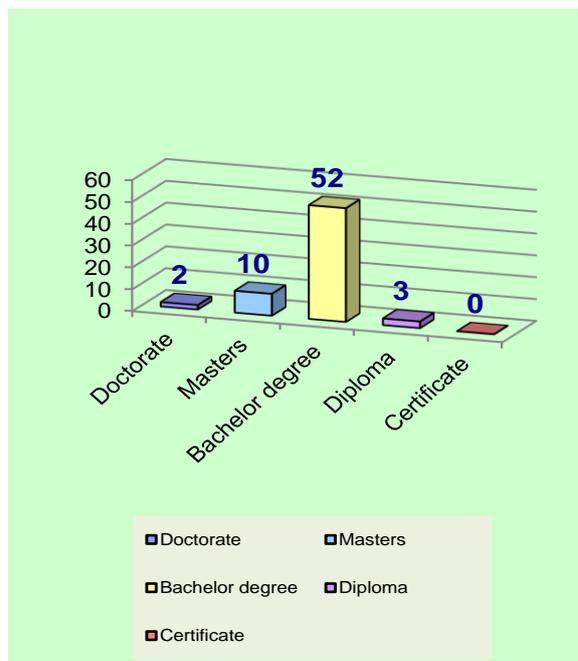
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	67	42	<5
Full-time equivalents	61.7	29.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	10
Bachelor degree	52
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was more than \$45 000. The school invested heavily in professional development to ensure that our expert teaching team is maintained and

The major professional development initiatives are as follows:

ACARA initiatives

- ONESCHOOL timetabling and curriculum planning

Our staff profile

- Numeracy and Literacy mentoring
- Exceptional Learners Programs
- Level 1 ICT Certificate
- ESL in the Mainstream
- Faculty planning days

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	96.6%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.7% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	88%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

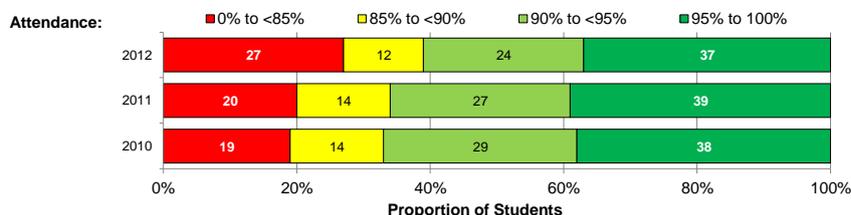
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	NA	92%	91%	92%	90%	90%						
2011	NA	94%	88%	91%	91%	89%						
2012	NA	93%	90%	90%	85%	86%						

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 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.

Form rolls are marked daily while teachers mark their class rolls electronically every lesson using the IDAttend program. Form teachers follow up reasons for daily absence with students while a member of the administrative staff makes contact with parents for prolonged unexplained absences. Student absences are recorded on all report cards and every absence requires a note for authentication. Year co-ordinators and Deputy Principals closely monitor student absences each day.

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/>.

Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector Government
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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Achievement – Closing the Gap

Yeronga State High School has fewer than 10 students who identify as ATSI. While attendance for 4 of these students is below what is expected, improvement in results is at an equal level to other students. Retention is also similar. ATSI students also accessed a number of specific career and cultural opportunities throughout the year.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	93%	83%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	98	108	113
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	28	29	10
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	16	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	102	106
Number of students awarded an Australian Qualification Framework Certificate II or above.	72	75	80
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88	99	104
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.	46%	72%	100%
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.	98%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	93%	99%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	4	4	5	12	3
2011	6	6	9	5	3
2012	3	3	4	0	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	30	63	25

Performance of our students

2011	93	68	21
2012	87	78	18

As at 2 May 2013. The above values exclude VISA students.

In 2012, Certificates were awarded in the following areas.

Certificate I	Certificate II	Certificate III or above
Business	Business	Accounting
Hospitality	Creative Industries (Media)	Accounts Administration
Information Technology	Hospitality	
Visual Arts & Contemporary Craft	Information, Digital Media & Technology	
	Information Technology	
	Retail	
	Tourism	
	Visual Arts & Contemporary Craft	

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

Early school leavers were predominantly from year 11. All students who were at risk of disengaging from learning were monitored by SSMG, a group consisting of year level coordinators, guidance staff and deputy principals. Consequently, some students were referred to other school support staff including Cultural Liaison staff, School Based Youth Health Nurse and Youth Support Workers. Some students were referred to outside welfare, health and career agencies. All students who left were assisted in transitioning to other avenues of learning or work. In this regard a majority of students left to undertake studies at TAFE while a significant group accessed courses provided by Career Employment Australia an organisation that works with youth to develop pre-requisite work skills and articulate with career opportunities.