



## Babinda State School

# ANNUAL REPORT 2016

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Babinda P-12 State School encourages excellence, applauds achievement and celebrates diversity. Our school is nestled amongst award winning gardens and is surrounded by the lush green mountains of Babinda. We proudly boast an almost 100% success rate providing students with a real life pathway post schooling – learning, training and employment and our school counts amidst its past students some notable national and international business and professional success stories.

Central to our school's distinctive identity and offerings is that we are absolutely committed to ensuring our students achieve their highest academic potential. Through regular performance checks, explicit and direct instruction and tuition investments as part of our performance pact. We guarantee our student's learning isn't being left to chance.

Babinda P-12 State School is committed to the seamless transition of students from prep to year 12 with:

- A nurturing environment in the early years from Prep through primary school where safety, health and caring strengthen teacher, student and parent relationships and a strong focus is placed on providing a solid foundation of literacy and numeracy fundamentals as well as higher order thinking skills and technology use.
- A supportive early secondary school setting where the values of integrity, diligence, compassion and respect are forged through varied curriculum opportunities. We know that students in this phase experience an unmatched period of cognitive, physical, social and emotional change and this is supported through strong staff relationships, goal setting and by engaging students in authentic and meaningful learning.
- A flexible and innovative senior program which offers a wide variety of high quality pathways to post schooling success for students. Our learning options are enriched by providing students with the opportunity to study both a rigorous academic program or vocational and trade options via face to face learning, virtual learning or through external TAFE providers. Many of our students also access early entry programs into university and school based apprenticeship and traineeships.

Finally, we are proud to be a quality public education provider; the cornerstone of our success is the superiority of the teaching and learning provided by our dedicated staff, something that we always continue to strive to improve. We see the greatest asset of our school as the strength of the relationships fused between our staff, the students, our parents and the community, a partnership that allows us to personalise learning for every student. In the words of one of our senior students "At Babinda unlike other schools, students have a name...they're not just a number to the teachers." Babinda P-12 State School - Quality Teaching and Learning, Quality Behaviour, Quality Relationships, Quality Outcomes.

## Principal's Foreword

### Introduction

This report highlights the continuing high standard of performance from Babinda P-12's staff and students, which is reflected by the levels of support offered by parents and the community. This annual school report contains information for parents and our

community on the achievements of the school over the past 12 months. It includes information from the National Assessment Program in Literacy and Numeracy (NAPLAN) for years 3,5,7 and 9, School Opinion Survey data and other school based data.

## School Progress towards its goals in 2016

2016 has been another great year full of success for our students and our school. Some of the significant successes and opportunities from the year are:

- **Parent Partnerships** - Again this year as parents, students and staff we have worked productively together to ensure that every student is receiving personalised attention to reach their personal academic best. This is critical for our school so that we can ensure that when each of our students leave at the end of grade 12, be it this year or in the coming years that they will leave fully prepared with **real choices and a real life pathway to employment**.
- **Senior Student Results** - Once again 100% of year 12 students achieved the coveted Queensland Certificate of Education. This certificate is an industry recognised accreditation that validates a student having achieved well in a rigorous course load of study and is an important achievement for any graduating student. 100% of students who received an OP achieved between 1 and 15, this guarantees students entry to university. 100% of students again received their first or second preference for university placement with QTAC.
- **Quadrennial School Review** - 2016 signified the end of our school's 4 year strategic plan and the beginning of a new era. At this juncture every school across the state is provided a full teaching and learning review, to help support their plans for the next 4 years. Owing to our continued success, our school was offered the highest performing level of review. Education Queensland only offers this opportunity to the top 10% of schools across the state, a great recognition for our school. The school review utilised experienced external consultants to benchmark our school against the National School improvement tool. The review accredited our school as high or outstanding across all domains of schooling.
- **Vibrant school curriculum** - Finally as a school we have further focussed on maintaining, enhancing and expanding our curricular and extra-curricular offerings, with extra subjects, extra classes, extra activities and extra support. We have worked hard to provide students with the kind of educational service that gives them a very strong foundation in both literacy and numeracy but that also, with the support of parents, helps them to become good academic students, good sportsmen and women, good leaders, artists, musicians, good active and community minded citizens and therefore ultimately great well rounded people. I am pleased to say that in these areas we have set high goals for the year and we have achieved them.

## Future Outlook

By working together our community has established a great platform of innovation and performance at our school. In the coming years we will use this platform to better prepare our students for the future and we will continue to focus on ensuring that our children's choices aren't limited by location. We will maintain our focus on transforming our school with the support of our community and our wider networks into a place that best prepares our kids for the digital economy and 21<sup>st</sup> century careers. The plans we are putting in place will ensure that they are ready and capable to meet the challenges that will face them in the future - a future where new digital and entrepreneurial skills such as design, coding and robotics, as well as the critical and creative thinking skills students absolutely need are delivered through subjects such as our Digital Entrepreneur Program and other exciting new learning opportunities that are planned to begin at our school in 2017.

With regard to our vision for 2017 we will also have a focus on promoting the continual improvement of our school through three priorities.

1. **Reliability** - we will focus on improving our systems and staff capacity to a level that delivers the highest impact teaching, so that we can continue to guarantee that student learning and life pathways aren't being left to chance.
2. **Performance – (Lifting Expectations)** – lifting expectations through continual timely increases in targets and standards with a view to moving benchmark & standards to 2 year levels above year level.
3. **Innovation** – Proven practice sharing and collaboration are used to enhance school-wide practice. This stage also focuses on strengthening the school's market position and value adding to the school's broader opportunities – priorities are driven by community values and stakeholder input.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No (Yes in 2017)
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	227	111	116	63	85%
<b>2015*</b>	252	119	133	76	91%
<b>2016</b>	275	128	147	67	89%

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 2016, 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

### Overview

Babinda P-12 State School is a single campus P-12 school situated in the township of Babinda, approximately 60 km south of Cairns. It is located within the Cairns Coastal District and is the largest member of the cluster of schools which includes McDonnell Creek, Bellenden Ker, Miriwinni and Bartle Frere. Many students live locally and others travel some distance to attend our school. The student body is a diverse group with a range of social, cultural and economic backgrounds. Aboriginal and Torres Strait Islander students make up approximately 30% of students.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	11	11	23
Year 4 – Year 7	9	13	26
Year 8 – Year 10	15	17	19
Year 11 – Year 12	11	13	16

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

From Prep to year 9 all students are offered the opportunity in addition to the core subject areas to study Physical education, Music, LOTE – Japanese and our unique distinctive school program – The Digital Entrepreneur Program. Through years 11 and 12 students can select from a wide selection of face to face subjects or a vast array of on-line subjects offered through our Electronic Learning Centre (ELC). Our online subject choices supplement the many face to face senior subjects offered by



Babinda P-12 SS including various face to face OP/Ranking subject choices. Vocational Education, School Based Apprenticeships and Early Entry to University are also further options available.

### Co-curricular Activities

- Public Speaking
- Robotics
- Active After School Sport
- Volleyball
- Basketball
- Tennis
- Camps
- School Leaders – Leadership Camps
- ANZAC Day
- Harvest Festival
- School socials
- Lions Youth of the Year
- Choir
- Instrumental Music
- Sports days with other P-7 and 8-12 schools

### How Information and Communication Technologies are used to Assist Learning

Babinda uses technology to maximise student outcomes through convenient, just-in-time delivery of instructional content and learning experiences which best match learner needs; strategies to meet this include the wide variety of learning technologies, from CD-ROMs, computer-based instruction, videoconferencing and virtual educational networks to more traditional strategies.

Additionally:

- All P-12 English, Maths and Science classrooms have interactive whiteboards
- A wide range of digital hardware for curriculum use (e.g. digital microscopes, video cameras, digital cameras, 3d printers)
- Introduced XO laptops so that every prep child has access to their own purpose built early years laptop
- iPads are used across primary and senior secondary students have access to take home laptops
- We have delivered to staff various other professional development sessions related to current technology innovations

## Social Climate

### Overview

At Babinda P-12 State School we implement a research-validated school-wide positive behaviour support process. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of acknowledgement for doing so through our many reward programs. Through these programs we are focussed on maintaining our very high standards of behaviour and very low incidents of misbehaviour. Different programs of rewards and encouragement as well as discipline and ongoing support measures are used throughout the school to best meet the needs of the students.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	86%	96%	86%
this is a good school (S2035)	92%	95%	86%
their child likes being at this school* (S2001)	100%	91%	86%
their child feels safe at this school* (S2002)	93%	96%	100%
their child's learning needs are being met at this school* (S2003)	86%	91%	93%
their child is making good progress at this school* (S2004)	86%	91%	93%
teachers at this school expect their child to do his or her best* (S2005)	86%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	91%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
teachers at this school motivate their child to learn* (S2007)	86%	91%	93%
teachers at this school treat students fairly* (S2008)	93%	91%	79%
they can talk to their child's teachers about their concerns* (S2009)	93%	96%	92%
this school works with them to support their child's learning* (S2010)	86%	91%	86%
this school takes parents' opinions seriously* (S2011)	86%	91%	79%
student behaviour is well managed at this school* (S2012)	86%	95%	86%
this school looks for ways to improve* (S2013)	86%	100%	86%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	94%
they like being at their school* (S2036)	100%	92%	82%
they feel safe at their school* (S2037)	100%	92%	94%
their teachers motivate them to learn* (S2038)	100%	97%	91%
their teachers expect them to do their best* (S2039)	100%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	100%	95%	93%
teachers treat students fairly at their school* (S2041)	95%	86%	85%
they can talk to their teachers about their concerns* (S2042)	90%	85%	79%
their school takes students' opinions seriously* (S2043)	93%	84%	86%
student behaviour is well managed at their school* (S2044)	88%	82%	79%
their school looks for ways to improve* (S2045)	100%	95%	93%
their school is well maintained* (S2046)	100%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	95%	86%	82%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	97%	87%
they feel that their school is a safe place in which to work (S2070)	91%	94%	87%
they receive useful feedback about their work at their school (S2071)	78%	84%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	80%	93%
students are encouraged to do their best at their school (S2072)	96%	94%	87%
students are treated fairly at their school (S2073)	96%	90%	78%
student behaviour is well managed at their school (S2074)	87%	80%	70%
staff are well supported at their school (S2075)	87%	87%	74%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
their school takes staff opinions seriously (S2076)	83%	77%	78%
their school looks for ways to improve (S2077)	91%	93%	91%
their school is well maintained (S2078)	87%	93%	82%
their school gives them opportunities to do interesting things (S2079)	78%	87%	83%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Babinda P-12 State School has a core belief that parents are partners in education and that without their help we can't succeed. With that in mind, the school is continuing to invest in and be involved in a range of projects that engage parents in schooling. A school welfare worker is also employed to be a support service for families. The school will also continue to promote many and varied cultural, sporting, educational and social activities to further strengthen our school community.

One of the best ways parents have been involved and ensured that their child succeeds was to take an active role at Parent Teacher interviews. These are held every semester or upon request at any time.

Strategies used to involve parents in their child's education also include: open door policies in all classrooms, regular schedules of parent teacher information evenings and P&C meetings.

As a staff we are very conscious that school can be quite a daunting place for some parents due to their own educational experiences, as well as significant issues with cultural and language barriers. We endeavour to ensure that there is a mix between active and passive participation, and to involve indigenous staff in linking those indigenous parents who may be reluctant to engage because of language or cultural differences. The strongest activity at the school to engage parents in their child's schooling is through our performance pact which is a signed agreement between parents and the school.

## Respectful relationships programs

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

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	14	14	37
Long Suspensions – 6 to 20 days	0	1	1
Exclusions	1	1	0
Cancellations of Enrolment	2	0	0

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

The Primary School's "Energy Committee" actively advocates sustainable practices. The areas of concern for the school concern wasteful practices with regards to the use of air-conditioning and Lighting as well as reducing, recycling and reusing waste.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	152,959	1,405
2014-2015	161,511	2,575
2015-2016	233,368	2,003

## ENVIRONMENTAL FOOTPRINT INDICATORS

Years

Electricity  
kWh

Water  
kL

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website 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 states '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.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	29	21	<5
Full-time Equivalents	26	13	<5

### Qualification of all teachers



TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	7
Bachelor degree	17
Diploma	2
Certificate	0

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 16,317.21

The major professional development initiatives are as follows:

- Collaborating to lead policy development: School-wide Positive Behaviour Support, Writing, technology, 21s century learning
- Student Protection, Code of Conduct and other mandatory training modules
- Internal mentoring (sharing or skills and knowledge): pedagogy for diverse learners, SWPBS
- Procedures and processes – Babinda Way
- Explicit Teaching – Workshops, Coaching – Observation and Feedback
- Professional reading and networking through professional associations.
- Growth Coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	84%	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 student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

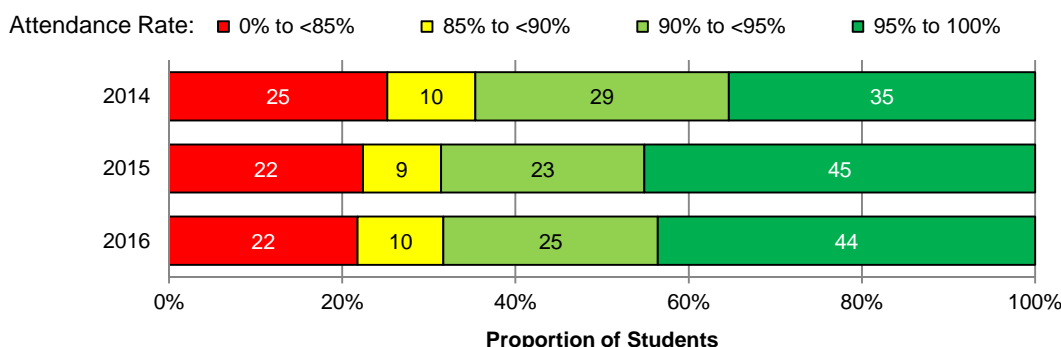
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	89%	89%	91%	89%	89%	90%	89%	91%	89%	86%	88%
2015	90%	91%	92%	90%	92%	95%	92%	92%	89%	91%	90%	87%	87%
2016	91%	92%	92%	93%	94%	93%	95%	93%	92%	90%	91%	85%	88%

\*Attendance rates effectively count 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.

Absences are recorded and followed up. Daily notification systems automatically inform parents/ caregivers of unexplained absence. The process is consistent and effective. Further, we monitor student non-attendance and patterns of non-attendance by analysing attendance data and investigating the relationships to factors such as day of the week, class/subject/year level, timetable and gender/cultural groups. In addition, through the School-wide Positive Behaviour Support process we aim to develop a positive school culture that ensures a safe and supportive school environment and the development of positive home-school relationships. If the previous strategies are ineffective, we collaborate with other agencies so that we can implement appropriate strategies/support mechanisms. This includes liaising with Queensland Police, business community including local shops, youth groups and facilities.

## NAPLAN

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.



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SEARCH

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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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Number of students receiving a Senior Statement	19	17	27	
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0	
Number of students receiving an Overall Position (OP)	7	7	12	
Percentage of Indigenous students receiving an Overall Position (OP)	0%	20%	20%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	1	1	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	14	10	16	
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	10	15	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	19	16	27	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	80%	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.	100%	86%	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.	100%	94%	100%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%	

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	3	3	1	0	0
2015	0	3	3	1	0
2016	2	4	6	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	8	6	8
2015	2	7	3
2016	1	12	7

As at 3rd February 2017. The above values exclude VISA students.

In addition to a range of online certificates and low volume courses, the school offers certificate courses in automotive engineering through TAFE and a sport and recreation through Binnacle training.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	105%	89%	88%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	63%	71%	

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.babindass.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leaver's information

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

Babinda P-12 State School has very few early leavers. In the past 12-months, those who have left have had employment on exit or were connected to support agencies such as VPG.