



Earnshaw State College

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

Postal address	PO Box 242 Banyo 4014
Phone	(07) 3621 7333
Fax	(07) 3621 7300
Email	principal@earnshawsc.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

School overview

Earnshaw State College is a P-12 Independent Public School located in Banyo amid a vibrant and growing community in Brisbane's northeast. Earnshaw's location and seamless P-12 approach to schooling allows us to deliver unique and exciting learning opportunities for all students.

At Earnshaw, our curriculum engages all learners, enabling them to enjoy their schooling in a safe and inclusive environment. Our focus is on excellence in teaching and learning, and our college staff is highly professional with a strong commitment to the success and wellbeing of every student. We know and value all of our students as individuals, and take great pride in the strong and caring relationships we foster with our learners.

As a P-12 college, students are able to benefit from a seamless approach to curriculum, teaching, learning and personal development throughout their education. We actively foster a culture of high expectations, developing students to become motivated, enterprising young people who strive for personal success in their studies and who embody the college values of diligence, integrity, courage and empathy.

Earnshaw State College offers student-centred learning in its delivery of the Australian Curriculum, providing strong foundations in the early years and building academic skill and rigor in the upper primary and secondary years. In the Junior School, we give priority to building skills for learning and success, with a particular focus on the explicit and systematic teaching of reading, the cornerstone of later academic achievement. Our Year 6 students benefit from our structured secondary transition program, which provides regular access to specialist secondary staff and facilities, enabling them to embark on their secondary education journey with confidence and enthusiasm. Our senior students have opportunities to engage in university study while completing Years 11 and 12, and students also have access to a wide range of certificate and diploma courses.

In our unique environment, we develop twenty-first century skills through: a dedicated STEM learning centre with specialist staff focusing on digital technology, coding and robotics, virtual reality and 3D printing for students of all ages. A vibrant extra-curricular culture, providing enrichment opportunities through, technology competitions, business and ICAS competitions, interschool debating, choir, band, dance and a number of clubs including drama club, book club, writing club, skipping and triathlon clubs.

At Earnshaw State College, we nurture our students to be engaged and motivated to learn in a healthy, happy college culture that achieves results and builds confidence and skills for the future.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	694	728	736
Girls	322	329	348
Boys	372	399	388
Indigenous	55	56	55
Enrolment continuity (Feb. – Nov.)	92%	93%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	22	23	25
Year 4 – Year 6	25	26	25
Year 7 – Year 10	19	20	19
Year 11 – Year 12	15	14	14

Note:

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

Curriculum implementation

Our Prep to year 12 curriculum is innovative, future oriented and focused on engaging and inspiring our students to achieve their best. Our pedagogical framework derives from an explicit teaching model, utilising the gradual release of responsibility. In this research-based model, the responsibility for task completion shifts gradually over time from the teacher to the student.

Our teaching and learning programs align to the Australian National Curriculum. Each term, teachers engage in collaborative planning activities to ensure our differentiated curriculum meets the needs of individual students. Teachers provide learning experiences that challenge students to do their very best.

Prep

Prior to beginning Prep, all prospective students are invited to attend our transition days. These days ensure that students become familiar with their new surroundings, meet and begin to develop relationships with our staff and begin to form new friends with other beginning students. In addition to transition days, students have opportunities to participate in a range of celebrations including our Easter Hat Parade, Under 8s Day and Learning Week.

In their first year of school, students learn through interactions with others; experimentation; practice; and play in the classroom and school community. Priority is given to literacy and numeracy development, as these are the foundations upon which further learning is built. Classrooms are supported with teacher aides.

Learning in a classroom and belonging to a school community are key to the first year at school. At Earnshaw, our Prep students enjoy a separate learning area within the college, complete with its own playground and facilities.

On entry to Prep, every student is recognised as a capable and individual learner. Through active and dynamic environments, Prep students learn to solve problems, to communicate and to build creative thinking skills.

Teachers build from each student's diverse prior experience, teaching in ways known to engage young learners and to best support their learning and development. They assess, monitor and respond to each student's learning. This is critical in the early years, when student learning and development of social, physical and cognitive skills occur at such a rapid rate.

Junior School: Year 1 to Year 6

In years, 1 and 2 priority is given to the important areas of literacy and numeracy development. English and Mathematics are the core subjects for this; however, literacy and numeracy are within all subjects. By the end of year 2, students have a stronger understanding of themselves and their connection with the wider community. Year 2 students have the opportunity to begin violin lessons, provided by a specialist teacher.

In years 3 and 4, students become more independent. English and Mathematics continue to be a priority. The curriculum further builds the essential knowledge and skills in literacy, consolidating 'learning to read and write'. Students from year 4 have the opportunity to participate in the school laptop program.

In year 5, students continue to develop independent learning. The development of information and communication technology skills increases across the curriculum at this level. Students in year 5 engage in subjects such as Japanese, Music, Health and Physical Education with specialist teachers.

In year 6, we recognise the developmental needs of early adolescents and support transition from primary to secondary education by offering students in year 6 ongoing opportunities to experience a wider range of subjects provided by specialist teachers in specialist facilities and resources.

Junior Secondary: Year 7 to Year 9

In our unique P – 12 environment, we aim to engage our students in a rich seamless curriculum providing an environment for teacher-facilitated and student-centred learning where students will continue their development of the core curriculum areas: English; Mathematics; Science; Humanities; Languages other than English; Health and Physical Education.

During year 7, students engage in all learning areas and during years 8 and 9, increasingly select subjects that fulfil their individual learning goals in preparation for their senior years of schooling.

Students also choose elective subjects from:

The Arts: Music, Drama, Dance and Visual Art

Technology: Graphics, Digital Design, Industrial and Food Technology.

Senior Secondary: Year 10 to Year 12

Earnshaw State College provides a range of high quality academic and vocational study options. Flexible opportunities are provided for students to ensure they have every opportunity to attain the Queensland Certificate of Education (QCE) and secure a pathway into university, TAFE, an apprenticeship or traineeship or other Certificate or Diploma courses.

In Year 10, students study a range of subjects from the Australian National Curriculum including English, Mathematics, Science, Health and Physical Education, Geography and History. Different subjects are offered each semester to enable students to sample various options to enable informed choices about their final subject selection for Years 11 and 12.

In Years 11 and 12, each student chooses a flexible learning pathway to match their Student Education and Training Plan goals. These pathways provide for successful learning outcomes through the study of general and applied subjects; Vocational Education and Training Certificates; TAFE studies; first year university subjects, and traineeships or apprenticeships.

From Prep to Year 12, our education program encourages all students to participate in activities such as swimming, cross country, and athletics, as well as a variety of recreational and interschool sports. Japanese language and Music are taught across the college, from Prep, enabling students to engage in specialist lessons including opportunities to join bands and choirs.

Extra-curricular activities

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

Clubs	Activities	Academies
Book Club	Dance	Baseball Academy
Chess Club	Lego Engineering Skills	Drama Academy
Language Clubs- Mandarin and Spanish	Yarning Circle	Golf Academy
	Choir	

Maths Club	Instrumental Music (woodwind, brass and percussion) Band from Year 4 Academic competitions Interschool Sport Competitions	
Robotics Club		
Homework Club		
Debating Club		
Skipping Club		
Triathlon Club		

Throughout the year, our students also have access to a range of events. These include:

- Celebration events such as Under Eights Week, Book Week, Christmas Carols Concert
- Whole college cultural events: ANZAC Ceremony, NAIDOC Week, Harmony Day
- Sporting events, including the Swimming Carnival, Cross Country and Athletics Carnival

How information and communication technologies are used to assist learning

At Earnshaw State College information and communication technologies (ICTs) are embedded in our curriculum. ICTs allow students control over their learning and are utilised for differentiation of student learning, especially through virtual classrooms and other eLearning tools.

The increasing use of ICTs is expanding the learning of students outside the four walls of the classroom to connect to the outside world.

In Prep to year 3, iPads are utilised within the classroom. In years 4 – 12, students are able to participate in the school laptop program by bringing their own device (BYOD) or participating in a school leased device scheme.

The College has also developed Earnshaw Learning Online (ELO), a virtual platform for teachers and students. ELO can be accessed by students from home and enables teachers to post work online, deliver feedback and offer support. ELO also supports the use of Blackboard Collaborate, an online virtual classroom used by teachers.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website. Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	89%	93%	81%
• this is a good school (S2035)	90%	91%	77%
• their child likes being at this school* (S2001)	90%	88%	93%
• their child feels safe at this school* (S2002)	90%	86%	84%
• their child's learning needs are being met at this school* (S2003)	85%	90%	82%
• their child is making good progress at this school* (S2004)	87%	88%	83%
• teachers at this school expect their child to do his or her best* (S2005)	94%	99%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	91%	78%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school motivate their child to learn* (S2007)	90%	86%	80%
• teachers at this school treat students fairly* (S2008)	89%	78%	83%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	91%
• this school works with them to support their child's learning* (S2010)	87%	92%	82%
• this school takes parents' opinions seriously* (S2011)	79%	78%	71%
• student behaviour is well managed at this school* (S2012)	75%	70%	69%
• this school looks for ways to improve* (S2013)	84%	84%	79%
• this school is well maintained* (S2014)	92%	90%	87%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	93%	87%	91%
• they like being at their school* (S2036)	92%	82%	84%
• they feel safe at their school* (S2037)	93%	85%	85%
• their teachers motivate them to learn* (S2038)	93%	85%	91%
• their teachers expect them to do their best* (S2039)	96%	93%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	88%
• teachers treat students fairly at their school* (S2041)	87%	77%	85%
• they can talk to their teachers about their concerns* (S2042)	82%	74%	76%
• their school takes students' opinions seriously* (S2043)	85%	72%	65%
• student behaviour is well managed at their school* (S2044)	81%	64%	68%
• their school looks for ways to improve* (S2045)	93%	88%	87%
• their school is well maintained* (S2046)	92%	80%	82%
• their school gives them opportunities to do interesting things* (S2047)	88%	90%	86%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	97%	92%
• they feel that their school is a safe place in which to work (S2070)	95%	93%	96%
• they receive useful feedback about their work at their school (S2071)	89%	90%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	92%
• students are encouraged to do their best at their school (S2072)	100%	93%	92%
• students are treated fairly at their school (S2073)	97%	84%	92%

Percentage of school staff who agree# that:	2017	2018	2019
• student behaviour is well managed at their school (S2074)	86%	72%	76%
• staff are well supported at their school (S2075)	83%	88%	83%
• their school takes staff opinions seriously (S2076)	89%	88%	78%
• their school looks for ways to improve (S2077)	97%	95%	97%
• their school is well maintained (S2078)	92%	81%	85%
• their school gives them opportunities to do interesting things (S2079)	90%	90%	95%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.

Earnshaw State College is committed to increasing and improving the quality of communication between the College and parents. This communication takes many forms, both informal and formal. College newsletters are published fortnightly and a weekly snapshot is sent home, detailing weekly information.

Parent/Teacher interviews are offered twice a year following the issuing of reports. These meetings between parents and their child's teachers prove very effective in establishing a meaningful relationship.

Parents are also involved in the key transition points in the College, notably with Prep transitions and information sessions, Year 6 into year 7 information sessions and Year 10 into Year 11 through the School Education and Training Plan process as well as subject selection evenings.

Parents are invited to College events and to celebrate student success at assemblies. These events include our awards nights, graduation, leadership investiture and sporting days. A significant number of parents support student learning through volunteer work in classrooms, school excursions, and special event days

Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	40	85	157
Long suspensions – 11 to 20 days	4	1	3
Exclusions	4	4	2
Cancellations of enrolment	0	0	2

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	309,409	375,941	410,028
Water (kL)	1607		

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb', three dropdown menus labeled 'School sector', 'School type', and 'State', and a magnifying glass search icon.

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

The screenshot shows a rectangular button with the text 'View School Profile' in a light blue font.

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

The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in a darker blue), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	68	44	<5
Full-time equivalents	62	29	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	89%	84%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	95%	93%	91%
Year 1	94%	92%	91%
Year 2	94%	94%	93%
Year 3	93%	94%	93%
Year 4	93%	92%	93%
Year 5	93%	90%	92%
Year 6	93%	93%	91%

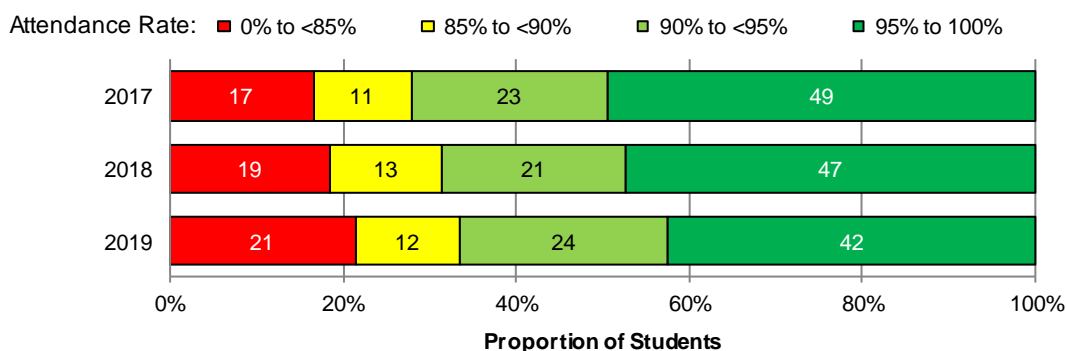
Year level	2017	2018	2019
Year 7	91%	92%	91%
Year 8	88%	87%	88%
Year 9	91%	84%	85%
Year 10	86%	90%	80%
Year 11	89%	87%	90%
Year 12	86%	87%	86%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

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



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



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

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

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

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

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	43	55	25
Number of students awarded a QCIA	6	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	37	55	25
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	15	21	10
Percentage of Indigenous students who received an OP	50%	0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	42	55	25
Number of students awarded a VET Certificate II or above	33	55	25
Number of students who were completing/continuing a SbAT	9	6	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	87%	86%	80%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	95%	95%	100%

Notes:

- The values above:
 - are as at 05 February 2020
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	3	4	1
6-10	4	8	5
11-15	6	6	2
16-20	2	3	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	33	39	22
Certificate II	32	55	25
Certificate III or above	1	5	5

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	70%	89%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	67%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://earnshawsc.eq.edu.au>.