

Capalaba State College

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to our School Annual Report for the 2015 academic year. The School Annual Report provides parents, students and members of the College community with information about our achievements over the past year and describes our performance in a range of priority areas and the outcomes we have achieved.

The School Annual Report also describes features of our College and provides information on progress towards our planned goals and our aspirations for the future.

Our Vision statement: To be the College of choice in the Redlands commenced in 2015. An extensive consultation process took place engaging, staff, students, parents and community members to develop our strategic plan, vision, purpose, values and expectations.

When reading this report it is also important to reflect on the purpose of the College: To engage students through a focused learning climate to achieve academic success. Our purpose will engender a strong sense of self-worth in our students enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation.

2015 was my second year at the College and allowed me to build on our positive start in 2014. I am very proud of our improvements in academic achievement and the collaborative approach staff take towards planning and assessing. I have felt very welcomed into the College community and have appreciated the support of parents, staff and students. I am very pleased to present this report to the Capalaba State College community and I look forward to the exciting challenges the 2016 school year holds for us as we continue to live, love, learn and leave a legacy.

School progress towards its goals in 2015

Capalaba State College experienced a very productive and successful school year in 2015 with significant progress achieved in implementing the key strategic objectives detailed in the 2015 Annual Implementation Plan.

A snapshot of key strategic goals achieved in 2015 include: -

Continued learning in the Australian Curriculum areas of Maths, English and Science from Prep to Year 10 with comprehensive school based planning documentation developed and delivered digitally ensuring consistent, high quality curriculum underpins all teaching and learning experiences across the College.

Strong focus on academic achievement with 87% of students achieving a C or better and 16 % achieving an A across the College. This has also been reflected in improvements in NAPLAN and 100% of seniors receiving a QCE.

Expert teachers recognized through the NeITA and College of Teachers awards.

The continuation of reading targets for all year levels, Prep – 10 and the implementation of a range of high yield strategies to enhance student performance in reading from prep to Junior Secondary.

The establishment of strong community partnership, particularly with Shed 27.

A renewed focus on the School Wide Positive Behaviour Support program with focus on developing, in consultation with students, appropriate reward systems for students who continually meet college expectations.

Growing success with School based traineeships and Apprenticeships.

Overall 2015 was a very successful and very positive year for the College. Our year 12 students who graduated in 2015 provided outstanding results in a range of key performance measures including 100% of students receiving a Queensland Certificate of Education or Queensland Certificate of Individual Achievement and 80% of eligible students receiving an OP 1-15.

Our success, begins with the belief that excellence comes when every student achieves their very best. This success starts with a solid foundation in our Prep classes and builds from our Junior Campus through Junior Secondary and finally in the Senior phase – This continuity of learning and tracking of growth as students transition through the phases of schooling is the true value of Prep to 12 education.

Future outlook

Our learning agenda for the future will see us continue to work through our new Strategic Plan with a spot light on Reading, Higher Order Thinking and IT. We have only just begun the power of work that will see us as the College of Choice in the Redlands. We know the importance of the fundamentals and will maintaining a strong focus on Literacy and Numeracy along with exploring opportunities that will position our students ready for the future.

We will continue to enhance our eLearning platforms to further personalise student learning and to extend high achieving students.

We will continue to build a high level of expertise in our College and in the wider College community in the teaching of reading, particularly in the early years, and recognize and support the notion of parents as the first teachers of reading. This will connect with our early learning focus working with partner Early Learning Centers.

It is our ambition to deliver sustainable extra-curricular programs of excellence in Sport, the Arts, technology and Literacy to complement the vast array of highly successful curricular and extra-curricular activities which currently exist at the College.

In the Senior phase of learning we will prepare for the introduction of a Health Academy in 2017, the only facility of its kind in the Redlands to provide student with foundational qualifications and learning experiences that will allow them to move seamlessly into the health profession.

Our SAT have grown over the last 2 years and we will continue to strive to improve pathways for our students through improved access to school based apprenticeships and traineeships, Vocational Education and Training options and improving opportunities for further tertiary study.

We will continue to ensure that Capalaba remains a great place to be a learner by continuing to implement the Positive Behaviour for Learning process and renewing our wellbeing programs. The dress code for the College and the way students present themselves will continue to be a priority.

The future outlook for Capalaba State College is a very positive and exciting one with so many wonderful initiatives occurring across the entire College.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	914	438	476	61	89%
2014	878	424	454	67	90%
2015	859	411	448	67	90%

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

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

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

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

Characteristics of the student body:

Capalaba State College has a dynamic student body that is supportive and inclusive. The College has 8% of students who identify as Indigenous and 1% who identify as coming from a language background other than English. Strong friendships form in the student body as they enjoy a complete education from Prep to Year 12.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	21	18
Year 4 – Year 7 Primary	26	24	23
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	17	17	15

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	244	271	190
Long Suspensions - 6 to 20 days	27	4	4
Exclusions	5	9	13

Cancellations of Enrolment	7	6	5
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

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

Curriculum delivery

Our approach to curriculum delivery

Capalaba State College offers the Australian Curriculum in English, Mathematics, Science and History from P -10 and continues to offer the Queensland Curriculum, Assessment and Reporting Framework in the Key Learning Areas of Health and PE, The Arts, Technology, and Languages whilst the remainder of the Australian Curriculum is being developed. Also offered in the Senior School (10 -12) are Queensland Studies Authority and Authority Registered subjects, which support academic and vocational pathways.

The Junior Campus (Prep-Year 6) features distinctive curriculum offerings in the following areas:

The Beginning Early Literacy Program for Prep children. Managed by our Speech Pathologist this program focuses on ensuring that our children have the best possible start to their learning through the development of pre-literacy and oral language skills; and

The Early Literacy Program provides early intervention for children in Years 1 and 2 with a focus on learning metalanguage and phonics. Specialist literacy teacher-aides have been trained to work in classrooms with children and their teachers in the morning literacy block sessions.

All classrooms focus on Reading and use high yield strategies to ensure reading success.

The Middle School (Year 7- Year 9) offers:

A unique middle phase curriculum designed to prepare students for the Senior phase of learning;

Experienced Middle Phase teachers equipped with the skills to encourage and engage adolescents with learning and achieving; and intervention and support programs.

The Senior School (Year 10- Year 12) offers distinctive curriculum programs in:

The Arts - Dance, Drama, Music, Media and Visual arts;

Careers Australia partnership programs; and

The Futures Program - one day a week where students access work placement, apprenticeship/traineeship, university and TAFE links, a tutorial program, Queensland Core Skills Test practice sessions and home and school study.

Extra curricula activities

The Arts:

Dance classes, drama performances, media and technical crew development, Dance Eisteddfods, Concert and Big Bands, jazz festival, choirs and art exhibitions.

Sporting:

Volleyball, Soccer, Rugby League, Rugby Union, Tennis and a wide range of seasonal competitive sports

Cultural pursuits:

Chess Club, Book Club, Computer Club, Debating, College Socials, organised lunch time activities, Peer Mediation, Public Speaking.

Leadership:

Student Leadership Camps, Student Management Team activities, Interact, student leadership conventions

Competitions:

Mathematics, Science, Technology, English, Spelling, and a range of Humanities competitions.

How Information and Communication Technologies are used to improve learning

At Capalaba State College we see technology as a compliment to our work and learning. Students are encouraged to bring their own device (primarily ipad) to school to assist with their learning.

More than 130 students from years 4 – 12 participated in the College's BYOD and teaching staff have engaged in professional development activities to enhance their skills to be able to provide high quality eLearning experiences for their students.

Additionally, all P-3 classroom have a class set of ipads to assist with classroom learning activities. Junior classrooms have interactive TVs to allow for group learning across all subject areas.

Teachers also access the Curriculum into the Classroom materials as a compliment to unit preparation and classroom lesson delivery.

College wide subscriptions to learning sites such as Mathletics and Reading eggs further provide opportunities for students to self-pace through learning or learning extension activities.

A number of teachers have also commenced trailing the notion of the flipped classroom whereby students are involved with prepared learning tutorials at home and then confirming, consolidating and extending this learning in the classroom.

Social Climate

Capalaba has a very supportive school environment which caters for the full range of students. The policy of inclusion with wisdom for all students in classrooms, sporting and cultural activities is a strong feature of the College. The Responsible Behaviour Plan is supported by well-structured and consistent processes for classroom and playground participation.

To support students in achieving success, the You Can Do It program is taught across P – 9. Students learn the keys to success through weekly lessons from the You Can Do It Program. These keys – Organisation, Confidence, Persistence, Getting Along and Resilience – provide students with explicit knowledge and ways of thinking to support them on their journey through life.

Pastoral care programs are delivered through form groups and the Futures program in Year 11 & 12. Capalaba State College also offers a Chaplaincy service to students for three days a week.

The College has developed, through our participation in the Positive Behaviour for Learning Program, five core expectations for all students:

Be Responsible – In my life and learning I make good choices;

Be Respectful – In my life and learning I am considerate and tolerant of others;

Be Safe – In my life and learning I recognise the importance of the health and wellbeing of myself and others;

Be Positive – In my life and learning I approach challenges with courage and persistence; and

Be a Learner – In my life and learning I seek opportunities to learn and improve.

The College also has implemented an extensive Action Against Bullying strategy to support students and their families to combat bullying in all of its forms. Explicit lessons are taught to combat bullying in the Junior and Middle Schools College.

We are very pleased with the high levels of confidence that the students have in the College and this result reinforces that our strong focus on student discipline and support, action against bullying and social and emotional development are having a great impact in terms of ensuring a positive, safe and respectful learning environment. This is also reflected in our School Opinion Survey results where our students feel safe and acknowledge that behaviour is well managed.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	89%	94%
this is a good school (S2035)	92%	89%	94%
their child likes being at this school (S2001)	93%	95%	94%
their child feels safe at this school (S2002)	86%	95%	89%
their child's learning needs are being met at this school (S2003)	93%	84%	89%
their child is making good progress at this school (S2004)	93%	89%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	95%	89%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	86%	95%	89%
teachers at this school motivate their child to learn (S2007)	86%	89%	89%
teachers at this school treat students fairly (S2008)	86%	79%	83%
they can talk to their child's teachers about their concerns (S2009)	92%	100%	94%
this school works with them to support their child's learning (S2010)	100%	89%	94%
this school takes parents' opinions seriously (S2011)	85%	74%	81%
student behaviour is well managed at this school (S2012)	79%	67%	72%
this school looks for ways to improve (S2013)	92%	84%	83%
this school is well maintained (S2014)	100%	79%	78%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	84%	93%
they like being at their school (S2036)	94%	80%	88%
they feel safe at their school (S2037)	92%	88%	91%
their teachers motivate them to learn (S2038)	95%	83%	92%
their teachers expect them to do their best (S2039)	100%	91%	97%
their teachers provide them with useful feedback about their school work (S2040)	93%	83%	91%
teachers treat students fairly at their school (S2041)	87%	73%	85%
they can talk to their teachers about their concerns (S2042)	86%	70%	78%
their school takes students' opinions seriously (S2043)	91%	73%	84%
student behaviour is well managed at their school (S2044)	87%	64%	75%
their school looks for ways to improve (S2045)	99%	91%	93%
their school is well maintained (S2046)	94%	78%	86%
their school gives them opportunities to do interesting things (S2047)	94%	91%	94%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	96%	94%
they feel that their school is a safe place in which to work (S2070)	89%	96%	94%
they receive useful feedback about their work at their school (S2071)	76%	83%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	87%	77%
students are encouraged to do their best at their school (S2072)	91%	94%	96%
students are treated fairly at their school (S2073)	93%	96%	91%
student behaviour is well managed at their school (S2074)	67%	83%	72%
staff are well supported at their school (S2075)	74%	87%	82%
their school takes staff opinions seriously (S2076)	78%	89%	88%
their school looks for ways to improve (S2077)	90%	96%	98%
their school is well maintained (S2078)	76%	93%	84%
their school gives them opportunities to do interesting things (S2079)	75%	89%	80%

'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

Parents are welcomed and encouraged to become involved in their child's education wherever possible. Involvement in your child's education at Capalaba State College can take many forms; assisting in classrooms, excursions, being a member of a wide range of College support groups or committees such as the P&C, swimming club, Dance or helping out on sports days, the tuck-shop or other College events.

The P&C meets monthly and assists with College strategic planning, policy formulation and fundraising activities. Parent teacher interviews are conducted each semester and all parents are invited to meet with their child's teacher/s to ensure they are well informed about how their child is progressing with their studies and other aspects of school life.

The College newsletter is available by hard copy or by email on a monthly basis and helps to keep families connected to College happenings and events and also helps us to celebrate special achievements publicly. The College also connects with the community via facebook and twitter to celebrate student and staff success.

Reducing the school's environmental footprint

The College has replaced all lighting with LED lights and installed new fans and electronic devices. This has had a positive impact on electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	432,498	7,385
2013-2014	453,002	7,940
2014-2015	399,413	5,758

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

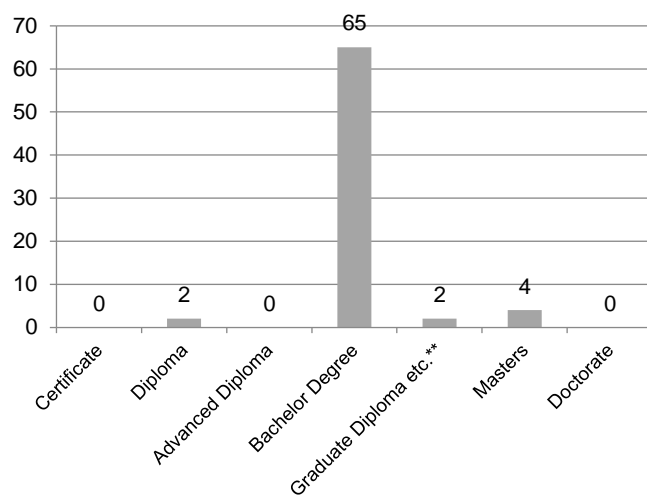
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	81	52	<5
Full-time equivalents	73	37	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.**	2
Masters	4
Doctorate	0
Total	73



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$24 673.90 .

The major professional development initiatives are as follows:

Workshops – Behaviour management, Early Years Patrons, Drama

Conference – QCAA, Leadership, Maths mastery

Mentoring – beginning teachers, reading

Twilight programs – Higher Order Thinking, OneSchool, pedagogy

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

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

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

Find a school

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	87%

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

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	92%	94%	92%	93%	92%	94%	91%	92%	80%	84%	83%	85%
2014	92%	93%	92%	94%	93%	92%	91%	94%	88%	89%	80%	84%	89%

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

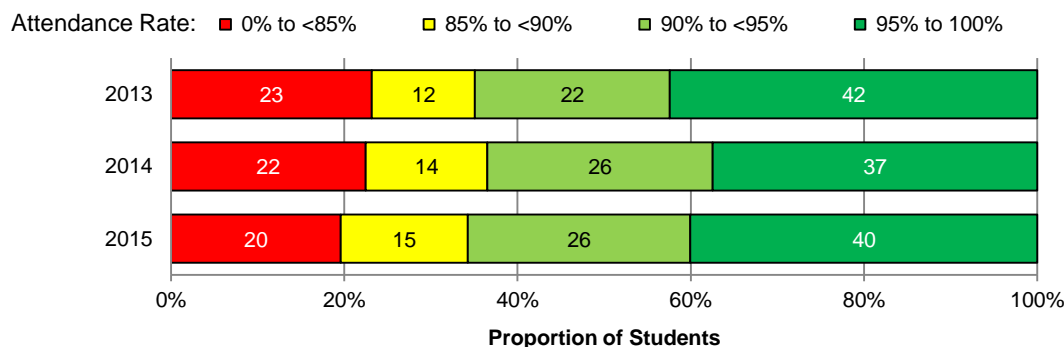
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	90%	93%	91%	93%	93%	92%	92%	91%	88%	89%	85%	90%

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

On Junior Campus (Prep-Year 6) attendance rolls are marked electronically twice daily, at the commencement of school and after the lunch break. Parents of students who are absent from school are required to provide a reason for the student absence. If students are absent for more than three consecutive days, the parent is contacted by the school to obtain a reason for their absence. Details of any unexplained absences are sent to parents by mail with request for explanation. Parents of students with high level absenteeism are invited to meet with an administrator to discuss strategies for improvement. If the high level of absenteeism continues, the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

On the Senior Campus, roll marking is conducted daily during form class by the form teacher and subject class roll marking also occurs every lesson by the class teacher. Senior Campus teachers also use an electronic roll marking system.

Parents are advised by text message by the end of period 1 if their child is absent without explanation. Students with unexplained class absences are called to the office the following morning to meet with a Deputy Principal to account for their reported absence.

If a student is absent without explanation for two consecutive days an absence letter is sent to parents.

The Deputy Principals monitor extended absences to determine if absences warrant the enforcement of the Compulsory School and Compulsory Participation provisions.

If truancy continues the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

Students are acknowledged and reward each term for high attendance.
Our student body has responded positively to our high attendance expectations.

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

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

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

Find a school

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	73%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	60%	71%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	80	80	80
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	4
Number of students receiving an Overall Position (OP)	22	19	24
Percentage of Indigenous students receiving an Overall Position (OP)	0%	33%	20%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	13	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	76	80	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	72	79	78
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	76	79	75
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	60%
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.	64%	89%	79%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	78%	100%	92%

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

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	3	2	9	7	1
2014	2	6	9	2	0
2015	5	7	7	5	0

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

Vocational Educational Training qualification (VET)

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

Years	Certificate I	Certificate II	Certificate III or above
2013	51	69	13
2014	43	78	14
2015	27	78	13

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

During 2015, students had the opportunity to engage in a variety of VET qualifications. The College offered courses in Furnishing, Business, Hospitality and Work Place Practices. Additionally, students could enrol in TAFE courses through the partnership program. Furthermore, students also has the opportunity to complete qualifications through a School Based Apprentishp or Traineeship.

Post-school destination information

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

Early school leavers information

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

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

Students who leave the College early (generally in the Senior Years of schooling) usually exit the College to participate in another eligible option for example fulltime employment or vocational education and training which may involve a course, apprenticeship or traineeship under the VETE Act. Any other early leavers do so under an approved exemption from the compulsory schooling or compulsory participation phase of learning and are monitored on a term by term basis from the South East Regional Office.