

Mossman State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Mossman State High School is in Far North Queensland approximately 80 km north of Cairns and is the only high school in the Douglas Cluster of Schools. Students attending our school reside in the Mossman, Port Douglas, Miallo, Wonga, Daintree, Cape Tribulation and Julatten areas.

Our vision is 'Every student is challenged and inspired to achieve academic, cultural, sporting and vocational success while making a positive contribution as an active member of the community.'

As the only high school in the area, we strive to offer a broad curriculum to cater for the diverse needs of our student group. Our curriculum includes a wide range of academic and vocational courses and is reviewed annually to reflect the changing needs of our school community.

All members of our school community are expected to uphold our values of being safe, being respectful and being a learner.

We have a Student Support Services Team that reviews support processes and programs across our school with a focus on student wellbeing and access to learning opportunities.

The breadth and depth of our curriculum provides all students with engaging and challenging learning experiences. We afford all students the opportunity to develop the knowledge, skills and attitudes to successfully transition to further study, training and the workforce and to actively contribute to society.

Principal's Foreward

Introduction

This Annual Report provides a snapshot of the progress achieved by Mossman State High School over the last 12 months.

Our vision "Every student is challenged and inspired to achieve academic, cultural, sporting and vocational success while making a positive contribution as an active member of the community" is supported by our commitment to continuous improvement across the Junior and Senior phases of learning.

We aim to ensure every student experiences success. We place a high level of importance on attendance and engagement in a curriculum that provides students with the knowledge, skills and attitudes to participate effectively in our school community and beyond.

The Junior Secondary Schooling Years (Year 7 to Year 9) are seen as a crucial period to ensure the focus on learning is maintained. Systems and structures have been developed to support a strong Junior Secondary School identity and philosophy.

Students in the Senior Secondary School (Year 10 to Year 12) are able to choose individual pathways to successfully complete courses that lead to a range of tertiary fields, vocational education and training and direct employment.

We are proud of our student achievements in academic, cultural, sporting and vocational pursuits and we look to build on these for future cohorts of students.

School Progress towards its goals in 2016

Our school priorities as identified in the Annual Implementation Plan focused on:

- Developing teaching capability
- Improving attendance rates for all students
- Enhancing positive behaviour for learning.

Achievements within these priority areas are:

- **Developing teaching capability**

Our school focused on building teachers' understanding of pedagogical skills, the Australian Curriculum, differentiation and enhanced literacy and numeracy skills.

- **Improving attendance rates for all students**

Junior Secondary and Senior Secondary Student Services Teams implemented strategies to raise student attendance rates. This included recognising and rewarding students who attend greater than 95%, as well as the appointment of individual case managers for students who need support to engage in learning opportunities.

- **Enhancing positive behaviour for learning.**

A Positive Behaviour for Learning Committee was re-established to undertake a review of the Responsible Behaviour Plan for Students and to implement new systems and strategies. A new Student Behaviour Expectation Matrix and Behaviour & Action Matrix were developed for implementation in 2017.

Future Outlook

The Mossman State High School Strategic Plan 2015 – 2019 prioritises the improvement agenda for our school. This allows us to develop very sharply focused priorities to keep our school moving forward as a high performing school.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	575	276	299	93	91%
2015*	620	298	322	106	91%
2016	644	311	333	94	92%

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

The student body reflects the diversity of the Douglas area. Students attending our school come from Mossman, Port Douglas, Daintree, Alexandra Bay, Miallo, Rocky Point, Wonga Beach, Cooya Beach, Newell Beach, Julatten and Mount Molloy communities. These communities have diverse socio-economic, ethnic and cultural backgrounds and this blend of diversity provides our students with an excellent preparation for life in a multi-cultural global society.

Approximately 15% of our students identify themselves as being indigenous and 7% have English as a second language. The Kuku Yalanji people are the traditional owners of the land on which our school stands. Indigenous cultural activities are an important part of our school and local community.

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			
Year 4 – Year 7			
Year 8 – Year 10	22	21	21
Year 11 – Year 12	15	17	18

*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

Junior Secondary School

The Junior School (Year 7, 8 & 9) offers Queensland Curriculum & Assessment Authority subjects with all students having access to the Australian National Curriculum, supported by the Queensland C2C resources.

Core curriculum offerings in Junior Secondary School –

- (a) Mathematics
- (b) English
- (c) Humanities & Social Sciences
- (d) Science
- (e) Health & Physical Education
- (f) LOTE - Japanese

Distinctive curriculum offerings in Junior Secondary School –

- Year 7 students undertake one elective each term in specialist facilities
- Year 8 students undertake two electives each term in specialist facilities.
- Year 9 students undertake two electives for the year.

Senior Secondary School

Year 10 is the transition year to the senior phase of learning.

- A total of 20 subjects were offered to Year 10 students in 2016.
- Year 10 subjects offered allow students to prepare for their Year 11 and Year 12 studies.
- A total of 37 subjects were offered to Year 11 and Year 12 students in 2016.
- Year 10, 11 & 12 students have the opportunity to access School Based Apprenticeships and Traineeships when they become available.
- Year 11 & 12 students are able to undertake a range of academic subjects that enable entry into university.
- Year 10, 11 & 12 students are able to undertake a range of Certificate I, II and III Courses in vocational training.

Co-curricular Activities

- Leukaemia Foundation Youth Committee
- Instrumental Music Program
 - Concert Band

- Brass Ensemble
- Flute Ensemble
- Jazz Band
- Percussion Ensemble
- Sax Ensemble
- String Ensemble
- The Cowboys Challenge (Rugby League)
- Queensland AFL 9-A-Side Competition
- TCN (Trinity Coast North) Sports competing in various sports
- Peninsula Sporting Competitions in various sports
- North Queensland Athletics Carnival for Students with a Disability
- Interschool Equestrian Competitions
- Careers Workshops
- Public Speaking – Rostrum, Lions Youth of the Year
- Indigenous Leadership Conference
- Music Camp
- Cairns & District Junior Eisteddfod – the school entered several sections and students competed individually
- State Honours Band in Cairns & Brisbane
- Year 8 Camp to Cooktown & Laura
- Year 11 Canberra Trip
- Visiting International students
- Service Learning activities - Relay for Life, World's Greatest Shave
- Work Experience
- Student Councils – Junior Secondary and Senior Secondary
- Chess Club
- Academic competitions

How Information and Communication Technologies are used to Assist Learning

Our school has implemented a range of strategies to enable Information and Communication Technologies (ICTs) to be used to improve learning. These include:

- Integrated ICTs across the curriculum.
- Additional computer laboratories.
- Classroom sets of laptop computers
- Year 10, 11 & 12 student laptop computer program.
- Virtual classroom for students enrolled in School of Distance Education subjects.
- Support staff to ensure students have access to ICTs.
- A Head of Department and Network Coordinator oversee the provision of computers and related facilities along with professional development opportunities for staff.
- Electronic roll marking system.

Social Climate

Overview

Our school pastoral care programs to support students, staff and parents are based on our three core values – Be Safe, Be Respectful, Be a Learner.

Students are supported by their Form Teachers, Classroom Teachers, Year Coordinators, HOD Junior School and HOD Senior School.

The Student Support Services Team (Guidance Officer, Social Worker, Psychologist, Youth Worker, School Based Youth Health Nurse, Chaplain and Community Education Counsellor) provide a more specialized level of support.

The HODs, Deputy Principals and Principal also have the support of students, staff and parents as their first priority.

Visitors to our school always comment on the supportive feeling they have when they are at our school. They see our school as a very happy, caring place where they feel welcome and where our students and staff show respect for each other. These visitors include employers, advisory teachers, community representatives, Full School Review team and guest presenters from various organisations across the state. These individuals visit many schools across the State so their observations provide excellent feedback for us regarding the social climate of our school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	85%	90%
this is a good school (S2035)	88%	88%	91%
their child likes being at this school* (S2001)	85%	90%	89%
their child feels safe at this school* (S2002)	88%	90%	87%
their child's learning needs are being met at this school* (S2003)	86%	86%	84%
their child is making good progress at this school* (S2004)	89%	88%	90%
teachers at this school expect their child to do his or her best* (S2005)	93%	94%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	83%	82%
teachers at this school motivate their child to learn* (S2007)	85%	87%	83%
teachers at this school treat students fairly* (S2008)	78%	87%	75%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	92%
this school works with them to support their child's learning* (S2010)	84%	87%	81%
this school takes parents' opinions seriously* (S2011)	81%	83%	80%
student behaviour is well managed at this school* (S2012)	75%	72%	72%
this school looks for ways to improve* (S2013)	90%	90%	88%
this school is well maintained* (S2014)	90%	88%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	88%	84%
they like being at their school* (S2036)	92%	80%	78%
they feel safe at their school* (S2037)	97%	85%	85%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	95%	85%	81%
their teachers expect them to do their best* (S2039)	98%	95%	90%
their teachers provide them with useful feedback about their school work* (S2040)	91%	83%	83%
teachers treat students fairly at their school* (S2041)	80%	61%	60%
they can talk to their teachers about their concerns* (S2042)	80%	65%	62%
their school takes students' opinions seriously* (S2043)	81%	66%	65%
student behaviour is well managed at their school* (S2044)	75%	46%	59%
their school looks for ways to improve* (S2045)	92%	82%	80%
their school is well maintained* (S2046)	91%	74%	77%
their school gives them opportunities to do interesting things* (S2047)	90%	77%	75%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	96%	88%
they feel that their school is a safe place in which to work (S2070)	96%	96%	92%
they receive useful feedback about their work at their school (S2071)	91%	90%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	75%	67%
students are encouraged to do their best at their school (S2072)	98%	93%	92%
students are treated fairly at their school (S2073)	85%	91%	85%
student behaviour is well managed at their school (S2074)	70%	67%	61%
staff are well supported at their school (S2075)	79%	79%	69%
their school takes staff opinions seriously (S2076)	60%	80%	67%
their school looks for ways to improve (S2077)	93%	94%	83%
their school is well maintained (S2078)	78%	88%	88%
their school gives them opportunities to do interesting things (S2079)	91%	89%	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.

Parent and community engagement

There are many opportunities for Mossman State High School parents and carers to participate in their child's education. They are invited to:

- Parent/Teacher Interviews in Semester 1 & Semester 2
- Year 7 Parent Evening in Term 1
- Pathways Evening Term 1
- Year 10 Subject Information Evening for Year 11 subjects in Term 3

- Year 6 Parent Evening in Term 3
- Parent Workshops/Information Evenings
- Parents & Citizens Association Meetings
- Open invitation for parents to contact staff members at any time
- Special ceremonies and celebrations
- Special performance such as Drama Productions, Artistic Impressions
- Sporting events

Regular communication is provided through:

- Regular reports and updates at monthly P&C Meetings
- Schools newsletters – also available on the school website.
- School Facebook
- Email
- Postcards home.
- School LED Sign.
- Letters to parents – [including “Club 95”, Achievement/Behaviour/Effort]
- Interim Reports Term 1 & Term 3.
- Semester Reports.

Respectful relationships programs

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

Form teachers, Year Co-ordinators and members of the Student Support Services Team and the Positive Behaviour for Learning (PB4L) Team ensure the well-being of students is a priority.

Programs include:

- MATE (Mentors in Violence Prevention)
- SHINE & STRENGTH Programs – delivered by School Chaplain
- Drumbeat
- STYMIE – anonymous reports of bullying and harassment
- Rock & Water
- ‘Values’ address at assemblies
- Extra-curricular lunchtime activities
- HPE Curriculum – embedded units on Relationships
- School Nurse – class visits on Anti-bullying & Sexual Harassment

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	141	145	202
Long Suspensions – 6 to 20 days	10	6	7
Exclusions	2	2	1
Cancellations of Enrolment	0	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

Our school has implemented the following projects to support the reduction of our environmental footprint.

- Irrigation system using bore water for our ovals
- Energy saving light bulbs installed
- Air conditioning policy of non-use during Term 2 and Term 3.
- Recycling program for all paper and card board

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	352,316	2,484
2014-2015	375,142	43,960
2015-2016	370,109	1,820

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

Sector:

Government

Non-government

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	59	39	8
Full-time Equivalent	55	30	7

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	9
Graduate Diploma etc.**	15
Bachelor degree	30
Diploma	2
Certificate	

*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 \$21,109.

The major professional development initiatives were in the following areas:

- ASDAN
- Beginning Teachers
- Essential Classroom Management Skills
- Explicit Teaching
- First Aid Training
- Gifted Education
- Literacy & Numeracy
- MATE (Mentors in Violence Prevention)
- More Support for Students with Disabilities
- Non-Violent Crisis Intervention
- OneSchool Workshops
- Queensland Studies Authority Subject Area Workshops, Panel Training, Queensland Certificate of Education and Queensland Certificate of Individual Achievement
- Specialist curriculum areas
- Vocational Education & Training
- Wellbeing/Mental Health
- Working with Students with ASD
- Workplace Health & Safety

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.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 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).	86%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	69%	74%	72%

*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 Secondary schools was 90%.

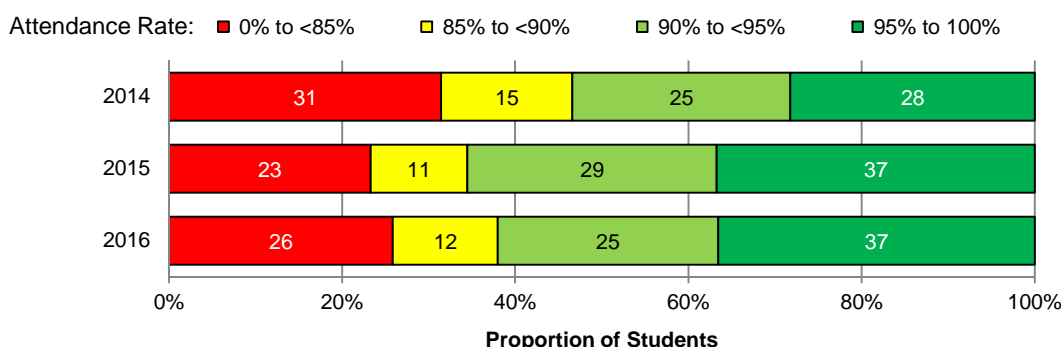
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	83%	86%	83%	85%
2015								89%	91%	90%	87%	89%	88%
2016								92%	88%	90%	88%	85%	87%

*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.

The following strategies are used:

- An electronic roll marking system (ID Attend) provides daily data on school attendance.
- Student attendance is monitored on a daily basis.
- Unexplained absences are followed up each day.
- Attendance data is published each week.
- A rewards program (Club 95) is in place for acknowledging good attendance.
- Students with a pattern of poor attendance are case managed by a care team.

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.

Find a school

Sector:

Government

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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 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	76	75	97
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	43	37	44
Percentage of Indigenous students receiving an Overall Position (OP)	0%	22%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	7	15

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	62	51	70
Number of students awarded an Australian Qualification Framework Certificate II or above.	55	48	70
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64	68	89
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	79%
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.	86%	76%	52%
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.	99%	99%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	91%	90%

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	6	11	20	4	2
2015	6	8	14	7	2
2016	1	14	8	17	4

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	26	48	10
2015	10	29	27
2016	0	63	14

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

The following VET qualifications were completed by our students.

- Certificate II in Visual Arts
- Certificate II in Tourism
- Certificate III in Fitness
- Certificate II in Hairdressing
- Certificate II in Aircraft Line Maintenance
- Certificate II in Light Automotive
- Certificate II in Engineering Pathways

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.	68%	68%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	33%	52%	64%

* 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.mossmanshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

The parents/carers of all students leaving our school are asked to complete documentation which indicates their reason for doing so. This includes transferring to another Queensland School, transferring Interstate and leaving school.

A number of our students leave before completing Year 12 as they are successful in gaining full time apprenticeships, traineeships or employment through our school-based apprenticeship/traineeship program and our work experience program.