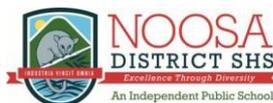


# Noosa District State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

This annual report contains student and staff outcome data for the 2015 school year.

Noosa District State High School is a student-centred learning community, which fosters care and compassion. We aspire to be aware of others and their cultures, accept diversity within a democratic society, and acknowledge and enjoy the rights and privileges of Australian Citizenship. These aspirations are reflected in the three core values which underpin the school philosophy:

- **Be Responsible:** be accountable for your own actions, resolve differences in constructive, non-aggressive and peaceful ways, contribute to society and to civic life, take care of the environment.
- **Be Respectful:** treat self and others with consideration and regard, respect another person's point of view.
- **Be an Active Learner:** seek to accomplish individual excellence, reach worthy and admirable goals through participation in academic, community and sporting pursuits.

Our strength lies in our vibrant multi-campus educational community. The campuses at Cooroy and Pomona enable all of our students to engage in a broad range of educational experiences in the pursuit of "Excellence through Diversity". We are also blessed with a very highly qualified, talented and resourceful teaching staff, who work together to develop valuable and interesting learning opportunities for our students.

In the Junior Secondary phase, our students study a course including English, Mathematics, Science, SOSE, LOTE (Japanese and French), Technology (Industrial Skills, Life Technology, Business, Agriculture), The Arts (Visual Art, Dance, Drama, Music) and Health & Physical Education.

Students and parents are invited to nominate themed core classes that suit the particular student strengths and needs

*Summit classes* – academic focus with an emphasis on extension activities designed to deepen understanding

*Cultural classes* – opportunity for "arts" oriented students to group, and for teaching to emphasise a pedagogy designed around performance and creativity – students can choose more elective subjects in "the Arts".

*General classes* – all round courses that emphasise consolidation of strong basic numeracy and literacy, with a broad range of experiences and electives offered

*Focus classes* – an overt emphasis on ensuring basic skills are taught and learned well, whilst delivering electives in a more concrete and directed way

In the Senior Phase students are able to launch from this platform into diverse academic and vocational pathways. Senior students are also further encouraged through a range of programs and initiatives to develop high ideals and a sense of community service.

We are a school that "cares" with a rich Special Education program catering for a large number of students with disability. Other students with particular needs are also supported to achieve their full potential and gifted students are encouraged to extend themselves.

We offer a rich variety of support programs designed to facilitate teamwork and encourage individual development of all students, including work placement, work experience, structured work place learning, personal development courses, Duke of Edinburgh program at Bronze, Silver and Gold level and other Life Coaching courses to suit student needs.

Our school has forged close alliances with youth support agencies such as United Synergies to enable our 'at risk' students to follow alternate pathways to active and informed citizenship. Our Chaplain, School Based Youth Health Nurse, Year Level

coordinators and Youth Coordinator also play significant roles in the delivery of proactive programmes addressing individual needs.

We also have a whole school program called “Planning for Excellence” that engages every student in setting personal improvement targets at the end of each reporting period. This report outlines our 2015 progress towards individual excellence for every learner.

### School progress towards its goals in 2015

In 2013, the school celebrated our Golden Jubilee – 50 years of quality education to the communities we serve, from Noosa to the Hinterland.

In 2014, the final approval was given for the major school reorganisation across our two campuses, with all year 7 and 8 students to be enrolled at the Pomona campus from the start of 2015, and all students in years 9 to 12 to attend the Cooroy campus. This led to a whole year of planning for facilities to be built and amended at Pomona, staffing reorganisations, staff recruitment to cope with a whole new year level, planning for the total reorganisation of bus travel and very many other managerial challenges to ensure a smooth start to 2015.

The year began with a new Flying Start building (J block), enhancements to other teaching areas and many new support structures for students, new parents and staff. With all year 8 and 9 students progressing from Pomona campus to Cooroy campus at the end of 2014, all year 7 and 8 students at the Pomona campus in 2015 were new to Noosa District – hence the feel of a “new school” at Pomona, which was rebadged the “Junior Secondary Campus”.

Not only were all students at the Junior Secondary campus new, so too were many of the teachers as the enrolment total grew significantly from 98 in 2014 to over 350 in 2015. Leadership positions were also reorganised across the whole school, with a new Band 9 Principal “Head of Campus” position, deputy Principal and three curriculum Head of Department positions created at Pomona. Cooroy campus continued with a Band 11 Principal position, three deputy Principals and 10 further Head of Department positions.

The school expanded its Bring Your Own device laptop program to include all year 7 and 8 students in 2015, whilst remaining an option (preferred) for students in other year levels at the Cooroy campus. The school thus continued its journey towards the goal of full BYO device by the end of 2016, phasing out school owned computers for student use completely.

Noosa District SHS was a trial BYOx school for the whole state, hosting over 40 visiting schools during 2015 coming to see how we had managed this transition.

eLearning was further supported as a preferred pedagogical approach by providing further focussed professional development of teachers to increase their understanding and engagement with the new paradigm of teaching that enhances 21st Century fluencies in our students, across the whole school for every student. Our Moodle learning management system “Virtual Library” was made available to all students and parents, with many new courses added to this media rich environment.

Our “School Council”, as part of our Independent Public School governance structures, continued to meet in 2015, with deeper understanding of our school, and hence more informed debate and discussion of key growth strategies.

We continued to support our programs of excellence in Aviation and Aerospace, F1 in Schools and Subs in Schools engineering programs, Hospitality, Certificate 3 in Live Production, Farming, Cattle Showing, Sport (basketball, touch football, volleyball and soccer in particular), Australian Business Week, VINCIT week, Marine Education, Duke of Edinburgh, Kokoda challenge, etc.

We continued for a third year our successful Junior Summit program – working with local feeder primary schools to identify gifted students in years 5-6 to join a range of programs offered by our teachers to stretch their understanding in such fields as Science Agriculture, Digital Design and Multimedia, Performing Arts, Aerospace, F1 in Schools and Marine Science and thus providing opportunities for academically able students to experience our school, staff and facilities whilst still at Primary school.

Overall, 2015 will be remembered as a year of change, where big decisions affecting the lives of many staff, students and community families planned in 2014 were enacted. New teaching teams were formed, and a range of new cultures were envisioned and established at both campuses. Year 9 students at Cooroy campus were now the youngest members of the campus, and had exclusive access to a purpose driven Junior Secondary area of the campus. The year further demonstrated the ability of Noosa District SHS staff and leaders who are continually changing and adapting to offer quality, contemporary learning experiences for all our students.

Following is a more detailed report on achievements against our 2015 Annual Implementation Plan.

- Literacy –
  - Coach 0.5 at Pomona campus to work with English subject teachers
  - Teacher employed at Cooroy to free key senior teachers to coach other English teachers
  - “PEEL” whole school paragraph writing alignment, as first of whole school overt strategies
- Attendance –
  - Curriculum appeal enhanced – 4WD program, design, extra curricular activities
  - Overt focus on attendance patterns, high fliers, causes – regular discussion with student year level groups, data driven
  - Know your clients focus continued – wider use and understanding of “classroom dashboard” data by teachers
- Numeracy –
  - Wide use of diagnostic junior class testing, informing warm up activities to target known needs
  - Strengthening parent access to curriculum hence garnering more home support and understanding/engagement
  - Investing for Success funds used to employ teachers to free up coaches

- Attainment –
  - Targetted conversations with “at risk” students each reporting cycle, all year levels
  - HOD/Principal/Line managing DP conversations around subject area data each term
- Community/communication-
  - QParent trial school – achieved nearly 20% sign up by mid year
  - New school electronic signs were installed by June 2015
  - Facebook focus expanded – competitions, strategies of engagement and sharing
  - Enterprise education endeavours continued, eg ABW, NOscars
  - Employed a trial community partnership/liaison officer, to systemize sponsorship and input into school life
- Curriculum –
  - Review of “Preferred Learning Style” streaming effectiveness and authenticity concluded with QUT
  - Introduced ACARA HPE curriculum
- Workforce
  - Annual Performance Review –all teachers met with line managers and filed plans by June 2015
- Supporting teaching
  - BYOD model of technology for students strengthened and supported
  - Virtual Library portals, content, awareness and use targeted overtly, with support for teachers, and peer leadership
- Student voice, leadership and involvement –
  - Expanded opportunities for student engagement and involvement in school decision making
  - Senior student leader led assemblies were introduced at Cooroy campus
  - An effective student council was established at each campus
  - Work to refresh the school “House” structure was undertaken – reduce to four houses, student leadership focus, wider than sport context, etc.

### Future outlook

During term 3, 2015, the school underwent a School Improvement Review. This led to the formulation of our current 2016-19 four year School Strategic Plan – this identifies our core target areas for refinement and improvement, which have been characterized against four organisers – Quality teaching, Successful learners, Literacy/numeracy and Partnerships/local decision making.

Please see the link on our school website for the full plan.

Our 2016 “Explicit Improvement Agenda” is targeting two areas – Engagement and Higher Order Thinking.

Engagement –

- Students – in class, in their school, in their community
- Staff – in professional learning, in teamwork/collaboration, in quality planning and communication
- School community – in marketing, in communication, in partnerships

Higher Order Thinking –

- Junior Secondary – junior summit program, cross curricular RIGA project, assessment design
- Senior Secondary – OP 1-5 strategy, cross curriculum elements, assessment

In 2016, we will embark upon a clear improvement agenda that will ultimately lead to differentiated teaching that targets student needs and aspirations more clinically, hence leading to enhanced outcomes across the school.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1202	586	616	34	93%
2015	1164	577	587	39	89%
2015	1312	621	691	58	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.

### Characteristics of the student body:

Noosa District SHS caters for a diverse population of students with a mix from rural farming backgrounds through to urban beachside lifestyles. This mix is enriched with our links to sister schools overseas from whom we host study tours further widening the global understanding and acceptance of cultures. Our ICSEA score is slightly below 1000 (average) reflecting a range of family types that exist within our community.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	22	23
Year 11 – Year 12	19	18	17

\*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	184	116	209
Long Suspensions - 6 to 20 days	8	0	4
Exclusions	3	2	6
Cancellations of Enrolment	6	7	7

\* 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

Our distinctive curriculum offerings :

- Gateway School in Aerospace and Aviation (from 2010)
- Gateway School in Engineering and Manufacturing
- Marine Studies and Marine & Aquatic Practices
- Gateway School in Agribusiness – including Agriculture and Rural Operations
- Hospitality, Tourism and Child Care
- Live Performance, Theatre and Events (Live Production Cert 3 offered)
- Duke of Edinburgh Program – Bronze, Silver and Gold class groups
- S.W.A.N. program - Students With Additional Needs: Literacy, Numeracy and Duke of Edinburgh

### Extra curricula activities

- VINCIT Week - (Vocational Investigations, Nurturing Civics, Initiating Teamwork) - targeted programs for each year level
- Australian Business Week (National Champion School 2009, Awards also in 2006 to 2008) All year 11 students engage in this weeklong business and leadership Enterprise Education program. The program develops understanding of the skills to generate individual and team success. Whilst building stronger teamwork amongst our year 11 students, this program is strongly supported by the community and businesses, with impressive sponsorship and mentor support.
- Our Agriculture program enables students to join our Award Winning Cattle Show Team
- Biennial Variety Show / Fashion Show / Musical and performance opportunities in Drama, Dance, Orchestra, Stage Band, Choir.
- Formula 1 and carbon dioxide Car Program – International Finalist in 2009 (2nd and 3rd), National Finalist (2010 and 2012) and State Award winners in 2012 (Engineering Challenge to design, build, race and market model formula one vehicles)
- Inaugural trial school for new REA (Re-engineering Australia) program “Subs in Schools”

### How Information and Communication Technologies are used to improve learning

Our school embraces the use of a range of digital technologies to enrich the curriculum delivery for all students. In 2015, we were a statewide trial school for the new DET model of Bring Your Own device (BYOx) student technology – over 300 students took up this opportunity. Other students continued to access school owned devices, under a hire agreement, to support their eLearning work. In 2016, we will move more towards a whole school BYOx culture.

Most computer laboratories within the school have been decommissioned in 2015, as each student has their own device. Support has moved more towards providing technical solutions to enable access to a wide range of school programs and our moodle

Our focus is on widening the digital pedagogies used by our teachers to enable digitally rich blended learning experiences for all students.

## Social Climate

Student care and welfare is a prime focus of Noosa District State High School. At the core of this support is the development of strong relationships. Our home group system enables students to travel through their years with the same core group of students, teachers and year level coordinators at each campus – thus enabling the development of relationships that support both academic and social growth of our students.

Additional support is offered by staff members including: Guidance Officers, a School Based Youth Health Nurse, a School Chaplain, client services Heads of Department (Junior Secondary, Senior Phase, Teaching and Learning), faculty Heads of Department, curriculum Heads of Department, Year Level Coordinators, Special Education and Support Staff.

Because our students come from a diverse range of social and economic backgrounds, we have a strong student support network that endorses and promotes socially just practices within a supportive school environment. This network provides a range of services including inter-agency support networks, career and personal development programs, resilience programs, life skills (Life Coaching) and transition programs to the workforce.

Our Support Services team focuses on providing students with a disability with a structured, caring environment offering appropriate challenges to all students.

Our Duke of Edinburgh program is also available to year 10, 11 and 12 students who gain more from an Outdoor Education approach to their learning.

Student Council programs enrich the general school climate. Our student leaders work with administration and staff to deliver lunchtime sporting, civic and cultural enrichment programs for students.

## Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	77%	100%
this is a good school (S2035)	89%	71%	91%
their child likes being at this school (S2001)	95%	75%	100%
their child feels safe at this school (S2002)	100%	79%	100%
their child's learning needs are being met at this school (S2003)	94%	65%	87%
their child is making good progress at this school (S2004)	90%	72%	100%
teachers at this school expect their child to do his or her best (S2005)	90%	87%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	70%	68%	91%
teachers at this school motivate their child to learn (S2007)	79%	74%	96%
teachers at this school treat students fairly (S2008)	75%	71%	87%
they can talk to their child's teachers about their concerns (S2009)	94%	83%	91%
this school works with them to support their child's learning (S2010)	78%	74%	78%
this school takes parents' opinions seriously (S2011)	83%	63%	74%
student behaviour is well managed at this school (S2012)	68%	68%	84%
this school looks for ways to improve (S2013)	94%	77%	95%
this school is well maintained (S2015)	95%	85%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	95%	95%
they like being at their school (S2036)	93%	90%	92%
they feel safe at their school (S2037)	96%	90%	91%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
their teachers motivate them to learn (S2038)	88%	91%	86%
their teachers expect them to do their best (S2039)	97%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	86%	86%	88%
teachers treat students fairly at their school (S2041)	88%	80%	78%
they can talk to their teachers about their concerns (S2042)	83%	76%	68%
their school takes students' opinions seriously (S2043)	84%	71%	71%
student behaviour is well managed at their school (S2044)	75%	67%	58%
their school looks for ways to improve (S2045)	96%	88%	76%
their school is well maintained (S2046)	90%	81%	86%
their school gives them opportunities to do interesting things (S2047)	95%	82%	88%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	91%	96%	81%
they feel that their school is a safe place in which to work (S2070)	95%	99%	81%
they receive useful feedback about their work at their school (S2071)	76%	74%	62%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	83%	86%
students are encouraged to do their best at their school (S2072)	93%	93%	78%
students are treated fairly at their school (S2073)	92%	90%	73%
student behaviour is well managed at their school (S2074)	85%	78%	42%
staff are well supported at their school (S2075)	81%	80%	48%
their school takes staff opinions seriously (S2076)	74%	73%	46%
their school looks for ways to improve (S2077)	91%	90%	63%
their school is well maintained (S2078)	83%	94%	79%
their school gives them opportunities to do interesting things (S2079)	87%	88%	71%

# '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 an integral part of learning and are encouraged to be part of their child's secondary schooling at our school. The School Council and Parents & Citizens Association groups support parents to engage with their child's learning. As a school we communicate regularly through our website, facebook pages, electronic newsletters, letters home, emails, text messages and teacher phone calls.

We invite parents to be part of information evenings, interviews and celebratory parades. Across the curriculum parents as volunteers enrich the learning opportunities we offer. The P&C operates the school canteen and uniform shop that form the basis of financial support for student learning – the success of these operations is also a testament to the parent volunteers that enjoy contributing this way.

The School Council provides another opportunity for parent representatives to have input into the strategic direction and priorities of the school. This governance body has grown in understanding and influence during 2015.

We are open and welcoming of any and all parent interaction – we exist to serve our community, and see the value in hearing feedback from our client parents to shape further our efforts to be responsive and inclusive of all views. Our goal is successful educational outcomes for all our students – working collaboratively with parents in this endeavour enhances our school immeasurably.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. It is assumed that this data is the combined usage across our two campuses – but this is yet to be confirmed.

With the introduction of a whole new year level (year 7) in 2015, and the rapid expansion of facilities at our Junior Secondary (Pomona) campus, it is not surprising that electricity useage has grown. We have no idea what is going on with the water data.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	605,631	5,306
2013-2015	530,735	0
2015-2015	649,406	40,308

\*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.

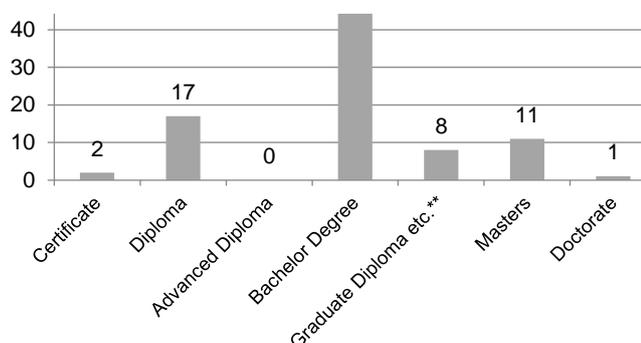
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	110	47	<5
Full-time equivalents	104	39	<5

### Qualification of all teachers

Advanced Diploma	0
Bachelor Degree	71
Graduate Diploma etc.**	8
Masters	11
Doctorate	1
<b>Total</b>	<b>110</b>



\*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 \$42,311.10. Much more professional learning also occurs within house, or in other ways that do not necessarily create a financial cost to the school. Teachers covering the classes of colleagues also reduces the cost of employing replacement teachers to facilitate release time – the efforts of administrative and teachers in this regard is acknowledged with thanks.

The major professional development initiatives are as follows:

- Teaching and Learning skill development
- Senior Studies (QCAA) training, including significant Panel involvement

- Vocational Education currency of skills and qualifications of teachers
- Digital resource use and the development of eLearning skills
- Leadership skill enhancement - Middle and Senior Management
- Restorative Practises – a whole school approach to student behaviour management

A further \$2,700 was spent on non-teaching staff professional skill development.

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

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

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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

Sector:

Government

Non-government

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	2015	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	83%	88%

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 Secondary schools was 90%.

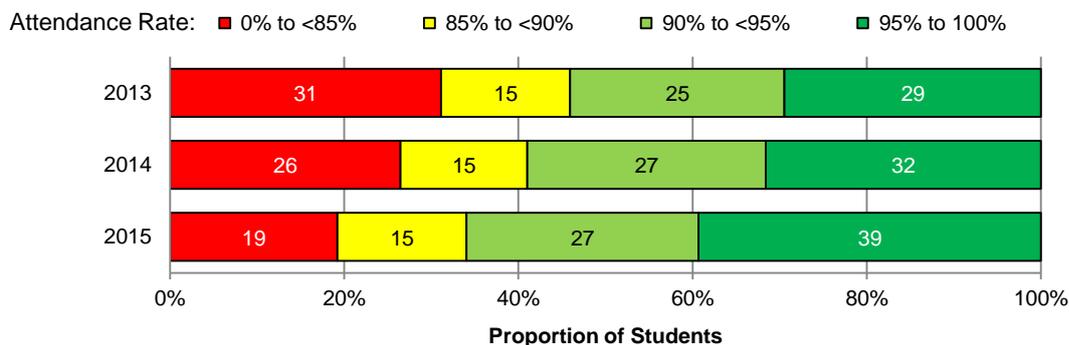
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	86%	86%	88%	88%
2015									90%	86%	86%	88%	90%
2015								91%	91%	89%	89%	91%	92%

\*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.

This policy is implemented in the school through the use of formal and class roll marking which enables the tracking of students from lesson to lesson. Staff members input the data across the day through a program called "ID Attend". The school contacts parents who do not explain a student absence on the day of absence. Teachers and administration carry out follow up contact to seek understanding of prolonged absences.

The aim is to ensure 100% attendance; in special circumstance it may be deemed necessary to support parents and students through use of flexible attendance and exemption processes.

For absent students we initiate a text message to parents letting them know by 2pm that day that their child is absent. Our hope is that this information enables parents to contact us if there has been a mistake, or to be instantly aware if their child is not at school when they expect.

Year level coordinators have a key role in calling parents of persistent non attending students to identify any reasons and to remind parents of their obligation to ensure that their child attends every day.

Longer periods of absence are managed by the Guidance Officers, who will initiate "Exemptions" for families with known reasons for their students not attending, such as overseas holidays.

Strategies to increase the rate of student attendance were also introduced in 2015, such as positive acknowledgement, certificates for students with high attendance rates and continuous tracking of data. This data was shared widely and discussed by teachers to identify trends and patterns, and to target particular students with very low attendance rates.

## 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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2015	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	70%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	71%	73%
<b>Outcomes for our Year 12 cohorts</b>	2013	2015	2015
Number of students receiving a Senior Statement	210	195	208
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	2
Number of students receiving an Overall Position (OP)	101	102	99
Percentage of Indigenous students receiving an Overall Position (OP)	50%	33%	57%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	51	36
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	194	191	193
Number of students awarded an Australian Qualification Framework Certificate II or above.	156	139	142
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	189	182	199
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	67%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	71%	78%	82%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	98%	94%

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

<b>Overall Position Bands (OP)</b>					
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	9	31	32	29	0
2015	13	28	39	19	3
2015	12	33	36	18	0

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

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above

2013	158	149	28
2015	140	113	51
2015	122	129	34

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

The majority of the Certificate I qualifications awarded were in the area of Furnishing and Engineering and Workplace Practises. Students also received Certificate I qualifications in Information Technology, Business and Work Education. Certificate three qualifications include our unique Cert 3 in Live Production and Sound.

### 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 majority of students that leave our school early do so because of the movement of the family away from the area. However, our focus on the individual is applied to assist those students who are looking for alternate pathways, and for whom school is not the optimum option for their identified needs. These students are supported by our Welfare team and Senior Administration to transition to alternate senior learning pathways including TAFE, community programs, Community Classrooms and work.