Noosa District State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

Contact information

Postal address	PO Box 564 Cooroy 4563 and PO Box 168 Pomona
Phone	(07) 5472 2222 Cooroy and (07) 54808111
Fax	(07) 5472 2200
Email	principal@noosadistrictshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	**Brett Burgess - Principal**

From the Principal

School overview

Noosa District SHS is a co-educational secondary school with a Years 7 and 8 campus in Pomona and a Years 9 to 12 campus in Cooroy within the Sunshine Coast hinterland. The school delivers a broad range of academic and vocational learning experiences to approximately 1300 students. The academic program is complemented with Marine Studies, Agriculture, Live Theatre and Production, Film, TV and Media studies, Hospitality, Japanese and a wide variety of sports. The strong business and industry support within the school enables extension activities such as Australian Business Week, F1 Cars Technology Challenge and the Re-engineering Australia "Subs in Schools" program to be offered, with consistently successful state-wide outcomes.

We have a large Inclusive Education Program which caters for students with disabilities and learning difficulties as well as mentoring Indigenous students. Noosa High is a Gateway school in Manufacturing/Engineering, Aerospace and Agribusiness, offering these subjects in Senior. In 2016, the school took over management of a 350 acre farm at Belli Creek named Mimburi ("continual flow") – this property has been developed throughout 2017 and 2018 and is able to run a wide variety of residential camps, cultural awareness and curriculum programs in a unique environment. The majority of the teaching staff are experienced having taught in a variety of settings. The school Motto, 'Industria Vincit Omnia' (Industry Conquers All) along with the Vision 'Excellence through Diversity' reflects our ability as a high performing school. From 2013, Noosa High was one of the first "Independent Public Schools" in Queensland.

School progress towards its goals in 2018

Our explicit improvement agenda focussed us upon two key areas for improvement - Engagement and 21st Century Learning. Our strategic planning continues to work towards implementing and refining the key improvement strategies identified in our 2015 School Improvement Unit review with focuses upon the four key areas – Engagement, Pedagogy, Data and Curriculum. Not only development of policy and plans but more importantly toolkits to be used by staff to build capability across these four key improvement areas has been undertaken again in 2018. Focus groups of Heads of Department and Executive leadership members led the whole school consultation underpinning these reviews. This work will start to conclude in 2018/19, as next year the next SIU Team will visit the school and provide an updated plan for school improvement that will assist Noosa High to develop its next 4 year Strategic Plan. Significant steps have also been taken towards implementing Education Queensland's new Inclusive Education policy at Noosa High with staff professional development on differentiated teaching and learning a key focus this year.

In March, 2016, the school formally took over the management and development of a significant new property at 280 Newspaper Hill Road, Belli Park – this property is also known as Mimburi. The 350 acre farm, four bedroom house, yards and sheds are bordered by the Mary River and the Belli Creek – the confluence is known as the Cod Hole and is home for the lung fish, significant in the abandonment of the planned Traveston Dam project. Our local member persuaded the State Government not to sell this property privately, but to gift it to the school and Education Queensland. Repair of the house, fencing, road repairs and other infrastructure work commenced in 2016, and the school has paid for a full time farm manager and caretaker to be appointed. During 2017, a teaching staff member was also positioned at the property and the significant infrastructural work continued with the installation of showers, eco toilets and platforms for the erection of tents at two designated camping sites. Staffroom, staff toilets and shower, kitchen, dining hall and flexible learning area have been modified or created as well as a "bush kitchen" at the "Bunya Campsite". An archery range, initiative team building games, mountain bike and orienteering trails have all been added or in the early stages of development with opportunities for student learning constantly being explored and added to at Mimburi. This property will enable us to expand our agriculture options for students to Certificate 3 level, run many and varied student curriculum focussed (with direct links to the Australian Curriculum) camps upon the property to enhance opportunities for students from many local (and state-wide) schools, universities, private organisations such as the MRCC and Landcare to understand the history and cultural and environmental significance of this property.

Future outlook

Our explicit improvement agenda for 2018 focussed upon two core priorities:

• Engagement – of students, staff, parents and community
• 21st Century Learning

More information about this agenda, and the specific improvement targets, can be found by opening the "Investing for Success" document (I4S), also on our school website.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1335	1302	1273
Girls	633	603	585
Boys	702	699	688
Indigenous	66	67	61
Enrolment continuity (Feb. – Nov.)	93%	92%	92%

Notes:

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

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	23	22
Year 11 – Year 12	18	18	17

Note:

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

Curriculum delivery

Our approach to curriculum delivery

In years 7 and 8, students experience core learning subjects (English, Mathematics, Humanities, Science and HPE) plus two rotation subjects each semester (being 8 in total). In year 9, core subjects are maintained, and students can choose four semester long optional study subjects. Years 7 to 9 are seen as our Junior Secondary schooling years. Curriculum is derived from the Australian Curriculum. In year 10, options widen to include some vocational Certificate courses, and there is a focus upon preparation for Senior studies (years 11 and 12). Individualised pathways are devised and agreed in year 10 as part of the Senior Education Plan process, leading to a range of Authority and Authority registered subjects available for student selection in years 11 and 12, as well as further vocational Certificate courses, school based apprenticeships and other options. Please see our school website for further details. Our distinctive curriculum offerings include:

- Gateway School in Aerospace and Aviation (from 2010)
- Gateway School in Engineering and Manufacturing
- Gateway School in Agribusiness – including Agriculture and Rural Operations
- Marine Studies and Marine & Aquatic Practices
- Hospitality, Tourism and Child Care
- Live Performance, Theatre and Events (Live Production Cert 3 offered)
- Certificate courses in outdoor education

Co-curricular 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 week long 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 assist 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 state-wide trial school for the new department model of Bring Your Own device (BYOx) student technology. In 2016, we moved to a whole school BYOx culture, with the vast majority of students accessing this opportunity with a range of devices successfully connected to the school network. Support has moved more towards providing technical solutions to enable access to a wide range of school and commercial programs within the learning environment. Our Moodle "Virtual Library" site was considerably enhanced and expanded again last year, with parent access now a key feature.

Much of the school curriculum is now available to students at any time through this media rich medium, arranged by course and incorporating sophisticated formative assessment instruments and feedback enabled assignment support structures. Our focus is on widening the digital pedagogies used by our teachers to enable digitally rich blended learning experiences for all students. Our focus is very much about helping and supporting students to develop the essential 21st century fluencies that will enable them to be active and involved global citizens – eLearning facilitates and supports these endeavours. We have also been focused upon the improvement and support of teacher technology skills - we were a trial school for Skype for Business, One Drive and Sharepoint implemented late 2018. We also began work on a combined access portal to link our curriculum plan, pedagogical plan and engagement plan with a large range of support links and exemplars.

Social climate

Student care, welfare and engagement remained 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. The explicit improvement 2018 focus upon Engagement led to many reviews of support structures for students, such as the Responsible Behaviour Plan, care structures, reporting procedures, follow up processes, utilisation of One School in tracking communication, quality assuring our procedures, listening to our community and student opinions, etc. This focus has been strengthened in 2018 by the adoption of a more formalized and agreed Engagement Plan, which widens the focus to attendance, behaviour data and learning outcomes.

Additional student, staff and parent support is offered by staff members including: Guidance Officers (2), a School Based Youth Health Nurse, a School Chaplain, client services Heads of Department (Junior Secondary and Senior Phase), Head of Department 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 a structured, caring environment offering appropriate challenges to all students. This includes Individual Curriculum and Behaviour plans as needed. Student Council programs enrich the general school climate. Our student leaders at both campuses work with administration and staff to deliver lunchtime sporting, civic, musical and cultural enrichment programs for students. Further student and staff social support has been realised in 2018 by the continuation of our "Campus Life" enrichment program of extracurricular activities and events for both staff and students.

Parent, student and staff satisfaction

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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	90%	89%
• this is a good school (S2035)	83%	86%	79%
• their child likes being at this school* (S2001)	94%	92%	81%
• their child feels safe at this school* (S2002)	83%	92%	83%
• their child's learning needs are being met at this school* (S2003)	100%	87%	81%
• their child is making good progress at this school* (S2004)	97%	87%	82%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	83%	82%
• teachers at this school motivate their child to learn* (S2007)	100%	83%	79%
• teachers at this school treat students fairly* (S2008)	88%	84%	81%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	90%
• this school works with them to support their child's learning* (S2010)	88%	88%	82%
• this school takes parents' opinions seriously* (S2011)	81%	79%	71%
• student behaviour is well managed at this school* (S2012)	79%	67%	58%
• this school looks for ways to improve* (S2013)	87%	89%	71%
• this school is well maintained* (S2014)	88%	94%	81%

* 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.

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	87%	92%	94%
• they like being at their school* (S2036)	79%	92%	90%
• they feel safe at their school* (S2037)	77%	93%	91%
• their teachers motivate them to learn* (S2038)	81%	85%	92%
• their teachers expect them to do their best* (S2039)	91%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	87%	85%
• teachers treat students fairly at their school* (S2041)	64%	74%	75%
• they can talk to their teachers about their concerns* (S2042)	68%	77%	78%
• their school takes students' opinions seriously* (S2043)	51%	72%	73%
• student behaviour is well managed at their school* (S2044)	51%	63%	72%
• their school looks for ways to improve* (S2045)	71%	92%	84%
• their school is well maintained* (S2046)	87%	93%	83%
• their school gives them opportunities to do interesting things* (S2047)	77%	89%	91%

Percentage of students who agree# that:	2016	2017	2018

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	87%	83%	81%
• they feel that their school is a safe place in which to work (S2070)	87%	88%	82%
• they receive useful feedback about their work at their school (S2071)	70%	69%	67%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	91%	90%
• students are encouraged to do their best at their school (S2072)	93%	90%	84%
• students are treated fairly at their school (S2073)	88%	83%	70%
• student behaviour is well managed at their school (S2074)	61%	61%	48%
• staff are well supported at their school (S2075)	59%	64%	51%
• their school takes staff opinions seriously (S2076)	58%	64%	49%
• their school looks for ways to improve (S2077)	81%	80%	70%
• their school is well maintained (S2078)	80%	88%	80%
• their school gives them opportunities to do interesting things (S2079)	78%	78%	77%

* 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

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 their 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 2018. 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.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs are delivered through year level one off exposure type experiences with knowledgeable organisations such as the Daniel Morecombe foundation or a Police led anti Cyber Bullying program. They are also part of the Australian Curriculum that we deliver within our Health and Social Science programs. Use of the Learning Curve student diary across the whole school enables targeted weekly lessons in the younger years on key themes of self-organisation, motivation, personal safety, etc and is the point of referral for all year levels in helping all our students to develop and refine their respectful approach to all relationships.

School disciplinary absences

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	153	209	183
Long suspensions – 11 to 20 days	4	9	8
Exclusions	2	2	5
Cancellations of enrolment	3	0	0

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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. We have a school swimming pool that is heated using electrical power. The Pomona Campus hosts Noosa Landcare who use our Futures Centre building and as such their electrical usage contributes to school usage but not as a result of student and staff. Air conditioning installations continue as we attempt to create productive and successful learning environments for our staff and students – this also impacts electricity usage. As a school we encourage people to turn things off when not in use. The Junior Secondary Student Council has initiated a recycling program that serves to raise awareness and reduce plastic waste in our school.

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	770,078	813,160	759,400
Water (kL)	13,006	36,847	59,948

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

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

School funding

School income broken down by funding source

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

How to access our income details
1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

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

View School Profile

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	108	56	<5
Full-time equivalents	104	45	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	8
Graduate Diploma etc.*	6
Bachelor degree	81
Diploma	11
Certificate	1

*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 2018 were $62 592.84

The major professional development initiatives are as follows:

- Engagement
- 21st Century Learning
- Implementation of New QCE System
- Leadership Development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	90%
Attendance rate for Indigenous** students at this school	87%	88%	87%

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

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

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

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	92%	92%	91%
Year 8	89%	90%	89%
Year 9	90%	87%	88%
Year 10	89%	91%	89%
Year 11	91%	92%	91%
Year 12	89%	92%	90%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	21	14	27	38
2017	19	17	26	38
2018	23	15	28	34

Proportion of Students
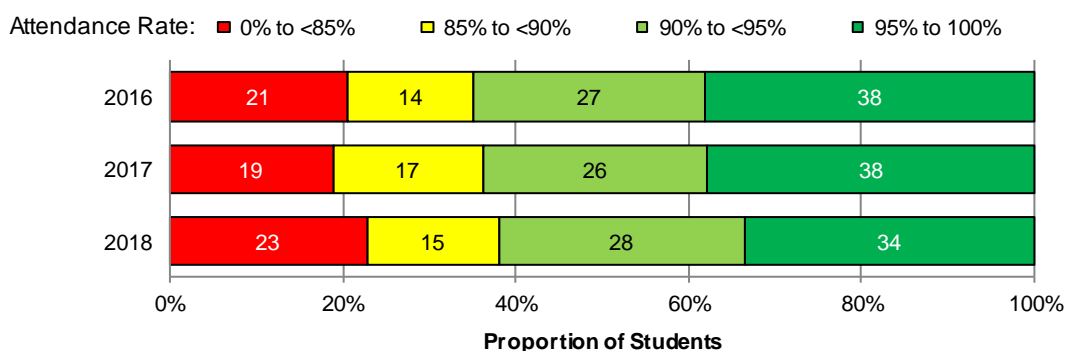
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. 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 (through a text messaging system). Teachers and administration carry out follow up contact to seek understanding of prolonged absences. The aim is to ensure 100% attendance; in special circumstances 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 (usually by 11am 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 them to be at school. 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. A formal system of letter writing is then begun, which could ultimately end up with a recommendation to lay charges on the parents for failing to ensure the attendance of their child.

NAPLAN

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

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

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

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	184	193	210
Number of students awarded a QCIA	5	3	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	176	190	209
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	74	91	98
Percentage of Indigenous students who received an OP	50%	0%	43%
Number of students awarded one or more VET qualifications (including SAT)	171	144	172
Number of students awarded a VET Certificate II or above	139	132	167
Number of students who were completing/continuing a SAT	37	23	42
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	80%	73%	87%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	83%	91%	99%

Notes:

- The values above:
    - are as at 11 February 2019
    - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	8	8	14
6-10	26	25	29
11-15	25	33	42
16-20	15	24	13
21-25	0	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	98	42	55
Certificate II	127	121	160
Certificate III or above	34	41	50

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	82%	87%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	89%	71%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

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

Early school leavers

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

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. The majority of students that leave our school early do so because of the movement of the family away from the area. However, we do focus on the individual 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

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

This school's report will be available at
http://www.noosadistrictshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx