

Caboolture State High School

Queensland State School Reporting

2014 School Annual Report



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|----------------|---|
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Principal's foreword

Introduction

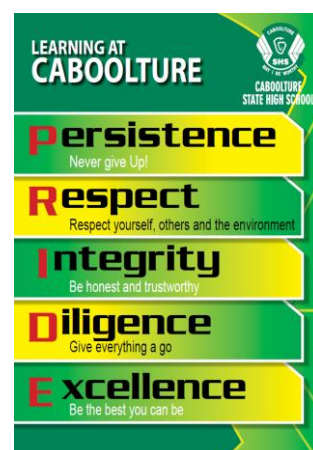
Welcome to Caboolture State High School's Annual Report. Our School is a co-educational school which offers a wide range of subjects to students enrolled in Years 8 through to 12. At the beginning of 2014 there were 1156 students enrolled at the school.

At Caboolture, all students are encouraged to achieve their personal best and strive for excellence in all they do. It is a school that is known for long-held traditions, while having a healthy balance between the past and the future. The school is innovative, offering a cutting edge curriculum with a focus on academic, vocational and intellectual rigor, with real life and relevant learning experiences. 'Learning at Caboolture' is our primary focus.

Emphasis is placed on 'Making the Difference Today....for Tomorrow' for all students. Our interactions with our students, parents and carers and the wider community are based on our school values; persistence, respect, integrity, diligence and excellence. Caboolture High students have a proven record of academic, cultural and sporting success with outstanding performance across all aspects of the educational spectrum. Impressive results in international, national, and state competitions are consistently achieved.

The school has an excellent reputation and, for a number of years, the number of applications for enrolment has exceeded the capacity of the school. An Enrolment Management Plan operates at the school and determines the process by which students are enrolled.

Significant improvements have been gained over past years through the lifting of standards, investing time into student support and building quality relationships between the different groups that comprise our school community.



This report highlights our school's outstanding achievements for 2014 and many of the programs and initiatives that have contributed to our successes.

School progress towards its goals in 2014

This year again witnessed an improvement in student achievement, particularly with regard to year 12 outcomes where 78% of our students who were OP eligible receives an OP of 1 to 15. This improvement was underpinned by the priorities identified in the school's Annual Operational Plan of 2014.

Student Outcomes:

The school continued to implement the Australian Curriculum and develop program units in English, Mathematics, History and Geography. We reviewed our senior pathways program to ensure it was meeting the needs of our senior students, especially with regards to them achieving their Queensland Certificate of Education and we continued to refine programs for our indigenous students.

An emphasis was placed on the school's 'Learning at Caboolture' strategy focussing on student engagement, attendance, behaviour and quality teaching and we implemented the Great Results Guaranteed initiatives including the introduction of teacher coaching

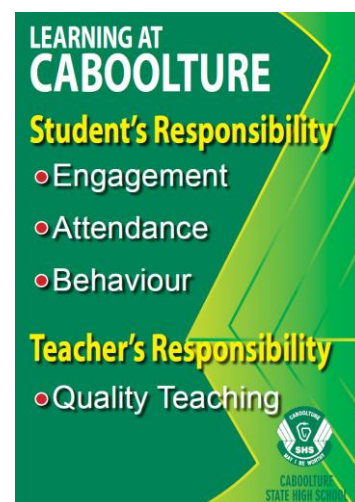
Teacher Practice:

The school continued to implement its pedagogical framework, the 'Art and Science of Teaching', in 2014. Teachers engaged extensive professional development throughout the year and significant improvement in teachers' classroom practices was evident. The development of this framework will continue throughout 2015. Extensive professional development was also undertaken in enhancing teachers' abilities to interpret and use a range of data to ensure personalised student learning.

Engaged Partners:

The school successfully welcomed the first cohort of year 7 students focussing on distinct school strategies involving Distinct Identity, Quality Teaching, Student Wellbeing, Parent and community Involvement, Leadership and local Decision Making.

We continued to work with local our feeder schools and we established a Caboolture Cluster Industry Reference Group with over thirty local businesses. We also enlisted the support of several Non-Government Agencies to support our students as part of student well-being program.



Future outlook

Building on the successes of 2013, the school identified the following Improvement Agenda as outlined in the school's Annual Implementation Plan for 2014:

Improvement Agenda

- Ensure quality teaching in all classrooms
- Literacy and numeracy embedded across the curriculum
- Improved student attendance to 90%
- Increase U2B students in all year levels
- Improved community wellbeing

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 1108 | 585 | 523 | 92% |
| 2013 | 1108 | 556 | 552 | 89% |
| 2014 | 1127 | 579 | 548 | 87% |

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

Characteristics of the student body:

Students at Caboolture State High School are engaged in a range of pursuits including academic, sporting and cultural programs. This attracts students from the Caboolture region to the north and south and Wamuran to the west to the school. Our student population is mostly drawn from the local suburbs of Caboolture, Caboolture East, Elimbah and Beachmere.

The rich cultural diversity of our student population can be attributed to 90 indigenous students and a number of students identifying with different ethnic backgrounds, New Zealand, Asian and Pacific Islands forming the majority. Interestingly, many of our students are 2nd or 3rd generation Caboolture State High School students. The sense of community that is a key feature of Caboolture State High School's culture reflects that of Caboolture and the surrounding communities. The student body reflects the full socio-cultural background of the surrounding area.

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2012 | 2013 | 2014 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 25 | 24 | 25 |
| Year 11 – Year 12 | 18 | 19 | 20 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|-----------------------|--------------------|------|-------|
| | 2012 | 2013 | 2014* |

| | | | |
|---------------------------------|-----|-----|-----|
| Short Suspensions - 1 to 5 days | 507 | 457 | 419 |
| Long Suspensions - 6 to 20 days | 27 | 22 | 10 |
| Exclusions [#] | 9 | 7 | 7 |
| Cancellations of Enrolment | 14 | 23 | 32 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

^{*} Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The current curriculum offerings in Years 8, 9 and 10 are based around the eight key learning areas.

In Years 7 and 8, all students study English, Mathematics and Science from the National Curriculum for the year, and History, Geography, Chinese and Health and Physical Education for a semester. Additionally, all students in year 7 study four rotational subjects, The Arts, Agricultural Science, Industrial Technology and Home Economics for a term and in Year 8 they choose four electives from the remaining KLAs, studying each elective for one term. Students study one of Home Economics, Industrial Technology or Agricultural Science: one of Visual Art, Music or Performing Arts and two electives from the remaining options.

In Year 9, all students study English, Mathematics and Science from the National Curriculum for the year and History and Health and Physical Education for a semester. Additionally all students choose 4 subjects from a range of options, each elective being studied for a full semester.



In Year 10, all students study English, Mathematics and Science from the National Curriculum all year and History and Health and Physical Education for a semester. Additionally, students choose two electives from a range of options, each subject being studied for the full year. Year 10 subjects align with their Years 11 & 12 counterparts, thereby ensuring that Year 10 is a transition year to senior studies.

In Years 11 and 12, students may choose from a wide range of Authority, Authority Registered and VET subjects, including a range of Certificate II and Certificate III courses. The school also offers tailored programs for School Based Apprentices and School Based Trainees.

Additionally, the school offers two Programs of Excellence, the LearnIT laptop program in Years 8 to 10, Agricultural and Rural Studies programs in Years 8 to 12. The school also offers Certificate I in Construction and Certificate II in Resources and Infrastructure Work Preparation through the school's College of Civil Infrastructure and Construction.



Extra curricula activities



Caboolture High is involved in a full range of sporting, academic, artistic, public speaking and recreational endeavours. Students have produced outstanding performances in academic, cultural and sporting fields.

There are many extra curricula activities available to students at Caboolture. These activities include an extensive interschool sport program with a focus on student participation and skill development at the highest level. Additionally, activities such as equestrian, debating, public speaking, cattle showing, subject based competitions, digital design challenge, instrumental music, a school musical and dance eisteddfods are well supported by a keen and enthusiastic team of staff and students.

There are two major tours which operate on an annual basis and biennial basis. The school's annual ski trip is always well patronised and regarded highly by the students as "just the best time". Every two years, we offer a China trip for students who study Chinese in Years 10 to 12.

How Information and Communication Technologies are used to assist learning

Caboolture State High School has a student to computer ratio of 1:1. Students access computers in all subject areas across all year levels. This includes specialist subject areas such as Art and Industrial Technology and in the other subject areas where access to computer labs is centrally managed to ensure all program needs are met.

Beyond computers and specialist software, access to ICTs is provided in a number of other ways. The school's network is organised so that students can access programs, subject documents and resources, as well as submit work electronically to their teachers. Our Online Library is a comprehensive resource, offering students a wealth of support through electronic subscriptions, links to universities, help with research and referencing and much more.



Laptops are readily available for use with all teaching areas having access to wireless connectivity, enabling teacher and student access to the network and internet as necessary. Students in Science, for instance, can collect information on data loggers and then work with it on laptops in their classrooms. All classrooms have network and wireless connectivity. All rooms are equipped with projectors to facilitate both teacher and student use of ICTs in the classroom. In addition, students have ready access to digital cameras, scanners and printers.

Specific ICTs are targeted at various points in the junior curriculum, such as Excel in Year 8 Maths and Year 9 SOSE, Publisher in Year 8 HPE and PowerPoint in Year 8 English. To develop the core skills of internet and research skills, they are also targeted in particular units of work. In year 7 specific ICT skills are embedded in the rotational subjects and all basic ICTs are revisited across the curriculum to provide ongoing opportunities for deepening and improving understanding of their applications.

Increasing numbers of teachers provide learning experiences through online environments in the Learning Place, enabling student access to course materials 24/7 and the opportunity to collaborate and communicate online with peers and teachers. Through this, students are learning the different modes of electronic communication that will be part of adult workplaces including wikis, blogs, discussion boards and forums.

Students in Years 7 to 10 have the opportunity to use ICTs in their learning through participation in the school's 1:1 program, LearnIT. This is an IT-immersion program in which students use ICTs on a daily basis to complete much of their junior studies via laptop technology.

Additionally, many students in Years 11 and 12 have access to the school's eSenior take-home laptop program.

Social Climate

The data gathered by The Department of Education and Training through the School Opinion Survey confirms that students, parents and teachers believe that Caboolture High provides an enjoyable and rewarding school experience where students can achieve their potential in a wide range of pursuits.



The school values; persistence, respect, integrity, diligence and excellence, provide a positive tone where students feel safe and supported. The school has high expectations with regard to student behaviour and social interaction. Our Responsible Behaviour Plan for Students clearly sets out these expectations and the consequences of any inappropriate behaviour.

The school has an extensive pastoral care program dealing with topics ranging from adapting to high school life for our Year 7 students to work preparation for students in Year 12. Other topics include leadership, study skills, time management, personal health and safety, to name a few.

The school does not tolerate bullying and all reports of bullying are investigated. The students who are bullied are supported and the students responsible for the bullying are supported and dealt with as outlined in the school's Responsible Behaviour Plan for Students.

As well as this, students are supported by a range of personnel, including Year Coordinators, a Guidance Officer, a Youth Support coordinator, School Nurse, School Chaplain and Heads of Department – Middle School and Senior School.

The Student Support Committee meets weekly to monitor student well-being and behavioural issues with identified students supported, either through the resources of the school or referred to outside agencies.

Parent, student and staff satisfaction with the school

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 94% | 100% | 87% |
| this is a good school (S2035) | 81% | 100% | 89% |
| their child likes being at this school* (S2001) | 75% | 93% | 92% |
| their child feels safe at this school* (S2002) | 75% | 94% | 86% |
| their child's learning needs are being met at this school* (S2003) | 75% | 100% | 86% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parent/caregivers who agree [#] that: | 2012 | 2013 | 2014 |
| their child is making good progress at this school* (S2004) | 88% | 88% | 86% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 90% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 88% | 100% | 84% |
| teachers at this school motivate their child to learn* (S2007) | 94% | 100% | 81% |
| teachers at this school treat students fairly* (S2008) | 88% | 100% | 79% |
| they can talk to their child's teachers about their concerns* (S2009) | 88% | 94% | 87% |
| this school works with them to support their child's learning* (S2010) | 93% | 86% | 84% |
| this school takes parents' opinions seriously* (S2011) | 86% | 93% | 79% |
| student behaviour is well managed at this school* (S2012) | 75% | 100% | 77% |
| this school looks for ways to improve* (S2013) | 100% | 93% | 88% |
| this school is well maintained* (S2014) | 88% | 100% | 95% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 91% | 88% | 93% |
| they like being at their school* (S2036) | 89% | 80% | 91% |
| they feel safe at their school* (S2037) | 86% | 81% | 92% |
| their teachers motivate them to learn* (S2038) | 78% | 82% | 87% |
| their teachers expect them to do their best* (S2039) | 98% | 97% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 85% | 93% | 82% |
| teachers treat students fairly at their school* (S2041) | 73% | 76% | 80% |
| they can talk to their teachers about their concerns* (S2042) | 73% | 79% | 70% |
| their school takes students' opinions seriously* (S2043) | 70% | 69% | 78% |
| student behaviour is well managed at their school* (S2044) | 62% | 66% | 63% |
| their school looks for ways to improve* (S2045) | 93% | 85% | 91% |
| their school is well maintained* (S2046) | 84% | 75% | 82% |
| their school gives them opportunities to do interesting things* (S2047) | 92% | 85% | 86% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of school staff who agree [#] that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 92% | 93% |
| they feel that their school is a safe place in which to work (S2070) | | 93% | 94% |
| they receive useful feedback about their work at their school (S2071) | | 88% | 84% |
| students are encouraged to do their best at their school (S2072) | | 95% | 96% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| students are treated fairly at their school (S2073) | | 91% | 93% |
| student behaviour is well managed at their school (S2074) | | 80% | 68% |
| staff are well supported at their school (S2075) | | 86% | 82% |
| their school takes staff opinions seriously (S2076) | | 81% | 79% |
| their school looks for ways to improve (S2077) | | 95% | 96% |
| their school is well maintained (S2078) | | 86% | 91% |
| their school gives them opportunities to do interesting things (S2079) | | 88% | 92% |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Caboolture High is a learning organisation where parents and caregivers are valued for the difference they can make to their students' learning outcomes and future pathways. Every contribution made by a parent makes the school richer in some way and more able to ensure the best learning outcomes for every student. All members of staff appreciate parental and community involvement in the school.

Opportunities for parents to take an active role in their child's education range from supporting school policies on dress, homework and the like, to involvement as a volunteer or membership of the Parents and Citizens' Association. The school has a tradition of well attended Information Evenings and Parent Teacher Interview sessions and also at functions such as the Senior Induction, Awards Night, Valedictory Night and the school Open Day.

Parents are kept well informed of school activities through an extensive monthly newsletter which is emailed to parents and offered to parents in paper format. The school also provides immediate feedback to parents on student absence via a text messaging service.



QParents

Reducing the school's environmental footprint

In recent years the school has taken steps to reduce its environmental footprint. Water tanks are in use in the Agriculture Department and solar energy panels have been installed. Students and staff are aware of the need to conserve power and water by turning off electrical equipment and taps. A range of waste materials are recycled to protect the environment.

| Environmental footprint indicators | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2011-2012 | 629,648 | 4,303 |

| | | |
|-----------|---------|--------|
| 2012-2013 | 603,975 | 45,158 |
| 2013-2014 | 589,401 | 10,090 |

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

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 98 | 46 | <5 |
| Full-time equivalents | 92 | 36 | <5 |

Qualification of all teachers

*Teaching staff includes School Leaders

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

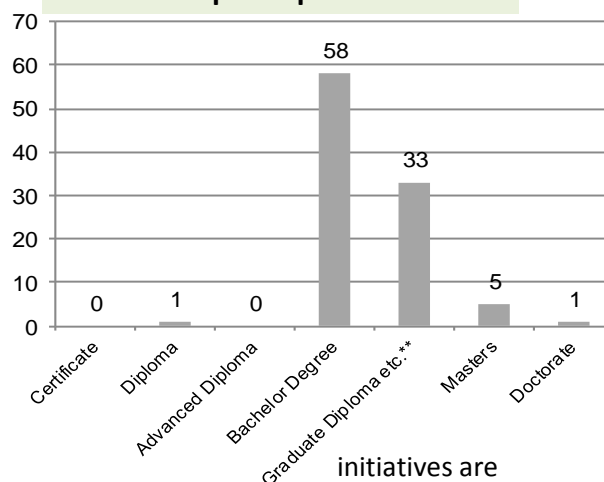
Expenditure on professional development

The total funds expended on teacher professional development in 2014 was \$53 250.

The major professional development as follows:

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 1 |
| Advanced Diploma | 0 |
| Bachelor Degree | 58 |
| Graduate Diploma etc.** | 33 |
| Masters | 5 |
| Doctorate | 1 |
| Total | 98 |

and teacher participation in



- Literacy and Numeracy development and implementation
- The Art and Science of Teaching
- ICT Pedagogical Licences and Certificates and ICT development days
- OneSchool training
- QSA work program and assessment workshops
- Individual Faculty Professional Development
- Implementation of National Curriculum in English, Maths, Science and History
- First Aid certificates
- Certificate IV in Assessment and Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|--|------|------|------|
| 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, 97% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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 | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 87% | 86% | 86% |

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

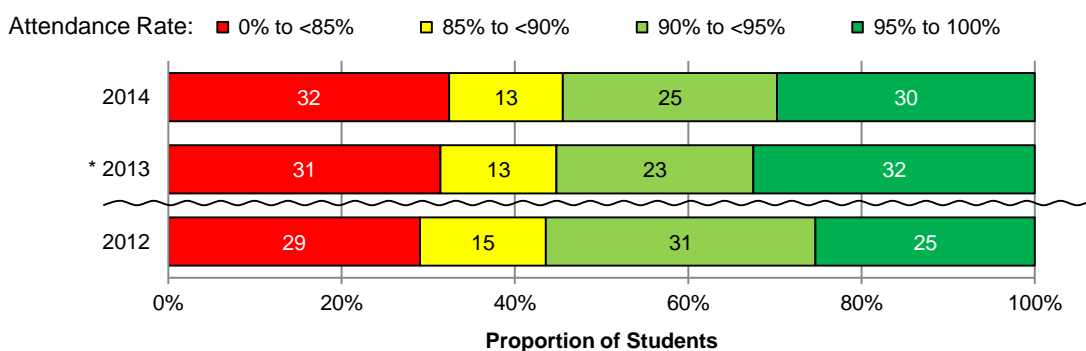
Student attendance rate for each year level (shown as a percentage)

| | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|---------|---------|---------|
| 2012 | 88% | 85% | 86% | 89% | 87% |
| 2013 | 89% | 86% | 83% | 85% | 89% |
| 2014 | 87% | 85% | 85% | 85% | 85% |

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed at Caboolture State High School in line with the DETE policy, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools.

- All enrolled students are required to attend school or eligible options unless reasonable and valid grounds exist for them to be absent.
- Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note or phone message or text message to the school explaining why an absence has occurred.
- Parents of students who are to be absent are required to contact the school to report the reason for the absence.
- Parents can provide a designated mobile phone number for communications about absences.
- Formal roll marking occurs in Roll Class at 8.55am. Students are responsible for their presence in class at all times. All student absences are recorded each period by teachers, as a formal record of attendance. Late arrival or early departure is to be reported at the main office to ensure accuracy of roll marking. Failure to do so will result in a student being recorded as “unexplained absence”.
- A staff member will be responsible for monitoring and investigating student absences.
- The designated staff member will text message parents of absent students if communication from parents is not forthcoming on the day of absence by 10.30am.
- Independent students not living with parents or guardians are also required to provide notes.
- Ongoing unexplained absences, or lack of cooperation regarding student attendance, will result in a formal attendance conference being organised. If student attendance does not improve the school follows the procedures outlined in the DETE policy, Managing Student Absences and Enforcing Enrolment and Attendance at State Schools.
- Unresolved attendance issues of post-compulsory participation students may result in the cancellation of their enrolment.
- Education Queensland and enrolment auditors may consult student attendance records.
- Student attendance and absence figures will appear on student half year and end of year reports.
- Aggregated student attendance data is reported to Education Queensland and the wider community each year as part of the annual report.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 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

Search by school name

Search by suburb, town or postcode

Sector ☒ Government ☒ Non-government

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

There were 95 students enrolled at Caboolture State High School in 2014 who identified as Aboriginal and/or Torres Strait Islander. The attendance percentage of these students was 78.6% which was slightly below non indigenous students. The retention rates for indigenous students was above non-indigenous retention rates for all 'year on year' rates except for years 11 to 12.

The school was successful in closing the gap in academic performance with indigenous students and non-indigenous students in QCE completion, subject achievement in years 8 to 12 and NAPLAN in year 9.



| Apparent retention rates Year 10 to Year 12 | 2012 | 2013 | 2014 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 69% | 75% | 76% |
| Outcomes for our Year 12 cohorts | 2012 | 2013 | 2014 |
| Number of students receiving a Senior Statement | 153 | 167 | 172 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 2 | 3 | 0 |
| Number of students receiving an Overall Position (OP) | 75 | 74 | 82 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 15 | 18 | 8 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 111 | 145 | 134 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 79 | 129 | 114 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 117 | 140 | 158 |
| 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. | 59% | 78% | 68% |
| 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. | 90% | 96% | 97% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 98% | 100% | 95% |

As at 19 February 2015. The above values exclude VISA students.

| Overall Position Bands (OP) | | | | | |
|--|--------|---------|----------|----------|----------|
| Number of students in each Band for OP 1 to 25 | | | | | |
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2012 | 4 | 20 | 20 | 21 | 10 |
| 2013 | 10 | 19 | 29 | 14 | 2 |
| 2014 | 5 | 28 | 23 | 16 | 10 |

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

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

| Years | Certificate I | Certificate II | Certificate III or above |
|-------|---------------|----------------|--------------------------|
| 2012 | 49 | 77 | 26 |
| 2013 | 80 | 127 | 31 |
| 2014 | 54 | 107 | 38 |

A students.

Students completed Certificate courses from the following list:

Certificate I's

RII10109 Resources & Infrastructure Operations
 CPC10111 Construction
 BSB10112 Business
 MEM10105 Engineering
 LMF10108 Furnishing
 MSF Furnishing
 30970QLD Work Readiness
 FSK10213 Skills for Vocational Pathways
 ICA10111 Information, Digital Media & Technology
 AHC Agrifood Operations

Certificate IIs

BSB20112 Business
 SIS20313 Sport and Recreation
 30981QLD Workplace Practices
 SIT202013 Hospitality
 ICA20111 Information, Digital Media & Technology
 MSL20109 Sampling and Measurement
 AHC21210 Rural Operations

Certificate IIIs

ICA30111 Information, Digital Media and Technology
 Child Care

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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.

While the school believes that all students should complete Year 12, there are occasions when students leave school to take up meaningful employment or other study options. Many students move out of the school catchment area and enroll at other schools, while others gain employment or pursue training opportunities outside of school. In these cases the school is supportive of the students and their families with the school Guidance Officer available to meet with students and parents to provide advice concerning possible future pathways. Many students are now taking advantage of the Government's 'Cert III Guarantee'. Other students who are in danger of disengaging from education are case managed by the school and are often supported by community support agencies and programs.

Support is offered to all early leavers in their transition to work or further study and training.

