Caboolture State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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Department of Education and Training

Queensland
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School Overview

Caboolture State High School is a co-educational school offering a wide range of subjects to students enrolled in Years 7 to 12. All students are encouraged to achieve their personal best and strive for excellence in all they do. Emphasis is placed on 'Making the Difference Today....for Tomorrow'. The school offers an extensive academic and vocational curriculum supported by a comprehensive extracurricular cultural and sporting program. Other curriculum initiatives include our LearnIT laptop program, now in its fifteenth year, our range of agricultural programs based at our farm, our marine program and our sporting development program. A special education unit, catering for students with disability, and a learning support unit are located within our school. Students are well-supported through a comprehensive support structure which includes house group teachers, a year coordinator for each year level, a guidance officer, a youth support coordinator, a chaplain and a nurse. Parents are encouraged to become actively involved in the school through a vibrant Parents and Citizens Association, providing vital resources, and a School Council comprising parent, student and staff representatives.

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 7 through to 12. At the beginning of 2016 there were 1 282 students enrolled at the school.

At Caboolture State High School, 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 core 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 2016 and many of the programs and initiatives that have contributed to our successes.

School Progress towards its goals in 2016

This year again witnessed an improvement in student achievement, particularly with regard to Year 12 outcomes where 96% of our students who were OP eligible received an OP of 1 to 15, with three students achieving an OP 2. Over ninety-seven percent of our Year 12 cohort achieved their Queensland Certificate of Education. This improvement was underpinned by the priorities identified in the school's Annual Operational Plan of 2016, namely, a focus on quality teaching, advancing students' literacy, numeracy and metacognition skills and improving student and community well-being.

The school continued to implement the Australian Curriculum and develop program units in English, Mathematics, History and Geography and embed literacy and numeracy skills in all units of work. We reviewed our senior programs to ensure they were meeting the needs of our senior students, providing them with suitable and sustainable future pathways, especially with regards to students achieving their Queensland Certificate of Education. We also 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 'Investing for Success' initiatives including the expansion of teacher coaching and the introduction of STEM programs. There was a strong focus on catering for the needs of all our students through classroom differentiation.

The school continued to implement its pedagogical framework, the 'Art and Science of Teaching', in 2016. Teachers engaged in extensive professional development throughout the year and significant improvement in teachers' classroom practices was evident. There was a strong emphasis on ensuring quality teaching and consistency of classroom practice. The development of this framework and the achievement of quality practice will continue throughout 2017.

Future Outlook

Building on the successes of 2016, the school identified the following Explicit Improvement Agenda, as outlined in the school's Annual Implementation Plan, for 2016:

•   Ensure consistent, quality teaching in all classrooms through coaching support, high quality professional development, explicit feedback and strategies to ensure consistency of practice

•   Continued development of students' skills in Reading Comprehension and Writing

•   Improvement student engagement through the introduction of such programs as 'Positive Behaviour for Learning' and 'Reboot'.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1127	579	548	95	87%
2015*	1226	601	625	102	90%
2016	1258	621	637	117	88%

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

Overview

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 from the north to the south and Wamuran, to the west of 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 110 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.

The school has a large special education program which caters for over 130 students.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	**2014**	**2015***	**2016**
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	22	21
Year 11 – Year 12	20	20	19

*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.

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Curriculum Delivery

Our Approach to Curriculum Delivery

The current curriculum offerings in Years 7, 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 one semester. Additionally, all students in Year 7 study four rotational subjects, The Arts, Agricultural Science, Industrial Technology and Home Economics for one 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 one semester. Additionally all students choose four subjects from a range of options, each elective being studied for one 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 one 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 Year 11 and 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 7 to 10 and the Agricultural and Rural Studies programs in Years 7 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.

Co-curricular 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-curricular 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 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.

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In 2016 the school introduced a 'Bring Your Own Device' program for students and will look to expand this program in 2017 with all students in Years 7 and 11 expected to have a BYO device.

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

Overview

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, including bullying and cyber-bullying.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	87%	97%	87%
this is a good school (S2035)	89%	97%	93%
their child likes being at this school* (S2001)	92%	100%	85%
their child feels safe at this school* (S2002)	86%	97%	83%
their child's learning needs are being met at this school* (S2003)	86%	91%	79%
their child is making good progress at this school* (S2004)	86%	97%	83%
teachers at this school expect their child to do his or her best* (S2005)	90%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	97%	83%
teachers at this school motivate their child to learn* (S2007)	81%	97%	89%
teachers at this school treat students fairly* (S2008)	79%	90%	82%
they can talk to their child's teachers about their concerns* (S2009)	87%	97%	87%
this school works with them to support their child's learning* (S2010)	84%	97%	87%
this school takes parents' opinions seriously* (S2011)	79%	93%	80%
student behaviour is well managed at this school* (S2012)	77%	90%	79%
this school looks for ways to improve* (S2013)	88%	93%	88%
this school is well maintained* (S2014)	95%	88%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	88%	84%
they like being at their school* (S2036)	91%	82%	82%
they feel safe at their school* (S2037)	92%	85%	77%
their teachers motivate them to learn* (S2038)	87%	89%	82%
their teachers expect them to do their best* (S2039)	98%	97%	92%
their teachers provide them with useful feedback about their school work* (S2040)	82%	87%	85%
teachers treat students fairly at their school* (S2041)	80%	74%	70%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they can talk to their teachers about their concerns* (S2042)	70%	72%	76%
their school takes students' opinions seriously* (S2043)	78%	77%	60%
student behaviour is well managed at their school* (S2044)	63%	71%	50%
their school looks for ways to improve* (S2045)	91%	85%	84%
their school is well maintained* (S2046)	82%	81%	79%
their school gives them opportunities to do interesting things* (S2047)	86%	85%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	93%	97%
they feel that their school is a safe place in which to work (S2070)	94%	93%	90%
they receive useful feedback about their work at their school (S2071)	84%	85%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	83%	87%
students are encouraged to do their best at their school (S2072)	96%	93%	98%
students are treated fairly at their school (S2073)	93%	90%	95%
student behaviour is well managed at their school (S2074)	68%	74%	71%
staff are well supported at their school (S2075)	82%	77%	81%
their school takes staff opinions seriously (S2076)	79%	80%	78%
their school looks for ways to improve (S2077)	96%	95%	94%
their school is well maintained (S2078)	91%	92%	89%
their school gives them opportunities to do interesting things (S2079)	92%	90%	92%

* 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

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.

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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.

The school Facebook site is very popular with parents and members of our school community. Additionally, our school is part of the QParents network where parents and carers are able to communicate and obtain information directly from the school.

The school introduced Foundation classes for students requiring adjustments to their curriculum. Requiring extensive parent consultation and 'sign off', these small sized classes have already produced promising results for our students and combined with the specialist courses offered through our Special Education Program, our students with diverse learning needs are able to participate fully in our curriculum.

Respectful relationships programs

The school has developed and implemented a range of programs that focus on appropriate, respectful and healthy relationships. These programs focus on developing students' skills in a number of areas including communication, anger management, and management of relationships and safe use of the many social media mediums. They are offered as stand-alone programs such as the girls' 'Pearl Program' and 'Rock and Water' or embedded in the school curriculum and pastoral development programs. On many occasions the school uses community non-government agencies or specialists to supplement staff expertise.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	419	535	736
Long Suspensions – 6 to 20 days	10	4	15
Exclusions	7	13	11
Cancellations of Enrolment	32	13	22

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.
**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

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, including paper, is recycled to protect the environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	589,401	10,090
2014-2015	635,100	19,164
2015-2016	550,952	11,445

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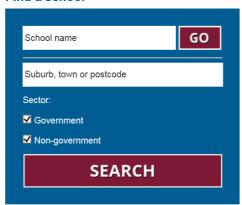
School Funding

School income broken down by funding source
School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

Find a school

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	109	51	<5
Full-time Equivalents	104	40	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	6
Graduate Diploma etc.**	32
Bachelor degree	70
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $144 765.

The major professional development initiatives are as follows:

- Literacy and Numeracy development and implementation
- The Art and Science of Teaching
- 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
- Twilight sessions and PLCs

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 94% of staff were retained by the school for all of 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	86%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	78%	80%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									87%	85%	85%	85%	85%
2015								87%	90%	85%	84%	87%	86%
2016								88%	85%	86%	86%	85%	87%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
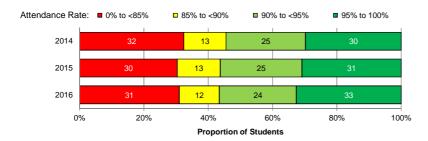
DW = Data withheld to ensure confidentiality.

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Student Attendance Distribution

The proportions of students by attendance range:

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%
2014	32	13	25	30
2015	30	13	25	31
2016	31	12	24	33

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed at Caboolture State High School in line with 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.

•   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 8.55 am. 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 the student receiving an "unexplained absence" record
•   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 forth-coming on the day of absence by 10.30 am
•   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 DET 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 for students in the Compulsory Participation Phase of their education.
•   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.
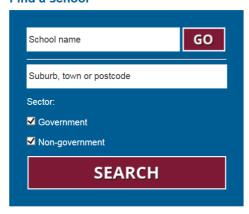
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NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	172	183	168
Number of students awarded a Queensland Certificate of Individual Achievement.	0	6	5
Number of students receiving an Overall Position (OP)	82	68	47
Percentage of Indigenous students receiving an Overall Position (OP)	63%	29%	18%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	20	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	134	143	139
Number of students awarded an Australian Qualification Framework Certificate II or above.	113	135	132
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	158	167	159

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	100%	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.	68%	69%	96%
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.	97%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	94%	98%

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

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	28	23	16	10
2015	13	9	25	19	2
2016	12	17	16	2	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014	54	106	38
2015	54	117	58
2016	70	118	67

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

Students completed Certificate courses from the following list:
Certificate I's
BSB10112 Business
MEM10105 Engineering
MSF10113 Furnishing
FSK10213 Skills for Vocational Pathways
ICA10115 Information, Digital Media & Technology

Certificate IIs
BSB20115 Business
SIS20313 Sport and Recreation
30981QLD Workplace Practices
SIT202013 Hospitality
ICT20115 Information, Digital Media & Technology
AHC21210 Rural Operations
CUA20107 C2 Creative Industries (Media)

Certificate IIIs
ICA30115 Information, Digital Media and Technology
CHC30113 C3 Early Childhood education and Care

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	78%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	62%	79%	57%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.cabooltureshs.eq.edu.au

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

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 enrol 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.

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