



## Caboolture State High School

# ANNUAL REPORT

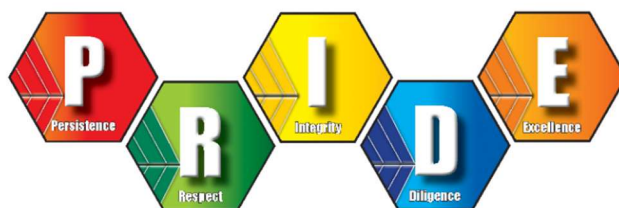
# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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*Making the difference today...for tomorrow.*

## From the Principal

### School overview



Caboolture State High School is a co-educational school offering a wide range of subjects to students enrolled in Year 8 to Year 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 eighteenth year, our range of agricultural programs based at our farm, our marine program and our sporting development program. A Diverse Learners Hub, catering for hearing-impaired students, and a learning support unit are located within our school. Students are well-supported through a comprehensive support structure which includes house group teachers, two year co-ordinators per year level, guidance officers, youth support co-ordinator, chaplain and nurse. Parents are encouraged to become actively involved in the school through an active Parents and Citizens Association, providing vital resources, and a School Council comprising parent, student and staff representatives.

Together, we are creating bright futures for our students at Caboolture State High School by building on its proud educational traditions and successes. Our next four years will be an exciting time to be part of our school community as we transform our buildings and grounds into modern, 21st century learning environments, redefine our learning culture, document our curriculum plan and shape our signature pedagogical practices.

We are committed to building on the rich history of the school and seeing the motto "May I be worthy" come to life for our staff and students. We are measuring our worth as a school based on:

- a narrow and sharp focus on our core business – teaching and learning;
- a rich, viable and guaranteed curriculum;
- engaging pedagogical practices; and
- the consistent application of the responsible behaviour plan.

At Caboolture State High School, our vision is "Making the difference today...for tomorrow". We set the bar high in terms of our expectations on attendance, participation, uniform, effort and behaviour, so that our vision can become a reality for all members of our school community. We celebrate diversity and we are very proud of our inclusive culture that values everyone's differences, similarities and talents.

The school has entered a new phase of growth, welcoming many new families and staff into our school community as we reach six full cohorts in 2020. The range of subjects we offer will evolve during the lifespan of our next four year strategic plan to cater for new student needs, interests and pathways into work. The school's vibrant academic and vocational curriculum is supported by a range of extracurricular cultural and sporting programs designed to engage and excite students. Other signature curriculum initiatives include our LearnIT immersion laptop program, now in its tenth year; our range of agricultural programs based at our farm; and our marine education program.

We are passionate about our learning programs that cater for students with disabilities in our Diverse Learning Hub, affectionately referred to as our DLH. As a speciality we cater for hearing-impaired students, and also provide differentiated learning opportunities through our 8 Key Learning Areas (KLAs) and learning support for all of our students to individualise their learning programs. Student wellbeing and Positive Behaviour for Learning (PBL) are key priorities for our school. We offer a wide range of student services and support which includes house group teachers, year co-ordinators and Heads of Department (HODs), two guidance officers, a youth support co-ordinator, a chaplain and a school based nurse.

Our parents are positively involved in the school through an active Parents and Citizens Association and School Council comprising parent, student and staff representatives. Our school community is focused on continual improvement around three priorities: Learning Culture, Curriculum and Pedagogy. Within each

priority, school teams are committed to explicitly improving a number of high yield elements which have been collaboratively determined:

## **1. Learning Culture**

- 1.1. PBL – Positive Behaviour for Learning
- 1.2. ESCM – Essential Skills for Classroom Management
- 1.3. Restorative Practices
- 1.4. Reboot

## **2. Curriculum**

- 2.1. Literacy
- 2.2. Numeracy
- 2.3. Whole school curriculum plan
- 2.4. New Senior School curriculum (New QCE / SATE)

## **3. Pedagogy**

- 3.1. ASOT – new Art and Science of Teaching
- 3.2. Coaching and mentoring
- 3.3. Visible learning
- 3.4. Inclusion – Co Teaching

Our explicit improvement agenda (EIA) will provide a sustainable platform for our schools future by fostering a genuine sense of belonging for the young people in our care based on our values, motto and vision.

## **School progress towards its goals in 2018**

In 2018 our strategic agenda was focused on effective teaching and learning framework and engagement. Our teachers continued their work around the Art and Science of Teaching (ASOT) and our students experienced learning sequences based on learning goals and proficiency scales. Teachers engaged in coaching and mentoring to continue to build their capacity to deliver high quality learning experiences. Our work with New Pedagogy Deep Learning come to a natural conclusion and will leave many wonderful new teaching practices for our staff. Our literacy and numeracy initiatives have continued to be embedded across the school in every Key Learning Area (KLA).

Reboot and Positive Behaviour for Learning (PBL) continues to be the strong backbone of our improvement agenda and have provided lovely pathways to improved student engagement. Our student services model was reviewed at the end of 2018 and has resulted in a restructure of our behaviour management team, introducing year coordinators and a junior and senior behaviour rooms. Our alternative programs like Rise Up continue to be successful and highly engaging for our students. Our Diverse Learning Hub (DLH) goes from strength to strength each year with the added work around co teaching enhancing inclusion for our students.

Staff undertook extensive professional learning around the new senior assessment and tertiary entrance (SATE) systems throughout 2018 so we were prepared for its introduction in 2019. We were delighted to welcome our new permanent Principal Mrs Fiona Free in Term 4.

## **Future outlook**

In 2019 we look forward to further refining our explicit improvement agenda around our three priority areas:

- 1. Learning Culture
- 2. Curriculum
- 3. Pedagogy

And celebrating the successes from our Quadrennial School Review and the outcomes from our external school review. Throughout 2019 we will reflect on our 2016 – 2019 Strategic Plan and prepare our next four year plan. We are looking forward in 2019 to opening our brand new Agriculture Centre, Trade Training Centre, four new modular classrooms in our Diverse Learning Hub and 12 new classrooms in our Senior Schooling Precinct. 2019 will be a transformational year for our facilities and grounds with upgrades to our basketball and tennis courts, as well as the air conditioning of our hall.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1258	1248	1272
Girls	621	608	625
Boys	637	640	647
Indigenous	117	121	140
Enrolment continuity (Feb. – Nov.)	88%	88%	91%

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

Our students are 21<sup>st</sup> century learners who are curious, resilient and excited by the pathways our school provides. 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, Beachmere, Toorbul and Donnybrook.

Our diverse student population make our school a fabulous place for learning and consists of 11% Indigenous students, 11% students with disability and a number of students identifying with different ethnic backgrounds; New Zealand, Asia and Pacific Islands forming the majority. We are a school for the Deaf and have a wonderful, rich Asian language program. Interestingly, many of our students are second or third generation Caboolture State High School students. The sense of community is a key feature of Caboolture State High School.





## 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	21	20	20
Year 11 – Year 12	19	17	16

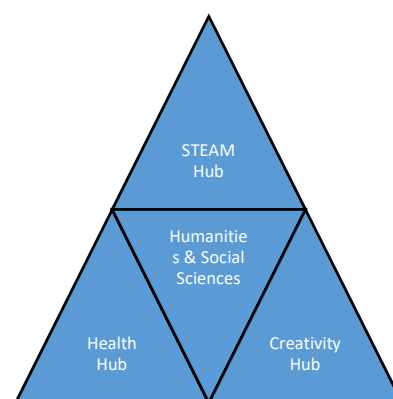
Note:

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

At Caboolture State High School we are creating a learning culture which features curiosity, wonder, creativity, inquiry, investigation, design and innovation. We want our students to be engaged in their learning, have fun, be happy and excited by what our curriculum offers them. We are opening up their world of learning and broaden their horizons. There is a place for everyone in our career spheres centred around STEAM, Creativity and Health. Our junior secondary program opens up a world of options for our students to have a choice in which electives they study with a focus on developing 21<sup>st</sup> century skills. We want our students to be self-regulatory and resilient as they navigate the learning options that will take them to a bright future. Our senior secondary program begins in year 10. We want our students to be able to choose their curriculum program for the widest range of subjects that will begin their journey to work or further study or training. We offer a very broad range of curriculum offerings in year 11 and 12 so that our students can choose subjects that excite them and prepare them to enter the world of future training, study or work.



### Co-curricular activities

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 debating, public speaking, cattle showing, subject-based competitions, digital design challenges, Lego League, chess tournaments, instrumental music, school musicals 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.

Our 'Bring Your Own Device' program for students and has steadily increased in popularity throughout 2018 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, 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 History, 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. The flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. The Mathematics and Humanities faculties have been trialling this approach with much success.

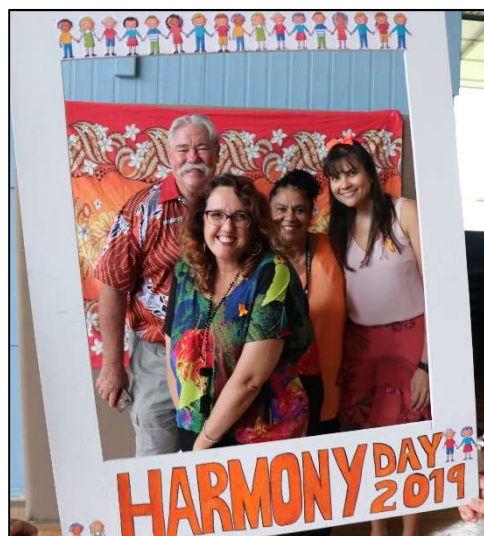
## Social climate

### Overview

The data gathered by the Department of Education through the School Opinion Survey confirms that students, parents and teachers believe that Caboolture High continually aims to improve, provides a rewarding school experience where students can achieve their potential through a wide range of experiences and are challenged in their learning through a variety of opportunities.

The school values; persistence, respect, integrity, diligence and excellence, provide a positive tone and are regularly reinforced through the PRIDE reward system. 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 cyberbullying. Positive Behaviour for Learning and Reboot are two programs that will continue to develop students' ability to regulate their own behaviour and create a supportive school environment for students.

The school has an extensive pastoral care program dealing with topics ranging from adapting to secondary school, career planning, respectful relationships, leadership programs such as High Resolves, as well as work preparation for the senior school. Study skills, time management, personal health and safety are also supported through the Access program.



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.

Students are also supported by a range of personnel, including year coordinators, guidance officers, a youth support coordinator, school nurse, student mentor, school chaplain and Heads of Department – Junior Secondary and Senior Schooling.

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

## Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	90%	95%
• this is a good school (S2035)	93%	84%	95%
• their child likes being at this school* (S2001)	85%	78%	97%
• their child feels safe at this school* (S2002)	83%	80%	95%
• their child's learning needs are being met at this school* (S2003)	79%	91%	90%
• their child is making good progress at this school* (S2004)	83%	87%	91%
• teachers at this school expect their child to do his or her best* (S2005)	96%	93%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	87%	93%
• teachers at this school motivate their child to learn* (S2007)	89%	85%	95%
• teachers at this school treat students fairly* (S2008)	82%	85%	87%
• they can talk to their child's teachers about their concerns* (S2009)	87%	94%	95%
• this school works with them to support their child's learning* (S2010)	87%	91%	88%
• this school takes parents' opinions seriously* (S2011)	80%	89%	85%
• student behaviour is well managed at this school* (S2012)	79%	77%	78%
• this school looks for ways to improve* (S2013)	88%	89%	95%
• this school is well maintained* (S2014)	96%	90%	98%

\* 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 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2016	2017	2018
• they are getting a good education at school (S2048)	84%	93%	89%
• they like being at their school* (S2036)	82%	79%	91%
• they feel safe at their school* (S2037)	77%	87%	86%
• their teachers motivate them to learn* (S2038)	82%	86%	82%
• their teachers expect them to do their best* (S2039)	92%	94%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	86%	83%



Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	70%	77%	76%
• they can talk to their teachers about their concerns* (S2042)	76%	72%	75%
• their school takes students' opinions seriously* (S2043)	60%	70%	68%
• student behaviour is well managed at their school* (S2044)	50%	48%	57%
• their school looks for ways to improve* (S2045)	84%	90%	86%
• their school is well maintained* (S2046)	79%	77%	80%
• their school gives them opportunities to do interesting things* (S2047)	87%	88%	78%

\* 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)	97%	90%	97%
• they feel that their school is a safe place in which to work (S2070)	90%	73%	95%
• they receive useful feedback about their work at their school (S2071)	84%	80%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	89%	88%
• students are encouraged to do their best at their school (S2072)	98%	92%	95%
• students are treated fairly at their school (S2073)	95%	83%	93%
• student behaviour is well managed at their school (S2074)	71%	61%	74%
• staff are well supported at their school (S2075)	81%	77%	86%
• their school takes staff opinions seriously (S2076)	78%	79%	92%
• their school looks for ways to improve (S2077)	94%	93%	92%
• their school is well maintained (S2078)	89%	91%	89%
• their school gives them opportunities to do interesting things (S2079)	92%	84%	89%

\* 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.

Caboolture State High School 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 as a member of the Parents and Citizens' Association. The school has a tradition of well-attended Subject Information Evenings and Parent-Teacher Interviews and also at functions such as the Leaders' Induction, Academic Awards Night, Valedictory and 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.

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 sign is also a point of reference for up-coming events.

The school introduced foundation classes for students requiring adjustments to their curriculum. Requiring extensive parent consultation and endorsement, these small sized classes have already produced promising results for our students. Combined with the specialist courses offered through our Diverse Learning Hub, 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 resilience, the 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	736	751	582
Long suspensions – 11 to 20 days	15	28	21
Exclusions	11	15	2
Cancellations of enrolment	22	17	21

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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	550,952	884,962	512,879
Water (kL)	11,445	634	4,300

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	116	59	<5
Full-time equivalents	110	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	3
Masters	14
Graduate Diploma etc.*	28
Bachelor degree	71
Diploma	0
Certificate	0

\*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 \$121 814.23

The major professional development initiatives are as follows:

- ASOT (Art and Science of Teaching)
- Coaching and Mentoring
- NDPL (New pedagogy deep learning)
- Literacy and Numeracy
- Flipped classrooms
- ICT
- PBL (Positive Behaviour for Learning)
- Reboot
- Essential Skills for Classroom Management (ESCM)
- New senior assessment and tertiary entrance (SATE)

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%	95%	95%

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

From the end of the previous school year, 96% 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	86%	86%	84%
Attendance rate for Indigenous** students at this school	80%	79%	75%

\* 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			

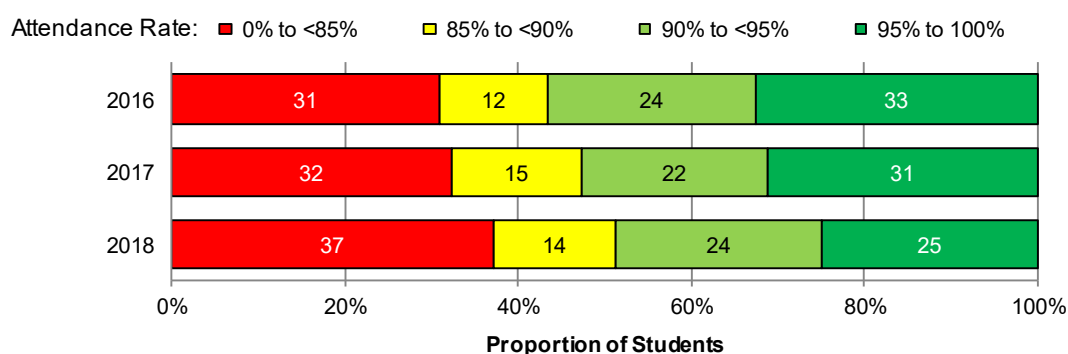
Year level	2016	2017	2018
Year 7	88%	90%	87%
Year 8	85%	84%	84%
Year 9	86%	84%	80%
Year 10	86%	86%	81%
Year 11	85%	85%	85%
Year 12	87%	89%	87%

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





## 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.

- Non-attendance is managed at Caboolture State High School in line with DoE 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 house group 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 forthcoming 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 DoE 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.

## 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.

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.

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

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

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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	168	172	170
Number of students awarded a QCIA	5	7	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	159	156	162
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	80%	94%
Number of students who received an OP	47	48	34
Percentage of Indigenous students who received an OP	18%	20%	19%
Number of students awarded one or more VET qualifications (including SAT)	139	144	138
Number of students awarded a VET Certificate II or above	132	136	127
Number of students who were completing/continuing a SAT	11	17	14
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	96%	83%	88%
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	99%	98%	98%
Percentage of QTAC applicants who received a tertiary offer.	98%	96%	98%

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	12	6	2
6-10	17	15	14
11-15	16	19	14
16-20	2	8	4
21-25	0	0	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	70	48	33
Certificate II	118	131	102
Certificate III or above	67	91	84

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).

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As at 14th February 2018. The above values exclude VISA students.

Students completed certificates from the following list:

CertificateI

FSK10213 Skills for Vocational Pathways  
ICA10115 Information, Digital Media & Technology  
CPC10111 Construction

CertificateII

BSB20115 Business  
SIS20313 Sport and Recreation  
30981QLD Workplace Practices  
SIT20316 Hospitality  
ICT20115 Information, Digital Media & Technology  
AHC21210 Rural Operations  
CUA20215 Certificate II in Creative Industries

CertificateIII

ICT30115 Information, Digital Media and Technology  
CHC30113 Early Childhood Education and Care  
SIS30115 Sport and Recreation  
BSB30115 Business

## 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%	81%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	79%	85%

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.

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.

### 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.caboolturehs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>