

Bundaberg North State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

I am pleased to provide you with a copy of the Annual Report for Bundaberg North High for 2013.

2013 was a year of refreshing, renewing and revitalizing our schools vision, values and beliefs, processes and structures. It was a very busy year, made even more challenging by the devastating flooding experienced by the school community on Australia Day, 2013. Sadly many of our families were affected by these events, with many of them only now getting their lives back to what they would consider normal. I hope that those families are now able to enjoy some better times together. I am proud of how our school responded to these events and the role it has played to help the community recover by providing a safe and predictable environment for our young people. Despite this setback we have set about our mission of renewal and positioning of the school to ensure its success in the next ten years.

North's vision to achieve 'Outstanding Learners, Outstanding Achievements and Outstanding Futures' underpins our planning in all aspects of the school. We want every student to have the opportunity to learn in a safe and supportive environment so that they can achieve to their potential.

Our curriculum achieves this by providing learning environments that respond to the learning needs of our students. This includes classes that support the development and consolidation of student skills and knowledge as well as classes that challenge our academically capable students.

Our student welfare and relationships program places an emphasis on students becoming part of the wider school community and learning how to connect, as responsible citizens, to their community.

Above all, in class or in extra-curricular activities, we ask students to; take responsibility by doing the best job they can, make a commitment to their learning and show respect for themselves, each other and their surroundings.

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We greatly appreciate the support we receive from parents and the school community. Staff, students and parents working together make North High a great state school.

This report provides information on our performance in 2013 which includes Progress towards our goals and future outlook, the school profile, curriculum offerings, school climate, staff profile, school income and the performance of our students.

School progress towards its goals in 2013

During 2013 the school was focused on refreshing, renewing and revitalizing the school vision, values and beliefs, processes and structures to ensure its success in the next ten years. Specifically the school has

- Developed a new vision: “ Outstanding Learners, Outstanding Achievements, Outstanding Futures”
- Clarified our values; “Respect, Responsibility, Right to Learn in Safe and Supportive Environment”
- Identified and agreed on our beliefs
- Created a new behaviour support structure based on junior and senior teams with Year Level Co-ordinators.
- Re-structured the Heads of Department, creating new roles and consolidating the leadership of whole school programs.
- Commenced the implementation of a consistent Teaching and Learning Framework the Art and Science of Teaching.
- Implemented a Year 4 to 12 academic talent development program called Leading Extension Academic Program [LEAP] including Days of Excellence.
- Developed and renewed the Literacy and Numeracy Action plan and strategies for improvement.
- Consolidated the leadership of the Vocational Education program and strengthen our School to Industry programs.
- Developed a clear and consistent information and communication technology strategy.
- Implemented rigorous monitoring of senior student’s progress towards the achievement of a Queensland Certificate of Education.
- Implemented a revised Senior Education and Training Plan program aimed at assisting students to make more informed subject and pathway choices.
- Reviewed and restructured the Junior Curriculum in preparation for the implementation of the Australian Curriculum and the addition of Year 7 in 2015.

This report provides data that these measures have resulted in an overall improvement in the school’s performance with the highlights being:

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- An improvement from 41% satisfaction in 2012, to 80% satisfaction in 2013 by students relating to “ student behaviour is well managed at their school”
- An improvement in the percentage of students receiving QCE from 64% of students in 2012 to 71% of students in 2013.
- An improvement in the percentage of students who completed an SAT, or one or more of the following: QCE, VET qualification from 87% in 2012, to 89% in 2013.

Future outlook

Despite the improvement in performance in 2013, there is room for further improvement and the school is using 2014 to focus on our continued journey of building on the foundations laid in 2013. Our goal is to move the school from a ‘good’ to ‘great’ performance to become a school of high reliability. Our priorities for 2014 include:

1. Improved student outcomes with a focus on;
 - Literacy and numeracy improvement
 - Differentiation including setting and attaining of achievement targets
 - Strengthening vocational education
 - Continued implementation of year 4 to 12 LEAP.
 - Improved attainment of Queensland Certificate of Education
 - QCS and OP performance improvement
 - Attendance improvement
2. Building teacher capacity through;
 - The development of a consistent Teaching and Learning Framework
 - Implementation of revised Performance Development Plan for staff
3. Getting Ready for Secondary School with focus on increased market share of enrolments.
4. Implement the Australian Curriculum: HPE, History, English, Maths, Science

School Profile

Bundaberg North State High School is a co-educational state school which offers year levels 8-12. North caters for the full range of students - from students who want to enter the workforce to students who want to enter university.

North High had 812 students enrolled in August 2013 and has an enrolment continuity of 89 %. The total enrolment figures were made up of 405 males and 407 females. Enrolments have declined in recent years but are expected to stabilize with the introduction of Year 7 in 2015. Approximately 50% of students complete their primary education in small rural schools.

In 2013, the school had 66 Aboriginal and Torres Strait Islander students. The school has the services of a community education counsellor and is committed to the employment of Indigenous teacher aides to assist Indigenous students achieve their potential. Bundaberg North State High School strives to promote the atmosphere of "one school and one community". We hold high expectations of Indigenous students and expect them to take responsibility for their education and personal well-being. Opportunities are provided for students to engage meaningfully in academic and cultural activities.

A Special Education program assists students ascertained with specific disabilities. These students are integrated into mainstream classes or are on Individual Education Programs. North High is a designated physical-impaired cluster school. Students with learning difficulties and other specific support needs are also catered for by the school's Student Support Unit.

A growing number of graduating students choose to begin tertiary studies in Bundaberg, by attending Central Queensland University (Bundaberg campus) or TAFE.

The school operates a vertical care structure, with a well-developed personal development program. Roll classes at North are called RAS (Relationships and Self) classes and, in most cases, students stay with the same RAS teacher for their junior years and change for their senior years. This provides the opportunity for strong, productive relationships to be developed between students and their RAS teacher. This structure also allows students to develop their leadership skills with the roll class as they progress from Year 8 to the senior years of schooling.

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	917	456	461	91%
2012	867	436	431	88%
2013	812	407	405	89%

Our school at a glance

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

Characteristics of the student body:

The characteristic of the student body at Bundaberg North State High School is varied mixture of backgrounds with almost 50% of students coming from the small rural settlements that surround Bundaberg and the remainder of students coming from the urban environments of Bundaberg.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	22
Year 11 – Year 12	18	18	20

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	156	119	170
Long Suspensions - 6 to 20 days	30	26	33
Exclusions	5	4	1
Cancellations of Enrolment	19	8	2

Curriculum offerings

Our distinctive curriculum offerings include:

In the junior school a program of structural differentiation is offered where students based on their academic ability participate in Foundation, Core and Extension classes. Students in these classes are provided with differing levels of scaffolding, support, challenge and in some cases different curriculums to meet their learning needs.

A year 8 to 12 Leading Extension Academic Program [LEAP] is offer to students by application. This program aims to create a cohort of high achieving students who are provided with challenging learning experiences. The program also reaches into years 4 to 7 in our primary

feeder schools where potential LEAP students are invited to participate in days of excellence.

In partnership with Bundaberg State High School and Kepnock State High School, the school also funds an Off Campus, Access to Pathways Program, for students at risk of disengaging from education. These students work towards work-readiness and then entry into the workforce through traineeships or school-based apprenticeships. Junior secondary students in this program concentrate on academic and personal development with a goal of reintegrating to normal schooling. Each of these students has a learning program developed to suit his/her individual career plan.

The school continues to undertake a considerable amount of work in the areas of traineeships and school-based apprenticeships. The school is working closely with Registered Training Organisations and other agencies to offer an extended range of options to students. Year 11 and 12 students were enrolled in the TAFE School Links program.

Across all year levels, the Relationships and Self (RAS) curriculum provides education in such areas as drug education, sun safety, harm minimization, human development, attributes of good citizens. Attributes of good citizenship are instilled in students through a range of activities. The largest of these are blood donation and donations of food to the Salvation Army's "Appeal for Christmas".

North High is the Bundaberg High School that is designated to teach Aeroskills (light aircraft maintenance and repair) as part of the Bundaberg Regional Trade Training Centre.

Extra curricula activities

North is a student-centred school that places a high value on extra-curricular activities and encourages student leadership and participation. A range of extra-curricular activities are made available to students by staff who offer their time and expertise on a voluntary basis outside normal school hours. Events in 2013 included;

- "Bounce Back Concert" held in May showcasing the talents of students from Years 8-12, which raised funds for the Salvation Army and the Helicopter Rescue service which supported North families during the 2013 Australia Day Floods.
- Our instrumental music students played at a variety of community events throughout the year.
- A very successful Arts Night showcasing dance, music, drama and art was held in October.
- Curriculum-based activities and competitions including the Maths Team Challenge, public speaking and the Science and Engineering Challenge.
- An elected student council is led by School Captains chosen by their peers. The Student Council provides significant financial support to the school to develop facilities specifically for student use and provides advice to the Principal on student opinion. The Student Council runs student-centred events such as a walkathon, lunch-time events and non-uniform days.
- Leadership skills are developed through student-led parades, the organisation of sporting competitions in lunch hours and the awarding of certificates to Year 12 students who show leadership through positive role modelling.
- In alternate years, the school produces a musical and enters into cultural productions. While high achievement in all aspects of school life is encouraged, the school also places emphasis on participation, with students being recognised for commitment and participation in a range of activities.
- Every year, the school enters a number of teams in the Wide Bay North District School Sports Competition. This gives all students the opportunity to attain representative honours. In 2013,

24 students were selected in Wide Bay teams, 2 students were selected in State teams and 1 student was selected in an Australian team.

- For the sixth year, a team of Year 10 students entered the Wide Bay District Science and Engineering Challenge.
- 2013 at North High saw Indigenous culture mural Ngajumbuge (alive in all) with our Aboriginal and Torres Strait Islander dance group sharing their rich and diverse culture within the school and wider community. The dance group performed at a variety of schools and community events.

How Information and Communication Technologies are used to assist learning

The use of computers as a teaching and learning tool continued to expand in 2013. In Years 9 to 12 the school has a ratio of one computer to every student with Year 11 and 12 students having access to their own laptop as part of the school's Take Home laptop program. In 2013 these laptops were replaced with higher functioning tablets through a deal with Education Queensland.

Most staff hold an ICT certificate and emphasis is placed on implementing the Smart Classrooms framework.

The school now has ICT and internet connection into all classrooms to improve research and learning activity connection, for all students.

In 2013, the school received \$51,920 from the ICTs for Learning Grant and \$ 192,612 were expended for ICT for Learning. This included funds received from the National Secondary Schools Computer Fund (NSSCF Grants) All of these funds were used to pay for:

- A full-time computer support technician;
- Data 3 agreement and internet costs;
- Replacement of computers;
- Expansion of software;
- Maintenance and support of equipment.

All staff teachers have been provided with their own laptop and the school holds a "Click View" licence that provides access to a large range of online resources for both students and staff. The use of ICTs as a learning tool is widespread across the curriculum.

Social climate

The Vision of Bundaberg North State High School is "Outstanding Learners, Outstanding Achievements and Outstanding Futures". The school values Respect, Responsibility, and the Right to Learn in a Safe and Supportive Environment. This is achieved through a number of strategies which include:

- A culture of high behaviour expectations and academic performance with clear responses and consequences for inappropriate behaviour as well as intervention to support students who may be under-achieving.
- A Responsible Behaviour Plan is collaboratively developed with the school community.
- A matrix of behaviour expectations supported by behaviour lessons taught in RAS.
- A research-based teaching and learning framework called the Art and Science of Teaching.

Our school at a glance

- Junior school and senior school behaviour teams consisting of Year Level Co-Ordinators, Heads of Department and Deputy Principals. These teams are the cornerstone of a process of timely identification of concerns and early notification of parents for individual students as well as analysing behaviour data to identify trends and develop appropriate whole school or year level responses.
- A comprehensive proactive and reactive anti-bullying strategy that includes a staff and student anti-bullying committee called "Better Buddies" that regularly presents strategies to deal with bullying.
- A student services team that consists of the school chaplain, school nurse, Guidance Officer and a Youth Support Co-ordinator, Year Level Co-ordinators, Head of Department student services, and a Deputy Principal who provide a range of additional counselling, case management and support to students.
- A system of student rewards called "Reach for the Sky" which are presented each term in recognition of outstanding behaviour, effort, attendance and academic achievement.

Parent, student and staff satisfaction with the school

The school opinion survey is conducted each year in August and collects data from all staff, year 8 and 11 students, parents and caregivers. In 2013 parent satisfaction levels varied with some showing improvement and others showing some decline. This varied result was most likely due to the size of the sample with only seven parents responding to the survey making the data unreliable, particularly compared to the consistently high levels of satisfaction expressed by both students and staff. Student satisfaction levels however showed a more consistent improvement trend with all areas showing some significant improvement. Staff satisfaction levels were also high with no satisfaction level below 81%. In 2014, the school will focus on engaging more parents in school decision-making, with increased numbers of parent participating in the School Opinion Survey.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	89%	86%
this is a good school (S2035)	89%	86%
their child likes being at this school* (S2001)	89%	86%
their child feels safe at this school* (S2002)	84%	86%
their child's learning needs are being met at this school* (S2003)	94%	71%
their child is making good progress at this school* (S2004)	68%	71%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	86%
teachers at this school motivate their child to learn* (S2007)	83%	71%
teachers at this school treat students fairly* (S2008)	72%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%

Our school at a glance

this school works with them to support their child's learning* (S2010)	95%	86%
this school takes parents' opinions seriously* (S2011)	89%	71%
student behaviour is well managed at this school* (S2012)	78%	71%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	82%	86%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	79%	89%
they like being at their school* (S2036)	75%	90%
they feel safe at their school* (S2037)	81%	91%
their teachers motivate them to learn* (S2038)	68%	88%
their teachers expect them to do their best* (S2039)	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	67%	85%
teachers treat students fairly at their school* (S2041)	60%	80%
they can talk to their teachers about their concerns* (S2042)	62%	75%
their school takes students' opinions seriously* (S2043)	56%	84%
student behaviour is well managed at their school* (S2044)	41%	80%
their school looks for ways to improve* (S2045)	81%	92%
their school is well maintained* (S2046)	65%	92%
their school gives them opportunities to do interesting things* (S2047)	76%	90%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	96%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	82%
staff are well supported at their school (S2075)	85%
their school takes staff opinions seriously (S2076)	81%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	86%
their school gives them opportunities to do interesting things (S2079)	89%

Our school at a glance

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

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

Parents are a welcome part of the school's daily operations. They are encouraged to be involved in their child's education in the following ways:

- Twice yearly parent/teacher evenings
- Access to teaching staff and other support staff by appointment at any time during the year
- Active encouragement of parents and carers to become volunteers in school classrooms and in other support activities
- Parent participation in the school's cultural activities – sewing costumes, assisting with fundraising
- Parent/student/school interviews for students moving from Year 10 to 11
- Fortnightly newsletters
- Email loop is available for parents to volunteer to answer surveys giving opinion on various school activities
- Participation in working parties to review specific parts of the school's operations
- Parents are provided with opportunities to attend a "Meet the Teachers" barbeque in Term One
- Parents formally contribute to school operations through the Parents and Citizens Association.
- A strong volunteer program exists in the school with volunteers assisting in the canteen, resource centre and classes.
- Many parents support their students at inter-school sports venues.

Reducing the school's environmental footprint

The school has continued a commitment to reduce its environmental footprint in 2013 by:

- Use of water efficient taps and toilet flush systems.
- The installation of additional solar panels to offset electricity usage.
- A school-wide approach to use of lights, fans and air conditioners only when required.
- Use of council recycling bins where applicable.
- Identification and repair of a major water leak in the schools water supply.

These measures have produced some pleasing results but reductions in the usage of water and electricity are still required. 2014 will be used to ensure that all strategies to reduce our carbon foot are applied consistently. The table below outlines results.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	325,161	13,850
2011-2012	326,891	6,480
2012-2013	335,408	16,441

Our school at a glance

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



Our staff profile

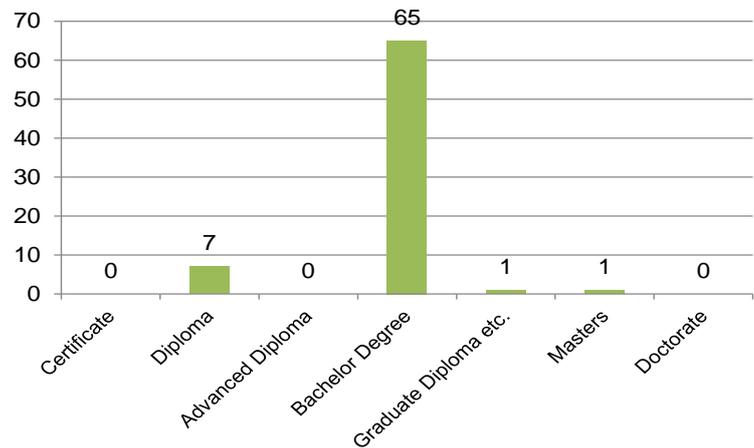
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	74	38	5
Full-time equivalents	70	26	3

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	65
Graduate Diploma etc.	1
Masters	1
Doctorate	0
Total	74



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 27,230

The major professional development initiatives are as follows:

- Year 7 in secondary schools
- Literacy

Our staff profile

- Australian curriculum and curriculum in the classroom
- Information communication technology paperclip program
- Instructional Leadership Development
- Deepening and strengthening practice through professional learning communities
- Differentiation
- Curriculum risk management requirements
- Analysis of data
- Behaviour management

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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/>. (The School information below is available on the *My School* web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the *My School* web site).

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

Our staff profile

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 web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown	87%	89%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

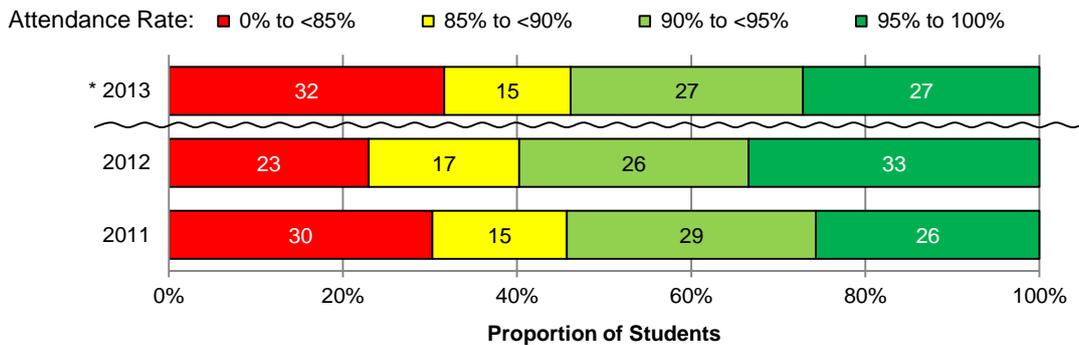
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								90%	86%	85%	87%	88%
2012								91%	89%	88%	88%	90%
2013								89%	85%	85%	85%	86%

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 from 2013 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 DET 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.

Attendance at Bundaberg North State High School is managed using the following proactive and reactive processes and procedures.

Proactive process and procedures include:

- Development of a positive school culture highlighted in the school climate section of this report.
- Development of positive home school relationships
- Early intervention of chronic student absences
- Reward system for 100% attendance

Reactive processes and procedures include:

- Student class rolls are marked every lesson electronically in ID Attend.
- This information is then collated and absence details are sent to staff via email each morning after period 1. Parents are notified of their student's absence via text message each day.
- For 1 to 2 days of absence in each RAS Lesson, the RAS teacher chases student absentees.
- For 3- 5 days of absence each week Year Level Coordinators, speak to students and phones home to gain an explanation of the absences.
- For 6-10 days of absence each week the HOD Junior/ Senior school, phones home and asks for explanations of absences.
- For 11 days or more of absence each week the DP Junior/Senior school phones home and asks for explanations of absence.

In individual cases of ongoing non-attendance by students a case management approach is adopted with the level and type of interventions determined on the needs of the students. This intervention may include support from our student services team, development of an alternative timetable, referral to alternative programs like Impact and Jets and in some cases assistance to transition into employment or another education and training provider.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Performance of our students

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

The school has a well organised Indigenous cultural and academic program and is achieving a degree of success. In 2013, the gap between the attendance rate of Indigenous and non-Indigenous students was 10.6 % compared to 2.8 % in 2012. While this was a decline in performance the gap however between indigenous and non-indigenous students apparent retention from years 10-12 has improved with a gap -16.4% in 2013 compared to 3.4 % in 2012.

The school will continue to have a sharp focus on Indigenous attendance rates utilizing the successful strategies used in 2012 and a whole school approach to improving all student's rates of attendance. Indigenous teacher aides and a community education counsellor provide academic support to students to assist in improving academic outcomes and planning for the student's future employment ,training or tertiary study which has had a very positive impact on the Indigenous retention rates.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	72%	76%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	149	147	131
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0

Performance of our students

Number of students receiving an Overall Position (OP).	65	55	51
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	16	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	108	97	93
Number of students awarded an Australian Qualification Framework Certificate II or above.	76	63	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	104	94	93
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.	60%	76%	65%
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%	87%	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	95%	100%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	5	10	24	22	4
2012	8	11	23	13	0
2013	8	9	16	16	2

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	58	76	1
2012	60	61	5
2013	66	58	4

As at 5 May 2014. The above values exclude VISA students.

The Certificate One courses studied in 2013 were hospitality, engineering and furnishing

Performance of our students

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 leavers information

The destinations of young people who left the school in years 10, 11 and prior to completing year 12 included enrolment in other schools or further education providers, interstate and overseas relocation and employment in an apprenticeship or general unskilled employment. Students at risk of leaving school early are identified as early as possible by school staff and are referred to the services team to provide appropriate intervention. This includes identification of barriers preventing students from succeeding at school, participation in alternative programs like the JETS program and impact aimed at re-engaging students in learning, ongoing case management of individual students and participation in programs aimed at assisting to transition into employment or other education providers.