

# Upper Coomera State College

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The School Annual Report contains information about the College's achievements from 2015. Outlines are provided for college

- Profile and characteristics
- Academic achievement
- Learning environment and student support
- Senior schooling outcomes

### School progress towards its goals in 2015

Priority	Strategies	Indicator
Improve student achievement in Literacy and Numeracy measured by the increasing percentage of students at or above National Minimum Standard in NAPLAN.	<ul style="list-style-type: none"> <li>• Improved alignment between assessment items, the curriculum and teaching and learning episodes.</li> <li>• Focus on numeracy and literacy elements in all teaching and learning episodes.</li> </ul>	Partially Completed Ongoing
Improve student achievement in reading measured by the increasing percentage of students represented in the NAPLAN Upper Two Bands.	<ul style="list-style-type: none"> <li>• Professional development in teacher ability to deliver effective teaching and learning episodes in the area of Reading.</li> </ul>	Partially Completed Ongoing
Improve Yr 12 exit data, with a specific focus on OP 1-15 and QCS outcomes.	<ul style="list-style-type: none"> <li>• Early identification of student performance and provision of necessary support</li> </ul>	Completed Ongoing
Improve student engagement through the implementation of 'Positive Behaviour for Learning' (PBL), reducing disciplinary absences and by increasing attendance.	<ul style="list-style-type: none"> <li>• Development of rewards systems</li> <li>• Implementation of weekly focus lessons</li> <li>• Consistency of language and college expectations</li> </ul>	Completed Ongoing

## Future outlook

The four 2016 priorities for the college are

1. Reading
2. Attendance
3. Student Welfare
4. Professional Learning Communities (teacher learning teams)

Priority	Strategies	Target
Reading	<ul style="list-style-type: none"> <li>• Staff development in the Reading to Learn pedagogical practices</li> <li>• Further staff development in implementing Fountas and Pinnell instructional reading level (running records)</li> <li>• Staff to identify key aspects of literacy in all teaching and learning episodes</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in the number of students receiving an A to C in English on their report card</li> <li>• Increase in school mean Reading average in NAPLAN</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Implementation of new intervention strategies for non-attendance</li> <li>• Teacher consistency in dealing with poor attendance</li> <li>• Rewards system implemented for high attendance</li> </ul>	<ul style="list-style-type: none"> <li>• 95% primary campus attendance</li> <li>• 92% secondary campus attendance</li> </ul>
Student Welfare	<ul style="list-style-type: none"> <li>• Positive Behaviour Learning continued implementation</li> <li>• Development and implementation of recognising and rewarding students who meet the college expectations</li> <li>• Ongoing renewal of student support programs</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student satisfaction with "this is a good school" on the School Opinion Survey</li> </ul>
Professional Learning Communities	<ul style="list-style-type: none"> <li>• Professional learning teams work together to improve teacher practice</li> <li>• Coaching and mentoring opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of staff satisfied that they have the ability to do their job (school opinion survey)</li> </ul>

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2295	1140	1155	87	89%
2014	2240	1102	1138	99	88%
2015	2205	1072	1133	91	90%

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.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Upper Coomera State College is an urban school located in the Gold Coast City Council. Upper Coomera is a newer suburb with a mix of traditional house blocks and medium density townhouses. The area could be characterised as middle socio-economic with a range of income streams and family types. The rate of transience can be as high as 35% with some year levels and is reflective of employment opportunities and housing availability and costs.

The college has a current enrolment of 2120 students and is a strong advocate for diversity and inclusivity. UCSC is very multi-cultural, with over 40 nationalities being represented in the student body which includes 148 English as an Additional Language or Dialect (EALD) students. Over 30% of the student population is from a Pacific Island background and the College has a number of Indigenous students, 42 in P-6 and 54 in 7-12 which is approximately 5% of the school population. Some of the main languages spoken at home include Dari, Maori, Arabic, Bosnian, Afrikaans, Turkish, Samoan, Tongan, Tagalog, Hindi, French and Mandarin. Some religions in the college include Catholic, Atheism, Islamic, Anglican, Jehovah's Witness and Christian.

The college has a purpose designed Special Education facility and offers programs to support the needs of our students with disabilities. Currently there are 123 (6% of the populous) endorsed ICP students in the college (77 in P-6, and 46 in Yrs 7-10). Many secondary faculties and primary classrooms modify their assessment tasks and units to address the needs of these students and to ensure inclusivity in classrooms.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	24
Year 4 – Year 7 Primary	23	21	26
Year 7 Secondary – Year 10	25	25	24
Year 11 – Year 12	20	20	20

\*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.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	307	377	425
Long Suspensions - 6 to 20 days	56	37	13
Exclusions	7	10	15
Cancellations of Enrolment	13	27	11

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

- The college implements the Australian Curriculum and Reporting Authority curriculum as prescribed in the primary and junior secondary schools.
- The college implements a variety of approved academic and vocational pathways in the senior secondary school.
- Senior secondary students have the ability to complete first year university subjects from Griffith University Gold Coast and receive direct entry into university.
- Assessment is aligned with the curriculum in order to produce true and accurate reporting to parents
- A number of classes across the college utilize Bring Your Own Device (BYOD) technology extensively to engage with the curriculum

### Extra curricula activities

The college has an extensive list of extra curricular activities which includes

- Kokoda Challenge (RSL)
- Sporting Schools Program (Australian Sports Commission)
- School Musical and Esstedfod Performances
- Interschool Sports
- Curriculum based excursions and camps
- Australian Business Week challenges

### How Information and Communication Technologies are used to improve learning

ICT is an integral educational tool across all year levels in the college to enhance the teaching and learning for every student. All staff have access to a school laptop and every class has access to a ceiling mounted digital projector. The College has a high speed 100Mbps optical fibre internet connection and the extensive wireless capability in the secondary school has been extended across the junior school.

Upper Coomera State College is striving to provide our students with the digital tools required to prepare them for lifelong learning and future pathways. With the cessation of the National Secondary Schools Computer Fund our school has transitioned to a bring your own device program. There are a number of BYOD classes across the college where students are utilising their digital devices to enhance their learning and any student is able to bring a device to school for learning. This program is helping transform how students are learning at our school. Learning is more individualised, flexible, relevant, engaging and connected to the online world in which students live. The school is also working with the teachers to continuously upgrade and improve their knowledge and skills in the use of digital tools and programs to enhance learning.

## Social Climate

During 2015 the college implemented the Positive Behaviour Learning (PBL) philosophy for the first time. The college collaboratively decided on the three expectations of Safety, Respect and Responsibility as the basis for achieving a safe, supportive and disciplined learning environment. PBL also includes, explicit behavior lessons taught each week, a focus on recognizing and rewarding positive behavior and having clearly defined consequences for behavior that does not meet the college's expectations.

To support the students at the college an extensive array of support services exists including

- School Based Nurse
- Chaplain
- Youth Support Worker
- Guidance Officers
- Behaviour Management Teachers
- Industry Liaison Officer

As a part of daily student life and school operations we assist students through

- Consistent relationships with Year Level Deans (years 7 to 12)
- Family Planning Qld
- Love Bites program
- IGNITE and Reach programs
- Proactive social skilling programs

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	90%	81%	78%
this is a good school (S2035)	90%	77%	71%
their child likes being at this school (S2001)	90%	85%	80%
their child feels safe at this school (S2002)	86%	79%	76%
their child's learning needs are being met at this school (S2003)	95%	76%	75%
their child is making good progress at this school (S2004)	100%	81%	72%
teachers at this school expect their child to do his or her best (S2005)	100%	90%	82%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	79%	74%
teachers at this school motivate their child to learn (S2007)	95%	75%	78%
teachers at this school treat students fairly (S2008)	90%	69%	67%
they can talk to their child's teachers about their concerns (S2009)	95%	87%	83%
this school works with them to support their child's learning (S2010)	89%	78%	75%
this school takes parents' opinions seriously (S2011)	89%	71%	74%
student behaviour is well managed at this school (S2012)	84%	63%	62%
this school looks for ways to improve (S2013)	100%	79%	74%
this school is well maintained (S2014)	81%	74%	74%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	92%	91%
they like being at their school (S2036)	94%	90%	90%
they feel safe at their school (S2037)	90%	85%	87%
their teachers motivate them to learn (S2038)	95%	92%	87%
their teachers expect them to do their best (S2039)	97%	95%	94%
their teachers provide them with useful feedback about their school work (S2040)	93%	89%	87%
teachers treat students fairly at their school (S2041)	89%	83%	77%
they can talk to their teachers about their concerns (S2042)	81%	80%	76%
their school takes students' opinions seriously (S2043)	83%	82%	76%
student behaviour is well managed at their school (S2044)	75%	67%	64%
their school looks for ways to improve (S2045)	94%	87%	87%
their school is well maintained (S2046)	86%	76%	74%
their school gives them opportunities to do interesting things (S2047)	92%	91%	86%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	93%	84%
they feel that their school is a safe place in which to work (S2070)	90%	91%	82%
they receive useful feedback about their work at their school (S2071)	83%	85%	71%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	82%	81%
students are encouraged to do their best at their school (S2072)	96%	94%	89%
students are treated fairly at their school (S2073)	94%	93%	85%
student behaviour is well managed at their school (S2074)	82%	66%	58%
staff are well supported at their school (S2075)	80%	78%	57%
their school takes staff opinions seriously (S2076)	76%	81%	60%
their school looks for ways to improve (S2077)	91%	95%	83%
their school is well maintained (S2078)	78%	75%	73%
their school gives them opportunities to do interesting things (S2079)	78%	83%	77%

<sup>#</sup> 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Parents play an integral role in the College and have a wide range of opportunities to be involved in school life.

- Parent Council meet with the Executive Principal and Heads of School's every month on a formal level but communicate regularly informally.
- The college also holds a Friend's Café regularly throughout the term which focuses on informing parents on the many programs and initiatives at the college and also looks to further encourage open communication between the college and parent body.
- A highly committed Parents and Citizens Association meets monthly, and coordinate a calendar of fundraising and engagement activities throughout the year including mother's day and father's day stalls, junior school discos, school banking and book fairs to name a few.
- We also have a group of dedicated parent volunteers who commit their time to run home reading programs, volunteer in the canteen and library and assist with in classroom reading.
- Formal Parent / Teacher interviews are held twice a year in the junior school and once a year in secondary. The secondary school has an Education Career Planning meeting with the parents and their child in semester 2. These interviews are focused on goal setting and subject selection to ensure a student's career pathway is met.
- Parents are encouraged to contact teachers and vice versa to discuss any concerns at any time throughout the year. There are various other events throughout the year which parents are encouraged to attend such as meet and greets, transition events, subject and year level specific performances and exhibitions, Sports Carnivals and offsite competitions, Volunteer Programs, culminating curriculum activities, celebration evenings and assemblies.
- As part of our Positive Behaviour for Learning Reward Scheme, students are sent positive postcards home commending their behaviour and commitment to the three school rules of Safety, Responsibility and Respect. This ensures a holistic approach to the PBL program, and keeps parents involved.
- Our newsletter, website, Facebook page and electronic notice board are key tools for informing parents and the wider community of events and celebrations within and outside the College.
- QSchools also provides an excellent method of communication, providing up to date information to parents including important notices, urgent messages, access to newsletters and staff contact details. Parent participation is highly valued and the College encourages parents to play an active and supporting role in all aspects of community life.
- Local community are invited to a range of major school events throughout the year
- School staff work closely with the neighbouring Community Centre, Youth programs and businesses
- Students and staff volunteer their time at neighbouring aged care facilities, churches and youth groups
- The college has a well-established career development program which sees students participating in work experience in over 80 local businesses

At UCSC students with diverse needs access a range of services and supports in order to access and fully participate within the curriculum and the school community. Students have access to support and programs through the Special Education Program, Guidance Officers, Intervention Programs supported through the Support Teacher for Literacy and Numeracy, Chaplain and Behaviour Support Teachers.

For all students with diverse needs to engage with and access fully at school they are supported by Individual Curriculum Plans, Behaviour Support Plans and Personalised Learning Plans. These plans are developed in consultation with parents and carers. Student adjustments are discussed in these meetings and parents are encouraged to communicate regularly with staff.

## Reducing the school's environmental footprint

The college has continued to reduce its environmental footprint with the ongoing replacement of inefficient lighting with new energy saving lightbulbs in classrooms and other major indoor venues. The college has also been replacing outdoor lights with a more efficient LED system. Water consumption has fallen with ongoing maintenance to the plumbing system ensuring that water wastage is kept to a minimum.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	1,099,473	17,337
2013-2014	1,028,880	18,119
2014-2015	1,005,904	13,007

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

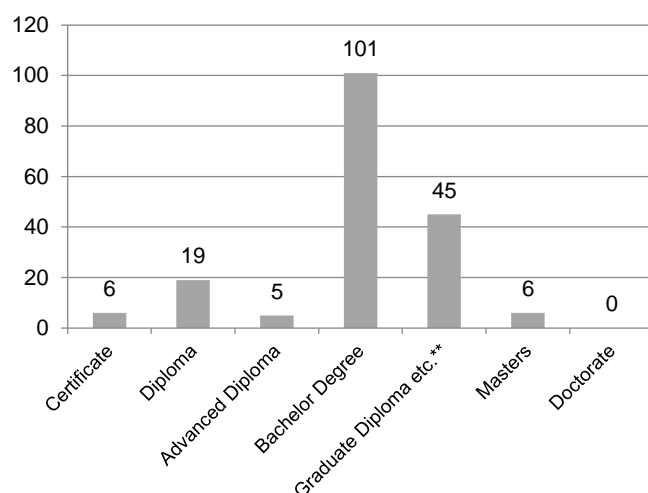
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	182	97	<5
Full-time equivalents	165	68	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	6
Diploma	19
Advanced Diploma	5
Bachelor Degree	101
Graduate Diploma etc.**	45
Masters	6
Doctorate	0
<b>Total</b>	<b>182</b>



\*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 2015 were \$ 212667.61.

The major professional development initiatives are as follows:

- Reading to Learn (Reading and Writing professional development)
- Positive Behaviour Learning

- Fountas & Pinnell Instructional Reading Levels (Running Records)

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

#### Find a school

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	87%



The attendance rate for Indigenous students at this school (shown as a percentage). 87% 86% 84%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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

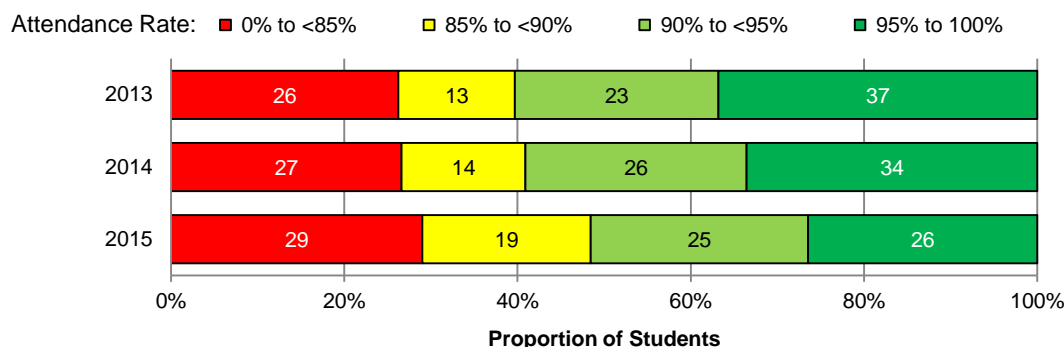
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	88%	90%	90%	91%	90%	90%	91%	90%	88%	85%	87%	89%
2014	89%	91%	92%	91%	91%	92%	90%	90%	89%	87%	85%	88%	88%
2015	89%	89%	90%	92%	91%	90%	91%	88%	87%	83%	84%	84%	85%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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.

Across the college rolls are marked electronically during Form class (secondary school) or Session 1 (junior school) at the beginning of each day, according to Education Queensland policy. A text message is then immediately sent to all parents of absent students and students who are late without an explanation. Rolls are also marked electronically each lesson (secondary school) and after lunch (junior school) using the ID Attend system. Student attendance is reconciled with off-campus activities, such as camps and excursions. An Attendance Officer manages data input and quality assurance while personalising parental contact for unexplained student absences.

In all year levels, parents/carers are expected to contact the College by writing a note or phoning when their child is absent. Students with an attendance rate of less than 85% are contacted by the school. If the absence is

prolonged, an interview with the parents/carers is requested. Letters are sent home according to departmental policy where other attempts at communication have been unsuccessful.

A 'traffic light' system is utilised to give students fortnightly reminders of their attendance which assists them to monitor their own attendance. Weekly attendance trophies and cups are issued to classes with the best attendance to encourage regular attendance in every class, every day. Students who achieve outstanding attendance are rewarded individually with our 'Be Responsible' badges that align to our core PBL values. These proactive and positive approaches are expected to achieve strong improvement in attendance rates and underpins our belief that attendance is a key to learning achievement.

### 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.

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.

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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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	86%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	73%	100%	58%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	202	179	200
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	2

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving an Overall Position (OP)	83	70	52
Percentage of Indigenous students receiving an Overall Position (OP)	17%	75%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	30	44	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	166	148	171
Number of students awarded an Australian Qualification Framework Certificate II or above.	139	86	126
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	168	170	198
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	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.	54%	57%	73%
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.	94%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	90%	94%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	18	25	34	4
2014	5	16	19	24	6
2015	3	14	21	14	0

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

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

Years	Certificate I	Certificate II	Certificate III or above
2013	88	124	48
2014	110	67	39
2015	121	105	42

As at 16 February 2016. The above values exclude VISA students.

Certificate 1 VET Qualifications: During 2013, 88 students completed a Certificate 1 in Work Education. During 2014 and 2015, 110 and 121 (respectively) completed a Certificate 1 in Information, Digital Media and Technology.

Certificate 2 VET Qualifications: Throughout 2013 to 2015 students undertook studies in Certificate 2s in Business, Community Activities, Tourism and Hospitality.

Certificate 3 VET Qualifications: Throughout 2013 to 2015 students undertook studies in a Certificate 3 in Fitness.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

A total of 89 students have left Years 10, 11 or 12 during Semester 1 2016. The largest proportion of these students, 32% have left for family/personal/work reasons to attend another secondary school. Out of these students 23 stated that their destination was to enrol in another State Secondary school in Queensland, the majority of these students enrolled in other Gold Coast high schools in Years 10 and 11. A total of 5 (5% of students) in Years 11 and 12 left school to go to employment opportunities. 21% of students left to enrol in VET or further education and training options, almost all of these students were from Year 12, with the exception of 1 Year 10 student. A total of 5 (5%) students have left to attend alternative education sites such as Eagleby Learning Centre, Arcadia or have enrolled with a School of Distance education.

In addition, 8% of students left went to destinations overseas. Out of these students, 3 students stated they were going to engage in education either in high school or other training, and 5 students had no known destination. Three Year 12 students have had their enrolment cancelled, and 1 Year 11 student has been excluded to date (4% of the left students). All of these students were given the opportunity to work with school support staff to transition to other educational opportunities. The remaining 24% of students have left with destinations unknown either interstate or within Queensland. These families have not provided the College with any details about what they plan to engage their children in, but majority have stated that their departure reason as being due to personal/family reasons.

Senior Secondary students who are disengaged or at-risk of disengaging are supported through a re-engagement process within the College, or supported to transition to full-time work/apprenticeship/traineeship/study via Student Welfare Team case management. The Case Manager (Year level dean, Deputy Principal, Guidance Officer, Behaviour Advisory Teacher, Youth Support Coordinator or Industry Liaison Officer) works with the student and their family to refer to appropriate re-engagement programs or opportunities. This includes students placed on the cancellation of enrolment process. The where the stage 1 Advice of Non-Compliance warning letter has always been issued and the student referred to support programs within the College prior to final cancellation being processed.

In summary

- Family movement where the student relocates overseas, interstate or to another Queensland locality - 29
- Students who left to pursue employment (25 hours per week or more) - 5
- Students who left to enrol in courses at TAFE or other registered training providers – 19
- Students who left to access alternative education options such as Eagleby Learning Centre, Arcadia or Schools of Distance Education - 5
- Enrolment Cancelled – 3 Year 12 students
- Excluded – 1 Year 11
- Unknown destination - 27