



# Upper Coomera State College

# ANNUAL REPORT 2017

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2017-2021*

Department of Education



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## School Overview

Upper Coomera State College is a co-educational Prep to Year 12 College which was established in 2002 to meet the educational needs of the rapidly growing population in the northern Gold Coast area. The College is nestled at the foot of Mount Tamborine, within one of the fastest growing regions of Australia and only 15 minutes from either the mountains or the sea. The College mission is to provide every student with a seamless P-12 quality education that enables them to discover and develop their interests and talents, pursue their goals and dreams and to reach their full potential so that they may succeed in their chosen pathways and actively contribute to a global society.

The College motto, 'Learning Pathways to the Future' reflects our commitment to ensuring every child has a quality education which prepares them for a positive future. The provision of a seamless Prep to Year 12 educational experience allows students to smoothly progress through the various phases of learning, building upon the strong foundations that are established in the early years. The College is divided into 3 phases of learning: Junior School (Prep to Year 6); Junior Secondary (Year 7-9) and Senior Secondary (Year 10-12). By breaking the College down into 3 phases of learning, the College is able to enjoy the benefits of more personal relationships relevant to the developmental needs of each phase. At the same time, students gain the benefits of belonging to a large College in terms of access to state of the art facilities, the extensive range of programs and resources, and staff expertise. Through this structure the highly professional and committed staff provide individualised and focussed learning pathways, offering a range of curricular and extra-curricular programs to cater for the needs of each student.

The College has an unrelenting focus on quality teaching and learning, with a major priority on the continual improvement of student achievement in literacy and numeracy. The holistic development of the students is also a College priority. As a community we value the provision of a safe, supportive environment which is characterised by individual responsibility and respect. Our programs reflect our values of responsibility, respect and safety, which are explicitly taught as part of the curriculum. The College has a wide range of support services which contribute to the development of the student's social and emotional competencies. The College is a strong advocate for diversity and inclusivity. The student cohort is very multi-cultural, with over 40 different cultural backgrounds being represented. The College has a purpose designed Special Education facility and offers programs to support the needs of our students with disabilities.

### Introduction

The School Annual Report contains information about the College's achievements from 2017. Outlines are provided for college

- 2017 Progress and future plans
- Profile and characteristics
- Curriculum delivery and social climate
- Academic achievement
- Learning environment and student support
- Senior schooling outcomes

### School Progress towards its goals in 2017

A consistent approach to the teaching of Reading across the college P-12 was introduced and commenced implementation throughout 2017. This process included staff professional learning in the practices that deliver a focus on text-dependent question techniques, annotation of text and student response strategies that incorporate specific writing techniques.

Staff development following the introduction of a consistent whole college lesson structure P-12 was conducted with the support of the worldwide expert, Dr Anita Archer. This initiative enabled staff to acquire high level knowledge of the teaching techniques that yield the most effective student learning improvement.

Consistent practices within a Positive Behaviour for Learning model were introduced in 2017 for full implementation in 2018. These included a strong focus on student dress code, discipline, staff application of expectations, and attendance.

Senior Schooling preparation for the introduction of the new QCE system was a major focus during 2017. Staff attended professional learning sessions on new syllabi, changes to curriculum, assessment and reporting processes and pedagogy modes. Students and families have been informed as the process of change continues.

### Future Outlook

Preparation for the new QCE system is a major focus for 2018. Communication for the community and ongoing professional learning for staff is a major priority. Other college priorities fall under the umbrella of explicit instruction to enhance the teaching of reading, writing principles, the college lesson structure, mastery of achievement standards/21<sup>st</sup> century skills and cognitive verbs and college tone and culture.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	2205	1072	1133	91	90%
<b>2016</b>	2097	1016	1081	104	89%
<b>2017</b>	2040	1022	1018	93	89%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

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 2042 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. 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 186 (8% of the populous) endorsed ICP students in the college. 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	24
Year 4 – Year 6	26	26	25
Year 7 – Year 10	23	25	25
Year 11 – Year 12	20	20	19

## 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 utilise Bring Your Own Device (BYOD) technology extensively to engage with the curriculum
- The college has three signature programs where students may extend their abilities in (1) Science, Technology, Engineering & Maths (STEM) in a specialist class (2) Athlete & Sport Development Program in a specialist class and (3) Creative Arts programs outside of general classes.

### Co-curricular Activities

The college has an extensive list of co-curricular activities which includes

- Kokoda Challenge (RSL)
- Sporting Schools Program (Australian Sports Commission)
- School Musical and Eisteddfod Performances
- Interschool Sports
- Curriculum based excursions and camps
- Australian Business Week challenges
- Northern Collegiate Student Leadership Activities

### How Information and Communication Technologies are used to Assist 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. The college utilises a range of digital devices across all P-12 learning areas in a variety of ways that suit the individual learning experience.

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

### Overview

The college implements the Positive Behaviour for Learning (PBL) philosophy. The college has 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 recognising 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 Youth Health Nurse
- School Based Police Officer
- Chaplain
- Youth Support Worker
- Guidance Officers
- Year Level Deans
- Industry Liaison Officer

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

- Consistent relationships with Year Level Deans (years 7 to 12)
- Homework Club
- Lunch Action (primary campus)
- Family Planning Qld
- IGNITE and Reach programs
- Proactive social skilling programs
- Health and Wellbeing Expo – Years 10-12
- Love Bites – Year 10
- Safety Sense – Year 12 / P.A.R.T.Y. Program (year 12)
- Pitstop – Year 12 boys

For target group students we offer the following specific well-being programs

- Strive (year 7 and 8)
- Team Up
- Strength
- UBUNTU
- BRITA
- Stand Up
- Chase the Sun
- Building Bridges

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	78%	84%	90%



<b>Performance measure</b>			
<b>Percentage of parents/caregivers who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
this is a good school (S2035)	71%	82%	82%
their child likes being at this school* (S2001)	80%	86%	92%
their child feels safe at this school* (S2002)	76%	89%	81%
their child's learning needs are being met at this school* (S2003)	75%	78%	87%
their child is making good progress at this school* (S2004)	72%	84%	89%
teachers at this school expect their child to do his or her best* (S2005)	82%	89%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	74%	79%	81%
teachers at this school motivate their child to learn* (S2007)	78%	74%	78%
teachers at this school treat students fairly* (S2008)	67%	79%	86%
they can talk to their child's teachers about their concerns* (S2009)	83%	87%	83%
this school works with them to support their child's learning* (S2010)	75%	78%	83%
this school takes parents' opinions seriously* (S2011)	74%	73%	84%
student behaviour is well managed at this school* (S2012)	62%	70%	67%
this school looks for ways to improve* (S2013)	74%	84%	91%
this school is well maintained* (S2014)	74%	81%	82%

### Student opinion survey

<b>Performance measure</b>			
<b>Percentage of students who agree# that:</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
they are getting a good education at school (S2048)	91%	93%	90%
they like being at their school* (S2036)	90%	91%	84%
they feel safe at their school* (S2037)	87%	81%	83%
their teachers motivate them to learn* (S2038)	87%	92%	86%
their teachers expect them to do their best* (S2039)	94%	96%	95%
their teachers provide them with useful feedback about their school work* (S2040)	87%	91%	84%
teachers treat students fairly at their school* (S2041)	77%	82%	74%
they can talk to their teachers about their concerns* (S2042)	76%	77%	69%
their school takes students' opinions seriously* (S2043)	76%	81%	73%
student behaviour is well managed at their school* (S2044)	64%	60%	60%
their school looks for ways to improve* (S2045)	87%	93%	90%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school is well maintained* (S2046)	74%	82%	74%
their school gives them opportunities to do interesting things* (S2047)	86%	91%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	84%	94%	93%
they feel that their school is a safe place in which to work (S2070)	82%	92%	85%
they receive useful feedback about their work at their school (S2071)	71%	78%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	80%	85%
students are encouraged to do their best at their school (S2072)	89%	97%	95%
students are treated fairly at their school (S2073)	85%	94%	90%
student behaviour is well managed at their school (S2074)	58%	81%	68%
staff are well supported at their school (S2075)	57%	81%	80%
their school takes staff opinions seriously (S2076)	60%	78%	82%
their school looks for ways to improve (S2077)	83%	95%	96%
their school is well maintained (S2078)	73%	82%	92%
their school gives them opportunities to do interesting things (S2079)	77%	83%	90%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

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

- A highly committed Parents and Citizens Association meets monthly, and provide a means of consultation on college operations. In addition, they coordinate a calendar of fundraising and engagement activities throughout the year.
- 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 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 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
- The college hosts a quarterly Business Guild for local small business to network and provide our Hospitality and Catering students a real life learning (and assessment) experience as they provide a food and beverage service.

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, and Intervention Programs supported through the Support Teacher for Literacy and Numeracy, Chaplain and Deans.

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 guardians. Student adjustments are discussed in these meetings and parents are encouraged to communicate regularly with staff.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	425	436	466
Long Suspensions – 11 to 20 days	13	35	23
Exclusions	15	17	15
Cancellations of Enrolment	11	3	6

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,005,904	13,007
2015-2016	1,032,775	6,120
2016-2017	1,020,297	4,760

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

### School Funding

#### School income broken down by funding source

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

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

#### Find a school

Where it states '**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.

Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	179	102	<5
Full-time Equivalent	166	72	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	45
Bachelor degree	101
Diploma	24
Certificate	3

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 48298

The major professional development initiatives are as follows:

- Professional development undertaken Dr Anita Archer
- Professional Learning Teams on the secondary campus and Collaborative Year Level Activities on the primary campus
- Reading Coaching

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 93% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	87%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	88%	89%

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

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

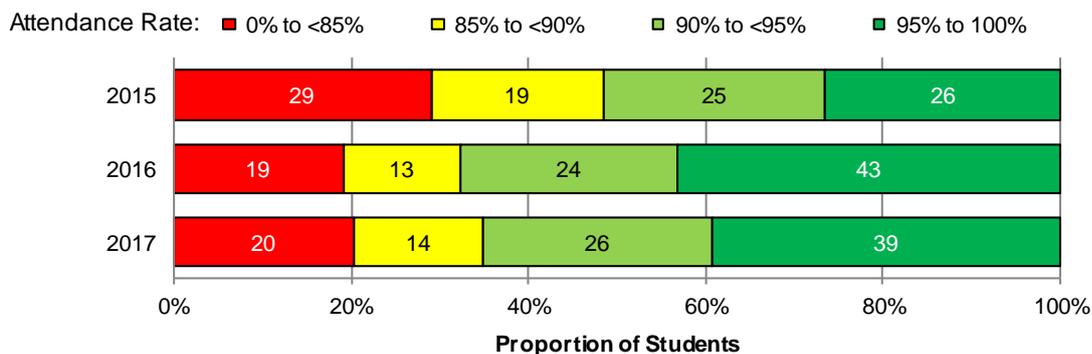
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	89%	89%	90%	92%	91%	90%	91%	88%	87%	83%	84%	84%	85%
2016	92%	91%	91%	93%	94%	93%	92%	92%	90%	87%	87%	90%	92%
2017	92%	91%	91%	91%	93%	93%	91%	90%	90%	89%	87%	89%	91%

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

DW = Data withheld to ensure confidentiality.

##### 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/guardians 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/guardians is requested. Letters are sent home according to departmental policy where other attempts at communication have been unsuccessful.

A 'traffic light' system is utilised on the primary campus to give students fortnightly reminders of their attendance which assists them to monitor their own attendance. Weekly attendance trophies and cups are issued to primary 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.

## NAPLAN

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.

## Find a school

Sector:

Government

Non-government

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

### Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	200	225	193
Number of students awarded a Queensland Certificate of Individual Achievement.	2	5	5
Number of students receiving an Overall Position (OP)	52	60	61
Percentage of Indigenous students receiving an Overall Position (OP)	29%	0%	22%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	31	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	171	190	155
Number of students awarded an Australian Qualification Framework Certificate II or above.	126	158	125
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	198	219	186
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	73%	82%	74%
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.	99%	99%	97%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	93%	100%	

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 – 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	3	14	21	14	0
2016	8	24	17	10	1
2017	6	19	20	14	2

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	121	105	42
2016	103	128	59
2017	83	116	31

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

Certificate 1 VET Qualifications: Certificate 1 in Information, Digital Media and Technology.

Certificate 2 VET Qualifications: Certificate 2 in Business, Sport and Recreation, Tourism and Hospitality.

Certificate 3 VET Qualifications: Certificate 3 in Fitness.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	84%	87%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	111%	100%	

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

### Student Destinations

#### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.uppercoomerasc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### **Early leavers' information**

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

A total of 52 students left Years 10, 11 or 12 during Semester 1 2017. The largest proportion of these students, 50% have left for family/personal/work reasons to attend another secondary school. Out of these students 14 stated that their destination was to enrol in another State Secondary school in Queensland, 6 of these students enrolled in other Gold Coast high schools. 3 students left to attend a high school in another state. 1 student left school to go to employment opportunities. 8% of students left to enrol in VET or further education and training options. A total of 13 (25%) students have left to attend alternative education sites such as Eagleby or Hope Island Learning Colleges, Arcadia or have enrolled with a School of Distance education.

In addition, 13% of students left went to destinations overseas. Out of these students, all students stated they were going to engage in education either in high school or other training. The remaining 12% 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 all 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.