



Upper Coomera State College

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	137 Reserve Road Upper Coomera 4209
<b>Phone</b>	(07) 5580 7555
<b>Fax</b>	(07) 5580 7500
<b>Email</b>	principal@uppercoomerasc.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	The Executive Principal

### 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 60 different cultural backgrounds being represented. Approximately 25% of the student population is Pan Pacific Islander. 3% of the student population has identified as Aboriginal or Torres Strait Islander. The College has a purpose designed Special Education facility and offers programs to support the needs of our students with disabilities.

### School progress towards its goals in 2018

A consistent approach to the teaching of Reading, Writing, Mastery of Achievement Standards and enhanced College Tone and Culture was embedded throughout 2018.

Staff development in these areas was a major focus for the year, enabling consistency P-12 to be attained. Staff and students showed great willingness to adopt new modes of working to improve learning experiences.

Senior Schooling preparation for the introduction of the new QCE system has been a major focus during 2018. 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 and readiness for 2019 was at an exemplary standard.

### Future outlook

Implementation of the new QCE system will occur in 2019. Communication for the community and ongoing professional learning for staff remains 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. A continued focus on these priorities will continue throughout 2019.

# 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 2018</b>	Prep Year - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2097	2040	2037
Girls	1016	1022	1012
Boys	1081	1018	1025
Indigenous	104	93	120
Enrolment continuity (Feb. – Nov.)	89%	89%	89%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

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 2040 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 more than 180 (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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	24	24
Year 4 – Year 6	26	25	26
Year 7 – Year 10	25	25	23
Year 11 – Year 12	20	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- 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
- Bring Your Own Device (BYOD) technology is implemented extensively to engage with the curriculum
- The college has three signature programs where students may extend their abilities in (1) Science, Technology, Engineering & Mathematics (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 behaviour lessons taught each week, a focus on recognising and rewarding positive behaviour and having clearly defined consequences for behaviour 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	90%	88%
• this is a good school (S2035)	82%	82%	81%
• their child likes being at this school* (S2001)	86%	92%	90%
• their child feels safe at this school* (S2002)	89%	81%	84%
• their child's learning needs are being met at this school* (S2003)	78%	87%	87%
• their child is making good progress at this school* (S2004)	84%	89%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	89%	92%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	79%	81%	81%
• teachers at this school motivate their child to learn* (S2007)	74%	78%	84%
• teachers at this school treat students fairly* (S2008)	79%	86%	82%
• they can talk to their child's teachers about their concerns* (S2009)	87%	83%	88%
• this school works with them to support their child's learning* (S2010)	78%	83%	88%
• this school takes parents' opinions seriously* (S2011)	73%	84%	80%
• student behaviour is well managed at this school* (S2012)	70%	67%	67%
• this school looks for ways to improve* (S2013)	84%	91%	88%
• this school is well maintained* (S2014)	81%	82%	88%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	90%	91%
• they like being at their school* (S2036)	91%	84%	89%
• they feel safe at their school* (S2037)	81%	83%	85%
• their teachers motivate them to learn* (S2038)	92%	86%	86%
• their teachers expect them to do their best* (S2039)	96%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	84%	85%
• teachers treat students fairly at their school* (S2041)	82%	74%	78%
• they can talk to their teachers about their concerns* (S2042)	77%	69%	73%
• their school takes students' opinions seriously* (S2043)	81%	73%	70%
• student behaviour is well managed at their school* (S2044)	60%	60%	63%
• their school looks for ways to improve* (S2045)	93%	90%	86%
• their school is well maintained* (S2046)	82%	74%	79%
• their school gives them opportunities to do interesting things* (S2047)	91%	88%	88%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	93%	97%
• they feel that their school is a safe place in which to work (S2070)	92%	85%	96%
• they receive useful feedback about their work at their school (S2071)	78%	83%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	85%	84%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	97%	95%	99%
• students are treated fairly at their school (S2073)	94%	90%	96%
• student behaviour is well managed at their school (S2074)	81%	68%	82%
• staff are well supported at their school (S2075)	81%	80%	91%
• their school takes staff opinions seriously (S2076)	78%	82%	83%
• their school looks for ways to improve (S2077)	95%	96%	98%
• their school is well maintained (S2078)	82%	92%	94%
• their school gives them opportunities to do interesting things (S2079)	83%	90%	89%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

## 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 education programs

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

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	436	466	702
Long suspensions – 11 to 20 days	35	23	19
Exclusions	17	15	33
Cancellations of enrolment	3	6	8

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,032,775	1,020,297	968,763
Water (kL)	6,120	4,760	13,313

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	183	96	5
Full-time equivalents	172	70	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	45
Bachelor degree	102
Diploma	23
Certificate	3

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$165608.

The major professional development initiatives are as follows:

- Professional development focussed on Explicit Instruction, Writing, new QCE system.
- 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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

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

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	88%
Attendance rate for Indigenous** students at this school	88%	89%	84%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

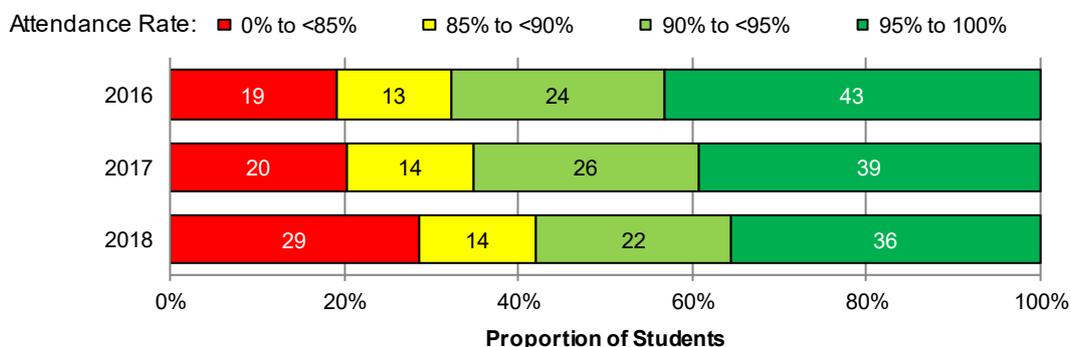
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	92%	92%	91%	Year 7	92%	90%	89%
Year 1	91%	91%	89%	Year 8	90%	90%	84%
Year 2	91%	91%	90%	Year 9	87%	89%	84%
Year 3	93%	91%	91%	Year 10	87%	87%	82%
Year 4	94%	93%	88%	Year 11	90%	89%	86%
Year 5	93%	93%	91%	Year 12	92%	91%	90%
Year 6	92%	91%	90%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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

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.

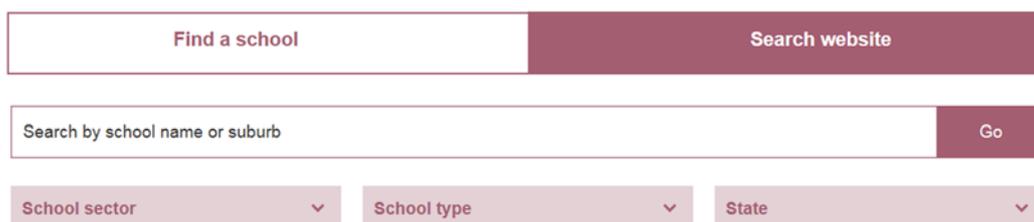
A 'traffic light' system is utilised on the primary campus to give students fortnightly reminders of their attendance which assists them to monitor their own attendance. Weekly attendance trophies and cups are issued to primary classes with the best attendance to encourage regular attendance in every 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



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



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	225	193	159
Number of students awarded a QCIA	5	5	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	219	186	154
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	60	61	56
Percentage of Indigenous students who received an OP	0%	22%	0%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	190	155	128
Number of students awarded a VET Certificate II or above	158	125	117
Number of students who were completing/continuing a SAT	31	27	33
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	82%	74%	46%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	97%	99%
Percentage of QTAC applicants who received a tertiary offer.	93%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	8	6	4
6-10	24	19	11
11-15	17	20	11
16-20	10	14	20
21-25	1	2	10

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	103	83	36
Certificate II	128	116	107
Certificate III or above	59	31	30

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	84%	87%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	111%	100%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students who have left the college early do so either for family/personal/work reasons or to attend another secondary school. Students may choose to attend alternative education sites such as Eagleby or Hope Island Learning Colleges, Arcadia or have enrolled with a School of Distance education.

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

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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