Care Respect Excellence

Coolum State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Queensland
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School Overview

Coolum State High School is a school of approximately 1000 students that offers inclusive co-educational secondary education. It is a school which is committed to excellence in learning, relationships, community and self; preparing students for life as local and global citizens. It is a place where effective teaching and learning occurs in a calm and ordered environment. As proud, passionate and dynamic public educators we are committed to making Coolum State High the first choice of school for families of the Coolum community. We ensure all students graduate with qualifications. We value quality and excellence in: learning for a 21st century future, constructive relationships, contributing to the local and global community and supporting individual development and success. Our role is to instil in all students an ongoing desire for knowledge, skills and learning. The school promotes a culture of care, respect and excellence for ourselves, each other and the environment. We teach our students to have the courage to act as moral and responsible members of society and to strive for individual success and fulfilment.

Every student succeeding in an environment of unconditional care, respect and excellence

Principal's Foreword

Introduction

The purpose of this report is to provide information on Coolum State High School's performance over the past year using various success indicators. At Coolum State High School we have an unrelenting focus on improvement and quality outcomes for all students. We seek to engage all members of our school and wider community in contributing to our school's performance. Coolum State High School is a dynamic, supportive and engaging learning community that seeks excellence for all.

School Progress towards its goals in 2016

In 2016 our school has maintained high academic expectations and effective pathways for all students by focusing on:

- The roll out of the schools Explicit Improvement Agenda – Teaching and Learning, Relationships and Wellbeing and Contributing to the local and global community
- Implementation of the National Curriculum (ACARA) using C2C (Curriculum to the Classroom) resources as a guide. English, Math's and Science were implemented in 2012. History in 2013, Geography in 2014 with the remaining learning areas coming on board by 2016.
- Continued implementation of the school's Pedagogical Framework (The Art and Science of Teaching) with teachers continually developing their skills in the delivery of an engaging curriculum.
- Implement the Annual Performance Development Framework for staff, including –
  - o Implementing the Individual Learning Development Plan
  - o Staff professional learning in curriculum, pedagogy and common curriculum elements continued ensuring all staff strived for continuous improvement.
- Promoting community confidence in the schools ability to meet the needs of all students and enhance performance. Continuing to build a culture of care, respect and excellence
- Improved student learning opportunities and deliver improved results, including –
  - o Development and implementation of Literacy and Numeracy strategies – Whole school, NAPLAN and U2B.
  - o Further development of differentiation strategies including diagnostic and formative assessment.
  - o Further development of data analysis skills and strategies

2017

EXPLICIT IMPROVEMENT AGENDA

QUALITY TEACHING AND LEARNING

READING

U2B

Coolum State High School is continually focussed on improving student outcomes. The schools Vision and Explicit Improvement Agenda provides the school community with a core set of values designed to guide them to success with particular emphasis on the following areas:

QUALITY TEACHING AND LEARNING –
- Using data to identify and inform the starting point for teaching and to ensure differentiation is individualised and personalised for all students, including high achieving students and documented in all planning
  - o Programs and units in place and documented
  - o 'First 30" – explicit focus on the first thirty minuts of each lesson
  - o High expectations around 'the little things'
  - o Strategies in place to ensure differentiated learning takes place for all students
  - o Teachers are supported to have professional knowledge and practice that brings improvements in literacy, numeracy, U2Bs and QCE attainment

READING –
- Planning and implementing curriculum based programs for every student by every teacher, every day at every opportunity
  - o Opportunities for the explicit teaching of reading using the Cameron 'Reading for Meaning' resourses are documented for each unit
  - o Individual student data is used to provide targeted reading resources appropriate to the student
  - o Regular feedback is provided to students around goals and progress, highlighting specific strategies for improvement

U2B –
- Explicit teaching of higher order thinking skills, with learning segments planned and implemented across all curriculum programs
  - o Lesson segments are planned and implemented using the 'Thinking Skills' framework for the explicit teaching of higher order thinking strategies
  - o Project 4573 – tracking student gain from year 5 to year 9

TARGETS

100% staff implementation of 'First 30' principals
Student achievement 90% C or better in English, Maths and Science
NAPLAN – NMS Reading 100% in years 7 & 9
NAPLAN – U2B Reading, Writing and Numeracy 30% - Year 7, 20% Year 9

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	680	341	339	34	92%
2015*	865	430	435	46	90%
2016	925	459	466	44	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 2016, 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

Overview

The characteristics of the students at Coolum State High can be defined by the following:

- The school 2016 Index of Community Socio-Educational Advantage (ICESA) rating is 1011 (Australian average is 1000)
- Families are predominately middle class
- There is small but valued number of families of indigenous heritage
- There are families who have chosen Coolum for a 'sea-change' lifestyle
- There are families who have settled from interstate and New Zealand
- The school is proudly inclusive with gifted and talented students, students who need learning support and students with a disability
- There is a vibrant and dedicated Christian fellowship at Coolum High
- There is an International Student Program (ISP) with students from Germany, Japan, Brazil, Italy, Austria, Luxemburg, Switzerland, Chile and Norway.
- The Coolum Community has a number of strong sporting competitions and cultural groups including theatre and the fine arts.
- Most families are first language speakers of English with a few families having English as their second language.
- The Coolum Community values family, lifestyle and the environment

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Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	23	23
Year 11 – Year 12	17	18	18

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Coolum High offers a quality curriculum for all students based upon the Australian Curriculum, Assessment and Reporting Authority's national standards in Years 7, 8, 9 and 10 and the Queensland Studies Authority (QSA) or Vocational Education and Training (VET) accredited courses in Years 11 and 12.
- Both academic and vocational education courses are valued at Coolum High.
- Subjects are offered through the key learning areas in the junior secondary school in Years 7, 8 and 9. Students undertake a core curriculum of English, Maths, Science, Social Science and Health and Physical Education. They are able to choose electives from The Arts, Technology and Japanese.
- While Year 10 is a transition year, it is still part of the senior school with subjects designed to give students the skills and a knowledge base to ensure appropriate course selections and career pathways for the future.
- In Years 11 and 12, students may select six subjects from an array of Authority subjects, Authority Registered subjects and Vocational Education and Training (VET) subjects.
- As well, students may also elect to be part of the Headstart Program in conjunction with the University of the Sunshine Coast or certificate courses at TAFE or other Registered Training Organisations (RTOs). The complete list of subject offerings can be found on the school's website.
- Opportunities exist for students to undertake on the job training as part of the school curriculum. A traineeship or structured work placement program is also offered, where students are placed in business and industry one day a week. School-Based Traineeships and Apprenticeships (SATs) allow students to complete nationally accredited modules to Certificate II or Certificate III level.
- Strong partnerships exist with the University of the Sunshine Coast (USC), Griffith University, Technical and Further Education (TAFE) institutions, industry and training providers like CADET and the business community.

Co-curricular Activities

The school offers a broad range of extra-curricular activities including sporting, individual and community development and cultural programs:

- There are a number of District, Regional, State and National sporting opportunities as well as school soccer, AFL, rugby league, netball, touch football, OzTag and the Surfing Excellence program.
- Culturally students can participate in the biennial school musical, in the stage, concert and rock bands, in Arts Expo, in weekly music workshops and jam sessions and in the 'Brillianti

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Musicisti', our brilliant musicians excellence in music program. The school has an annual excursion to Canberra to commemorate the ANAZC Day. There is an annual school band tour and the school hosts Study Tours from Japan as well as biennial trips to Japan.

- An array of individual and community development opportunities is offered regularly to broaden students' horizons. They include a junior and a senior school leadership program, Student Council, team building camps and excursions, Duke of Edinburgh Awards, Toastmasters, debating and public speaking forums including the local ANZAC Day dawn service.
- There are also subject-based competitions that are offered at local, state and national levels for students to participate in.

How Information and Communication Technologies are used to Assist Learning

In 2015, all Year 10, 11 and 12 students were given the opportunity to be are part of the National Secondary School Computer Fund One-to-One Laptop Program. This program enables students to be part of the school's take home laptop program where they have access to their own device at school and at home. This program has been extended and the school introduced a BYOD program in 2016.

Also, there are several computer laboratories and a further 25 classrooms with data projectors to aid e-Learning within the curriculum offerings across the school.

All computers are wirelessly networked and all teachers have laptops.

Social Climate

Overview

Home Group Teachers, Student Managers, Heads of Department and Administration members attached to each year level and the Student Services Team support student wellbeing. The Student Services Team consists of a Deputy Principal,Guidance Officers, a Youth Support Teacher, a School Nurse, a Youth Support Coordinator, and Indigenous Liaison Officer, our School Chaplain and youth support workers from outside agencies

A strong student welfare and support system exists in the school, which fosters care and respect for all and is based upon restorative practices. It endorses socially just practices in a supportive school environment through having high expectations with high support.

Coolum High provides a range of services that include inter-agency support networks, careers advice and support, alternative programs linking work and school, counselling, support in managing behaviour, programs with a focus on boys, bullying and harassment (including cyber), self-esteem, transitional programs for 'at risk' students and a mentoring program.

The school has established very productive partnerships with local youth support groups including United Synergies, Inter Family and Youth Support, Child Youth and Mental Health and the Coolum Youth and Community Centre.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	90%	100%	94%
this is a good school (S2035)	91%	100%	84%
their child likes being at this school* (S2001)	89%	100%	88%
their child feels safe at this school* (S2002)	94%	96%	78%

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child's learning needs are being met at this school* (S2003)	85%	93%	94%
their child is making good progress at this school* (S2004)	89%	93%	91%
teachers at this school expect their child to do his or her best* (S2005)	93%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	92%	84%
teachers at this school motivate their child to learn* (S2007)	88%	100%	88%
teachers at this school treat students fairly* (S2008)	82%	93%	84%
they can talk to their child's teachers about their concerns* (S2009)	91%	96%	94%
this school works with them to support their child's learning* (S2010)	88%	96%	94%
this school takes parents' opinions seriously* (S2011)	86%	87%	80%
student behaviour is well managed at this school* (S2012)	80%	74%	69%
this school looks for ways to improve* (S2013)	92%	96%	88%
this school is well maintained* (S2014)	94%	100%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	95%	98%	82%
they like being at their school* (S2036)	90%	93%	73%
they feel safe at their school* (S2037)	93%	93%	75%
their teachers motivate them to learn* (S2038)	89%	94%	73%
their teachers expect them to do their best* (S2039)	98%	99%	92%
their teachers provide them with useful feedback about their school work* (S2040)	84%	91%	75%
teachers treat students fairly at their school* (S2041)	77%	84%	60%
they can talk to their teachers about their concerns* (S2042)	70%	82%	73%
their school takes students' opinions seriously* (S2043)	77%	80%	64%
student behaviour is well managed at their school* (S2044)	68%	80%	58%
their school looks for ways to improve* (S2045)	93%	96%	73%
their school is well maintained* (S2046)	88%	92%	67%
their school gives them opportunities to do interesting things* (S2047)	88%	90%	76%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	98%	95%	92%
they feel that their school is a safe place in which to work (S2070)	100%	93%	96%
they receive useful feedback about their work at their school (S2071)	85%	80%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	83%

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
students are encouraged to do their best at their school (S2072)	98%	96%	96%
students are treated fairly at their school (S2073)	98%	98%	94%
student behaviour is well managed at their school (S2074)	89%	72%	56%
staff are well supported at their school (S2075)	89%	76%	76%
their school takes staff opinions seriously (S2076)	87%	80%	71%
their school looks for ways to improve (S2077)	100%	93%	88%
their school is well maintained (S2078)	96%	93%	88%
their school gives them opportunities to do interesting things (S2079)	91%	91%	85%

* 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

There is a strong sense of community at Coolum High and this especially applies to parental involvement in the school.

Parents are involved in many facets of school life including:
- Membership of School Council
- Membership of the Parents and Citizens Association
- Parent / Teacher evenings to discuss your child's progress in class
- Year 6 to 7 transition morning teas for families choosing Coolum High for their secondary education
- Junior and Senior School leadership investitures
- Subject Selection Evenings and Expos
- Secondary Education and Training and Junior Secondary Education Plan interviews
- Year 12 parent forums in conjunction with the Senior Retreat
- Year 12 Clap-out and Graduation
- Inter and Intra school sporting events
- Weekly chaplaincy breakfasts
- School trips and excursions
- Industry, business and tourism breakfasts
- ANZAC Day ceremonies and dawn services
- High achievers recognition system
- School volunteer program (canteen, library and learning support)
- Student mentoring program
- International Student and Homestay Programs

Parents are kept informed of upcoming events through a monthly newsletter that is also posted on the school website. As well, progress reports, end of semester reports and student recognition certificates and postcards are posted to parents on a regular basis.

Teachers make parental contact and parents are encourage to contact teachers either directly or via email to discuss any concerns regarding their child's education so that timely communication can be had and appropriate action can be taken.

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Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Implemented through home groups and on turbo days these programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	91	121	136
Long Suspensions – 6 to 20 days	6	2	1
Exclusions	3	5	3
Cancellations of Enrolment	1	10	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.

Environmental Footprint

Reducing the school's environmental footprint

In line with the school's values to contribute positively to our environment and to ensure a sustainable future the following initiatives have been put in place to reduce our environmental footprint:

- Tanks have been installed to supply water to the amenities blocks within the school.
- Solar cells have been installed to produce electricity for the grid.
- The permaculture garden supplies produce for our canteen and home economics department.
- Shelters have been erected on the school oval to provide sun protection for students.
- Organic waste bins have been provided to collect compostable materials for the school garden project.
- Recycle bins have been trialled in the junior secondary precinct
- Environmental sustainability projects and topics are included in the curriculum and in cross curricular activities.
- All cisterns and pedestals in toilets across the school have been replaced with dual flush mechanisms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	257,401	1,284
2014-2015	251,600	31,915
2015-2016	264,071	32,158

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.**

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School name	**GO**
Suburb, town or postcode	

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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

The data contained in this table is based on the establishment cube used for workforce turnover which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

In order for staff to be counted as 'Indigenous staff,' employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	76	33	<5
Full-time Equivalents	73	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	5
Graduate Diploma etc.**	16
Bachelor degree	51

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Diploma	4
Certificate	

*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 2016 were $80 900.

The major professional development initiatives are as follows:

o   Developing professional knowledge and practice in –
- o   Literacy and numeracy strategies with a focus on Reading
- o   Effective delivery of the Australian Curriculum
- o   Developing strategies in differentiation
- o   New Pedagogies for Deep Learning – focusing on leveraing digital
- o   Strategies to effectively use data to inform teaching and learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

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 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	86%

*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.

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The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

Year Level	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
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
2014									92%	90%	88%	89%	90%
2015								93%	91%	89%	90%	89%	91%
2016								92%	89%	89%	86%	87%	93%

*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:
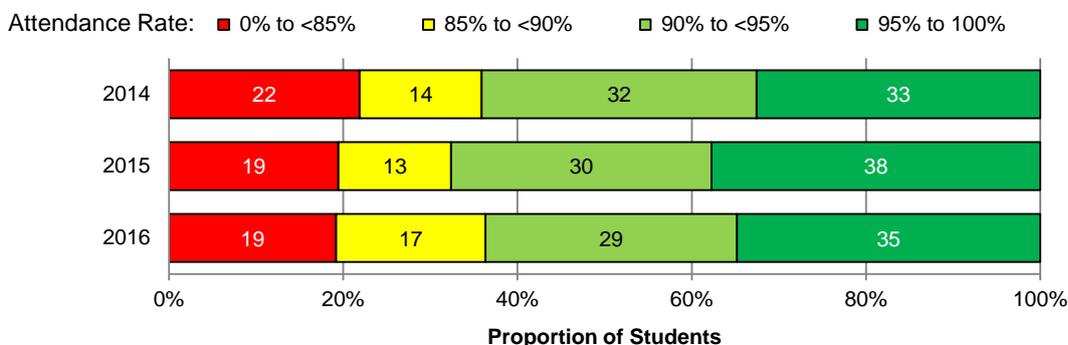
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

At Coolum State High, when it comes to attendance, every day counts. To ensure this occurs, student attendance is not only monitored at the start of the day but also at every lesson and in every class.

At the start of the day student attendance is captured at Home Group with roll marking. Parents who have not notified the school through the Student Absence Line are contacted by text message. Similarly, the parents of students who arrive late, without explanation, are also contacted. If on consecutive days no contact has been made to explain a student's absence, a letter is sent home, informing the parent of their child's absence, requesting contact is made with the school. In extreme cases this may result in the police and the Department of Communities (Child Safety) being notified.

During the day, each teacher for each student in every class also monitors truancy. A report highlighting student absence from the previous day's lessons is generated and checked by Student Managers at weekly year level meetings. Class teachers are notified of any truancy with consequences applied. Continual truancy from lesson results in parents being contacted.

In addition, individual student attendance is included on report cards issued four times per year.

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/.

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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

| School name | GO |

| Suburb, town or postcode |

Sector:

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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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	120	116	115
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	70	67	63
Percentage of Indigenous students receiving an Overall Position (OP)	80%	50%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	32	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	93	82	86
Number of students awarded an Australian Qualification Framework Certificate II or above.	71	62	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	119	109	107
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.	61%	76%	67%
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.	100%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	97%	90%

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016

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
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2014	6	15	22	25	2
2015	13	17	21	13	3
2016	7	16	19	20	1

As at 3rd February 2017. 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
2014	62	51	29
2015	43	44	42
2016	45	48	37

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	85%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	88%	80%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.coolumshs.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.

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

Coolum State High School is committed to ensuring all students who enrol in Year 7 graduate at the end of Year 12 with a qualification commensurate with their aspirations and abilities. In 2015 the apparent retention rates (February to February) for students from Year 7 to 12 was just under eighty-nine per cent while the Year 10 to Year 12 retention was over ninety per cent. This is an improvement

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compared to the previous two years and is comparable or better than the equivalent state retention rates.

Students who are at risk of leaving school early are monitored and identified so that early intervention strategies may be put in place to maximise learning engagement and optimise appropriate and timely alternate career pathways.

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