Coolum State High School

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

Coolum State High School is a school of approximately 1100 students offering inclusive co-educational secondary education. It is a school which is committed to quality education for all students and prides itself on the continual pursuit of excellence within a caring and respectful environment.

As proud, passionate and dynamic public educators, we are committed to excellence in learning, relationships, community and self; preparing students for life as local and global citizens. A resolute commitment of academic success for all ensures that Coolum State High School is the high school of choice in the Coolum-Peregian community. To provide further opportunities to excel, specialist Academy Programs have been developed to broaden and enhance the learning experiences of the young people attending our school so that they may reach their greatest potential here and beyond.

To ensure all students graduate with qualifications, Coolum State High School is a place where effective teaching and learning occurs in a calm and ordered environment. 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.

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.

Principal's Foreword

Introduction

Coolum State High School's Annual Report contains detailed information that shows the progress we have made on our journey as a school. The Annual Report contains information on key areas including NAPLAN and Senior Schooling outcomes, our approach to curriculum and the social climate of the school. We trust that you will find this report informative on the growth and development of our dynamic school.

School Progress towards its goals in 2017

Coolum State High School set the following priority areas in its 2017 Annual Implementation Plan:

- Art and Science of Teaching – Numeracy, Writing, Higher Order Thinking (New Pedagogies for Deep Learning), Curriculum Programs and Units
- A Culture of Learning: Motivation & Engagement
- Differentiated Learning with Targets
- Professional Learning & Development
- Curriculum Programs & Units

Art and Science of Teaching – Numeracy, Writing, Higher Order Thinking (New Pedagogies for Deep Learning), Curriculum Programs and Units	A Culture of Learning: Motivation & Engagement	Differentiated Learning with Targets	Professional Learning & Development	Curriculum Programs & Units
Learning goals embedded Guaranteed & Viable curriculum work continuing 2018 New Pedagogies for Deep Learning foundation school	Explicit Teaching of content knowledge developing New Pedagogies for Deep Learning implemented High quality teachers – strongly evident	Special Needs Case Management embedded Formative Assessment a cornerstone of success U2B strategies developing	New Pedagogies for Deep Learning regional leader ACARA, QCAA and VET professional development completed Professional Learning Communities created	Junior Secondary Professional Development completed Lesson segments – 'First 30' embedded Specific learning programs designed using NPDL

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Future Outlook

The future of Coolum State High is incredibly bright. In 2018, the school's sharp and narrow focus centres upon:

➢ Guaranteed and Viable Curriculum

➢ Reading-to-Learn implementation

➢ Preparing for Queensland's new Senior Education processes

➢ Embedding the Essential Skills for Classroom Management

Within this, Coolum State High will be focusing upon

1. Building a Safe & Collaborative Culture, by:

    • Embedding Professional Learning Teams

    • Vigorously implement an improved Responsible Behaviour Plan.

    • Embed high standards across our school including the presentation of buildings and grounds, school uniform, office spaces and promote pride in the school within the community.

    • Build consistency in teaching, learning, curriculum and all organisational policies and practices across all aspects of the school.

    • Re-brand Coolum SHS as a brand representing high quality educational outcomes and care for each and every student. Utilise new and old media to promote positive brand recognition for Coolum High.

    • Create regular feedback loops to enhance and improve school decision-making.

2. Ensure effective teaching in every classroom, by:

    • Embed an evidence-based (EI, ASOT, HRS) lesson delivery framework that is applied consistently in all faculties at all times.

    • Successfully embed the Reading-to-Learn strategy across all relevant areas, through well-sequenced professional development, planning and support.

    • Implement school-wide data plan

    • Refine the Annual Performance Development Plan (APDP) process to ensure the consistent, rigorous and supportive implementation for all staff

    • Implement effective Observation protocols across the whole school.

3. Ensure a Guaranteed and Viable Curriculum, by:

    • All school curriculum planning and assessment to be aligned with the key curriculum source documents (ACARA, QCAA)

    • All students have equitable access to the critical content for each subject

    • The critical curriculum content is focussed enough that it can be adequately addressed in the time available to teachers

    • Data are used to track student performance and learning plans and goals are adapted to findings from this data.

    • Development of a school-wide curriculum plan to encapsulate the school's beliefs and practices around best practice curriculum

4. Build Community Partnerships, by:

    • Utilise old and new media to tell a vibrant narrative regarding the students of Coolum State High School and its educational programs and practices, to build strong community confidence in the school

    • Regular face-to-face parent and community engagement to build strong and positive relationships with parents and the wider community

5. Embed Academy Programs:

    Development of a small number of Academy programs that allow for the pursuit of excellence in these endeavours

    ✓ Basketball

    ✓ Touch

    ✓ Surfing

    ✓ Instrumental Music

    ✓ Cheerleading

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	865	430	435	46	90%
2016	925	459	466	44	90%
2017	958	461	497	35	90%

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
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 a 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 and caters for a range of diverse learners. These include, 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

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			
Year 4 – Year 6			
Year 7 – Year 10	23	23	23
Year 11 – Year 12	18	18	18

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Curriculum Delivery

Our Approach to Curriculum Delivery

Junior Secondary:
* Comprehensive, guaranteed and viable curriculum based on the Australian National Curriculum Years 7-10.
* Multi layered diagnostic testing approach to provide short data cycles and inform targeted instruction for literacy and numeracy through, integrated programs, explicit teaching blocks and literacy or numeracy rotations.
* Individual Curriculum Plans and Diverse Learning Programs to support needs of different learners.
* STEM and Brilliant Musicians Program to cater for high performing students in academics and performing arts.
* New Pedagogy for Deeper Learning (NPDL) Unit Development to facilitate multi-disciplinary project-based learning.
* Reading to Learn methodology consistently utilised throughout key learning areas
* Weekly tutorial support across 7-12 and subject areas.

Senior Secondary:
Comprehensive, guaranteed and viable curriculum based on the Queensland Curriculum and Assessment Authority 11-12.
* A focus on personal, performance and career readiness pathways, essential to ensuring all students are achieving success.
* An individualised and multi-layered approach to planning, monitoring and tracking student achievement, performance and educational and career development.
* Comprehensive academic and vocational curriculum offerings resulting in relevant pathways and qualifications for all senior school students.
* Active partnerships with industry, community, business and external educational providers to maximize learning and vocational pathways for students including traineeships, school-based apprenticeships, university study and certificate courses.
* Weekly tutorial support across 7-12 and subject areas.

Co-curricular Activities
* Academy Programs: Instrumental Music Program, Surfing, Basketball, Touch Football, Cheerleading.
* Fanfare, Robotics Club, Netball Club, Interschool sports,
* Sport Program: Year 7-9 Interschool Sport Program, Swimming/Cross Country/Athletics Carnivals.
* Participation in out of school competitions e.g. Netball, Rugby League
* Academic: ICAS Competitions, Science Competitions, STEM Competitions
* Public Speaking: Debating Competitions, Rotary, Lions Youth of the Year, Student Leadership, Tutorials.
* International Program

How Information and Communication Technologies are used to Assist Learning
Students and teachers have access to a large collection of high quality software applications and online tools that support students to meet the demands of ACARA units as well as developing digital literacy and media authoring skills.

Under an agreement between two of the world's leading software providers and Education Queensland, a number of free programs are available. All Microsoft Office software can be downloaded by staff and students. This includes the ability to put the software onto five personal devices. In addition, the vast majority of the ADOBE Creative Suite is also available to staff and students, with some others, (e.g. Final Cut Pro), being available at a nominal cost.

Subscriptions to online learning and assessment platforms, such as PAT Maths and PAT Reading, enable our staff to differentiate learning for students and track student level, including identifying concepts of literacy and numeracy that require further developmental work for individual students.

Digital devices and pedagogies are used within our classrooms and the Diverse Learners Faculty to support students with disabilities or learning difficulties. We are working toward each subject area providing an online platform that students and parents can access information on units of work, assessment tasks and key skill sets required.

Other key points are:

* BYOx Program in Years 7 – 12 – any device is suitable provided it meets the minimum specifications stated on CSHS website.
* Equity laptop program available.
* Delivery of curriculum can be conducted through a range of digital pedagogies including online learning spaces (virtual classrooms, blogs), applications (e.g. Ipad Apps), software (e.g. CAD), global communication (skype/whatsap), email (staff/student dialogue).

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Social Climate

Overview

Coolum State High School runs vibrant and effective Student Services and Wellbeing teams. Our Student Services team is made up of a Head of Department and six Heads of Year, one for each year level. The Student Services team supports students, with their teachers, to build inclusive social practices amongst students, address issues and supportively respond to concerns of bullying. The Student Services team is a key contact for both parents and students and actively supports new enrolments to the school and the transition of students from our local primary schools to Coolum State High School.

Our Student Services team is complemented by two Guidance Officers, a school Chaplain, a school-based Youth Health Nurse, an Indigenous Support Officer and a Head of Special Education Services. This team provides a vast array of support services ranging from career guidance, support programs and referral to external wellbeing services. Our Head of Special Education Services (known as Head of Diverse Learning) leads our school's approach to inclusive education, with the differentiation for students provided by our classroom teachers as a significant priority.

Our school values of Care, Respect and Excellence are central to the social climate of the school. These values are explicit in setting expectations for students and form the basis of the resolution of issues. The school has taken a restorative approach in the resolution of issues through an environment of high expectations and high support.

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

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)	100%	94%	85%
this is a good school (S2035)	100%	84%	83%
their child likes being at this school* (S2001)	100%	88%	91%
their child feels safe at this school* (S2002)	96%	78%	85%
their child's learning needs are being met at this school* (S2003)	93%	94%	85%
their child is making good progress at this school* (S2004)	93%	91%	81%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	84%	87%
teachers at this school motivate their child to learn* (S2007)	100%	88%	81%
teachers at this school treat students fairly* (S2008)	93%	84%	80%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	90%
this school works with them to support their child's learning* (S2010)	96%	94%	84%
this school takes parents' opinions seriously* (S2011)	87%	80%	81%
student behaviour is well managed at this school* (S2012)	74%	69%	74%
this school looks for ways to improve* (S2013)	96%	88%	86%
this school is well maintained* (S2014)	100%	97%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	82%	92%
they like being at their school* (S2036)	93%	73%	90%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they feel safe at their school* (S2037)	93%	75%	92%
their teachers motivate them to learn* (S2038)	94%	73%	85%
their teachers expect them to do their best* (S2039)	99%	92%	95%
their teachers provide them with useful feedback about their school work* (S2040)	91%	75%	83%
teachers treat students fairly at their school* (S2041)	84%	60%	75%
they can talk to their teachers about their concerns* (S2042)	82%	73%	73%
their school takes students' opinions seriously* (S2043)	80%	64%	80%
student behaviour is well managed at their school* (S2044)	80%	58%	71%
their school looks for ways to improve* (S2045)	96%	73%	95%
their school is well maintained* (S2046)	92%	67%	90%
their school gives them opportunities to do interesting things* (S2047)	90%	76%	89%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	92%	94%
they feel that their school is a safe place in which to work (S2070)	93%	96%	94%
they receive useful feedback about their work at their school (S2071)	80%	88%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	83%	83%
students are encouraged to do their best at their school (S2072)	96%	96%	94%
students are treated fairly at their school (S2073)	98%	94%	91%
student behaviour is well managed at their school (S2074)	72%	56%	70%
staff are well supported at their school (S2075)	76%	76%	76%
their school takes staff opinions seriously (S2076)	80%	71%	80%
their school looks for ways to improve (S2077)	93%	88%	94%
their school is well maintained (S2078)	93%	88%	90%
their school gives them opportunities to do interesting things (S2079)	91%	85%	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

Coolum State High School is committed to strong engagement with our parents and our community. The school has a vibrant Parents & Citizens Association that commits to a range of activities to support students and raises funds to enhance learning and opportunity within the school. A School Council provides strategic oversight as part of the long-term vision of the school. Coolum High runs a range of parent-evenings on topics ranging from adolescent development to numeracy to Indigenous groups to high school transition programs. Parent-Teacher interviews occur twice-per-year. The school coordinates sporting teams in local competitions, especially Touch and Basketball. Newsletters are distributed fortnightly and the school is active on social media, in particular through its Facebook page. The school is featured regularly in local newspapers. Coolum High actively partners with Coolum State School and Peregian Springs State School to build highly effective partnerships and transition programs for our students. Coolum High is an embedded and highly respected part of our local community.

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Respectful relationships programs

The school has developed and implements programs that focus on appropriate, respectful and healthy relationships. Implemented through Home Groups, on year level parades and through the CCC pastoral care program, these programs focus on forming and sustaining healthy relationships, recognising, reporting and reacting to violence, conflict resolution, and fostering the values of care, respect and excellence.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	121	136	192
Long Suspensions – 11 to 20 days	2	1	10
Exclusions	5	3	9
Cancellations of Enrolment	10	11	3

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Environmental Footprint

Reducing the school's environmental footprint

The school has an active and engaged student cohort that manage and maintain a permaculture garden which grows corn, coffee and other herbs and vegetables. The concept of the permaculture garden is for students to appreciate and understand that growing vegetables and using no pesticides has a positive effect on reducing the carbon footprint. Although the effect size may be small, planting our own garden is an effective, easy and fast way to reduce our environmental impact.

The school introduced a print managed system in 2017 which has reduced the amount of printing and photocopying across the school. The system tracks and records paper usage and provides a detailed report to staff so they can be more responsible and aware for their paper usage. The system only prints when a PIN number is entered, reducing unwanted or 'accidental' printing which means less wastage of paper. We also encourage staff to turn off lights not required during the day, and use fans or opens windows instead of using air conditioning.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	251,600	31,915
2015-2016	264,071	32,158
2016-2017	276,160	29,148

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

School name | **GO**

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	81	34	<5
Full-time Equivalents	77	25	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	NIL
Masters	12
Graduate Diploma etc.**	29
Bachelor degree	34
Diploma	6
Certificate	NIL

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2017 was $46,959.

The major professional development initiatives are as follows:

- Growth Coaching
- Leadership Development
- New Pedagogies for Deep Learning
- CPR & Frist Aid Certification
- Women in Leadership

The proportion of the teaching staff involved in professional development activities for 2017 is 58%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
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, 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).	91%	90%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	83%

*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 Secondary schools was 90%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
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
2015								93%	91%	89%	90%	89%	91%
2016								92%	89%	89%	86%	87%	93%
2017								92%	90%	87%	88%	87%	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:
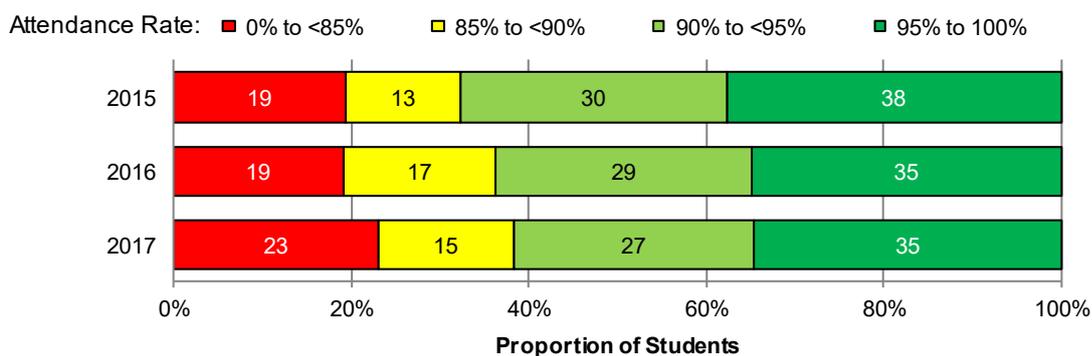
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures,
Managing Student Absences and Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 during Home Group through 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 three consecutive days no contact has been made to explain a student's absence, phone contact is made with the parents to determine the reason for the absence and to offer support where necessary. 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 Heads of Year at weekly year level meetings. Class teachers are notified of any truancy with consequences applied. Parents are contacted when a student is found to have truanted. In addition, individual student attendance is included on report cards issued four times per year.

Coolum SHS has a keen focus on improving attendance which includes:
Attendance rates published weekly for the entire school community.
Weekly publication of individual, year level and school attendance levels to students and staff.
Formal processes to assist at-risk students to attend more-regularly. These processes may include attendance monitoring, an individual Attendance Support Plan, HOY, GO or Deputy Principal intervention, and engagement of external services.
100% club to reward students with excellent attendance at the end of every term.

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.

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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 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	116	115	120
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	67	63	55
Percentage of Indigenous students receiving an Overall Position (OP)	50%	25%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	25	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	82	86	105
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	69	90
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	109	107	116
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.	76%	67%	78%
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.	97%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	90%	100%

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

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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	13	17	21	13	3
2016	7	16	19	20	1
2017	8	16	19	12	0

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	43	44	42
2016	45	48	37
2017	55	81	34

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

Coolum SHS offers rigorous Vocational Education and Training programs that develop highly skilled students ready to engage in meaningful employment pathways. The following programs are what we currently offer at Coolum SHS

- Certificate III Business
- Certificate IV Crime and Justice
- Certificate III Early Childhood Education and Care
- Certificate II Engineering Pathways
- Certificate II Health Support Services and Certificate II Community Services
- Certificate II Hospitality
- Certificate II Outdoor Recreation
- Certificate III Sport and Recreation
- Certificate II Tourism
- Certificate II Visual Art

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.	85%	79%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	88%	80%	50%

* 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.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.

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 2016 the apparent retention rates (February to February) for students from Year 10 to 12 was 84%. This is an improvement compared to the previous year and is 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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Conclusion

Coolum State High School is a school committed to a strong, vibrant future, aiming to ensure every student passes onto further education, training or employment. The school has committed to its five Academy Programs in Instrumental Music, Basketball, Touch, Cheerleading and Surfing to complement its drive towards outstanding academic outcomes within its core learning programs. From 2019, Coolum High will be introducing the Academic Program for High Achievers (ALPHA) to provide a targeted and exciting program for Gifted and Talented students. Coolum High cares about all of its students, and has rigorous programs and supports to ensure that every student is valued and successful. Surrounded by natural wonder, Coolum High is a fantastic place to learn and grow.

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