



Coolum State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education

Contact information



Queensland  
Government

|                       |   |
|-----------------------|---|
| <b>Postal address</b> | Havana Road East Coolum Beach 4573  |
| <b>Phone</b>          | (07) 5471 5333  |
| <b>Fax</b>            | (07) 5471 5300  |
| <b>Email</b>          | principal@coolumshs.eq.edu.au   |
| <b>Webpages</b>       | Additional information about Queensland state schools is located on:<br><input type="checkbox"/> the <a href="#">My School</a> website<br><ul style="list-style-type: none"><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> | Troy Ascott (Principal)   |

# From the Principal

## School overview

Coolum State High School is a dynamic school of 1200 students, nestled on an idyllic school campus that is surrounded by National Park and flanked by the spectacular Mt Emu. The school's motto of 'Care, Respect and Excellence' enshrines our core purpose of caring for all our students, respecting each other and our environment, and striving each and every day to achieve excellence. Coolum High has a proud history and in recent times has enhanced this with strong results in academic pursuits, sport and music, taking its place as one of the Sunshine Coast's premium schools. Coolum High has seven Academy programs in Instrumental Music, Basketball, Surfing, Cheerleading, Touch Football, Young Entrepreneurs and the Academic Learning Program for High Achievers (ALPHA). Each of these Academy programs have been successful in the Academies' vision of "inspiring success in all things by rising to peak performance in selected endeavours." We are committed to using the best research available to shape our teaching and learning programs to ensure the success of our talented students. Most of all, Coolum High is our community's school, where every child matters, and where ensuring the success of every student is our over-riding ambition.

## School progress towards its goals in 2018

2018 was an outstanding year in the life of Coolum State High School, with significant progress including:

- 100% Queensland Certificate of Education completion (first time ever)
- OP 1-5 22% (best ever) - OP 1-10 60% (best ever)
- OP 1-15 84% (best ever)
- Year 9 NAPLAN Reading (highest ever)
- Year 9 NAPLAN Grammar & Punctuation (highest ever)
- Year 9 NAPLAN Numeracy (equal highest ever)
- Successful Academy Programs established (Instrumental Music; Cheerleading; Touch Football; Basketball; Surfing)
- 'Hello World' excursions to Universities, TAFE Colleges and Employers building students' ambition -  
Regional debating finalists
- Girls Rugby Union regional champions
- Industry Reference Group providing opportunities for students to connect with employers
- 'Smart Futures' two-storey learning building opened
- STEM Supercentre building planned for future growth
- Growing enrolments
- Chess club established; Robotics club
- Successful School Improvement Unit review
- Year 12 Graduation Ceremony – celebrated community event
- Senior Secondary review identifying employment trends, areas of growth and subject alignment
- Junior Secondary review – effectively catering to the Junior Secondary learner

## Future outlook

Coolum State High School has a strong, sharp and narrow plan to improve in its key areas. This plan includes:

| Focus Area | Target |
|------------|--------|
|------------|--------|

|   |                             |
|---|-----------------------------|
| Reading-to-Learn implementation   | 80% of curriculum documents |
| Writing-on-demand   | Embedded fortnightly        |
| Yr 9 NAPLAN Writing   | 550 (Mean Scaled Score)     |
| Yr 9 NAPLAN Reading; Spelling; Grammar & Punctuation; Numeracy  | 600 (Mean Scaled Score)     |
| Queensland Certificate of Education   | 100%                        |
| OP 1-15   | 90+%                        |
| Essential Skills for Classroom Management   | All teachers fluent         |
| Essential Skills Classroom Profiling  | 70% of teachers profiled    |
| All school curriculum planning and assessment to be aligned with the key curriculum source documents (ACARA/QCAA) | 100%                        |
| Consolidation of Academy programs (Basketball; Touch; Surfing; Instrumental Music; Cheerleading)                  | 100%                        |
| Introduction of two new Academy Programs (ALPHA; Young Entrepreneurs)   | 100% implementation         |
| Implementing Queensland's new senior – rigorous implementation of new senior syllabus documents                   | 100% implementation         |
| Rigorously action CSHS Attendance Plan  | 92+% attendance             |
| Enact formalised community engagement plan  | 100% implementation         |
| Enact Indigenous Education plan   | 100% implementation         |

## 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> | Year 7 - Year 12 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 925  | 958  | 1092 |
| Girls                              | 459  | 461  | 516  |
| Boys                               | 466  | 497  | 576  |
| Indigenous                         | 44   | 35   | 42   |
| Enrolment continuity (Feb. – Nov.) | 90%  | 90%  | 93%  |

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

Coolum State High School is located on the Sunshine Coast and is part of the North Coast Region. The Sunshine Coast is a rapidly developing as a major city. It is a primary destination for Residential Development, Business, Education and Training. At present student enrolment is captured at 1178. 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 1016 (Australian average is 1000)
- The school has a 3.8% population of students who identify as Indigenous □ 3.4% of the student body is comprised of students with a disability.
- There are families who have chosen Coolum for a 'sea-change' lifestyle
- There are families who have settled from interstate and New Zealand
- There are long-term Coolum and Peregian families
- 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 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

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      |      |      |      |
| Year 4 – Year 6    |      |      |      |
| Year 7 – Year 10   | 23   | 23   | 24   |
| Year 11 – Year 12  | 18   | 18   | 18   |

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

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

### 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 frameworks and literacy or numeracy blocks.
- 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.
- Academic Learning Program for High Achievers (ALPHA) for gifted and talented students. □  
Reading to Learn methodology used consistently 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, Surfing, Basketball, Touch Football, Cheerleading, Young Entrepreneurs
- 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 Student Program

### How information and communication technologies are used to assist learning

Coolool State High School operates a 'Bring Your Own Device' program, whereby students bring a digital device to support their own learning.

Students' learning is enhanced by the utilisation of the Microsoft Office suite including Word, Excel, PowerPoint and One Note. In 2018, the school purchased a 3D batch printer and laser cutter to offer students 21<sup>st</sup> century experiences in digital design. In senior secondary, Coolool High offers Digital Solutions, Design and Information and Communication Technology to enhance students' opportunities with Information Technologies.

The use of ICT is embedded in all subject syllabuses. ICT is used seamlessly within the pedagogy structures of the school. ICTs assist learning by providing students with access to resources at any time. External providers deliver courses on-line, particularly in the senior school. The school utilises One Note and One Drive to provide remote access to resources for students and staff.

## 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 creates a safe, supportive and disciplined learning environment through use of Essential Skills for Classroom Management (ESCM) as the foundation for respectful relationships between teachers and students in the classroom.

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

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 |
|---|------|------|------|
| <input type="checkbox"/> their child is getting a good education at school (S2016)  | 94%  | 85%  | 95%  |
| <input type="checkbox"/> this is a good school (S2035)  | 84%  | 83%  | 89%  |
| <input type="checkbox"/> their child likes being at this school* (S2001)  | 88%  | 91%  | 89%  |
| <input type="checkbox"/> their child feels safe at this school* (S2002)   | 78%  | 85%  | 95%  |
| <input type="checkbox"/> their child's learning needs are being met at this school* (S2003)                                     | 94%  | 85%  | 87%  |
| <input type="checkbox"/> their child is making good progress at this school* (S2004)  | 91%  | 81%  | 95%  |
| <input type="checkbox"/> teachers at this school expect their child to do his or her best* (S2005)                              | 94%  | 94%  | 95%  |
| <input type="checkbox"/> teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 84%  | 87%  | 87%  |
| <input type="checkbox"/> teachers at this school motivate their child to learn* (S2007)   | 88%  | 81%  | 83%  |
| <input type="checkbox"/> teachers at this school treat students fairly* (S2008)   | 84%  | 80%  | 87%  |
| <input type="checkbox"/> they can talk to their child's teachers about their concerns* (S2009)                                  | 94%  | 90%  | 95%  |
| <input type="checkbox"/> this school works with them to support their child's learning* (S2010)                                 | 94%  | 84%  | 92%  |

|  |     |     |     |
|--|-----|-----|-----|
| <input type="checkbox"/> this school takes parents' opinions seriously* (S2011)    | 80% | 81% | 78% |
| <input type="checkbox"/> student behaviour is well managed at this school* (S2012) | 69% | 74% | 81% |
| <input type="checkbox"/> this school looks for ways to improve* (S2013)            | 88% | 86% | 92% |
| <input type="checkbox"/> this school is well maintained* (S2014)                   | 97% | 92% | 93% |

\* 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 |
|--|------|------|------|
| <input type="checkbox"/> they are getting a good education at school (S2048)                               | 82%  | 92%  | 96%  |
| <input type="checkbox"/> they like being at their school* (S2036)  | 73%  | 90%  | 91%  |
| <input type="checkbox"/> they feel safe at their school* (S2037)   | 75%  | 92%  | 94%  |
| <input type="checkbox"/> their teachers motivate them to learn* (S2038)                                    | 73%  | 85%  | 90%  |
| <input type="checkbox"/> their teachers expect them to do their best* (S2039)                              | 92%  | 95%  | 100% |
| <input type="checkbox"/> their teachers provide them with useful feedback about their school work* (S2040) | 75%  | 83%  | 90%  |
| <input type="checkbox"/> teachers treat students fairly at their school* (S2041)                           | 60%  | 75%  | 79%  |
| <input type="checkbox"/> they can talk to their teachers about their concerns* (S2042)                     | 73%  | 73%  | 79%  |
| <input type="checkbox"/> their school takes students' opinions seriously* (S2043)                          | 64%  | 80%  | 80%  |
| <input type="checkbox"/> student behaviour is well managed at their school* (S2044)                        | 58%  | 71%  | 82%  |
| <input type="checkbox"/> their school looks for ways to improve* (S2045)                                   | 73%  | 95%  | 93%  |
| Percentage of students who agree# that:  | 2016 | 2017 | 2018 |
| <input type="checkbox"/> their school is well maintained* (S2046)  | 67%  | 90%  | 90%  |
| <input type="checkbox"/> their school gives them opportunities to do interesting things* (S2047)           | 76%  | 89%  | 90%  |

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| <input type="checkbox"/> they enjoy working at their school (S2069)                           | 92%  | 94%  | 88%  |
| <input type="checkbox"/> they feel that their school is a safe place in which to work (S2070) | 96%  | 94%  | 97%  |

|   |     |     |     |
|---|-----|-----|-----|
| <input type="checkbox"/> they receive useful feedback about their work at their school (S2071)  | 88% | 80% | 75% |
| <input type="checkbox"/> they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83% | 83% | 79% |
| <input type="checkbox"/> students are encouraged to do their best at their school (S2072)   | 96% | 94% | 99% |
| <input type="checkbox"/> students are treated fairly at their school (S2073)  | 94% | 91% | 92% |
| <input type="checkbox"/> student behaviour is well managed at their school (S2074)  | 56% | 70% | 87% |
| <input type="checkbox"/> staff are well supported at their school (S2075)   | 76% | 76% | 69% |
| <input type="checkbox"/> their school takes staff opinions seriously (S2076)  | 71% | 80% | 64% |
| <input type="checkbox"/> their school looks for ways to improve (S2077)   | 88% | 94% | 91% |
| <input type="checkbox"/> their school is well maintained (S2078)  | 88% | 90% | 95% |
| <input type="checkbox"/> their school gives them opportunities to do interesting things (S2079)   | 85% | 89% | 78% |

\* 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 engages extensively with our vibrant local community to build and enhance learning opportunities for students.

The Parents & Citizens (P&C) Association raises funds and shares input into the school, and runs the school's canteen. In 2018, the P&C successfully ran a Trivia Night, Colour Run and local fundraising events. The P&C allows parents a platform to assist the school to achieve its learning, cultural and sporting goals.

Coolum State High School has a School Council that is the strategic body providing oversight to the school. The School Council is made up of student, parent and staff representatives, and also has two 'appointed representatives' who assist the school to make strong decisions for the school's future growth. The Council adds significant value by being heavily focussed on the future footprint of the school in our growing community.

Coolum State High School provides parent-teacher interviews twice-per-year to provide feedback to parents on students' progress, with written reports provided four times per annum.

Parents provide assistance to the school's vibrant co-curricular programs including instrumental music, sport, cheerleading, debating and clubs including chess and robotics.

Coolum High's participation in the Kokoda Challenge involves a partnership between the school, parents and students in providing students with the opportunity to test their fitness, teamwork and resolve through participation in this rigorous event.

Coolum High is strongly nested within the local community, including a powerful Industry Reference group that meets once-per-term and provides opportunities for students to achieve employment goals. Coolum High shares its facilities with the Coolum Breakers AFL club, and is building a dynamic partnership for the future of both organisations. Coolum High also enjoys a strong partnership with a wide range of local clubs and sporting organisations. Coolum's churches are strong supporters of Coolum High, bolstered by the work of our two resourceful Chaplains. Coolum is very much a community, and Coolum State High is the community's school.

## Respectful relationships education programs

The school implements programs that focus on appropriate, respectful and healthy relationships through Home Groups and Year Level Parades. These programs focus on forming and sustaining healthy relationships, safe and ethical online behaviours and fostering the values of care, respect and excellence.

## 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    | 136  | 192  | 165  |
| Long suspensions – 11 to 20 days    | 1    | 10   | 12   |
| Exclusions                          | 3    | 9    | 1    |
| Cancellations of enrolment          | 11   | 3    | 7    |

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

Coolum State High School is an environmentally aware school, nested within a National Park. In 2018, a scheme to remove plastic straws from the school and canteen was successfully implemented. Coolum High closely monitors electricity and water usage and works to reduce usage. Coolum High supports the work of a number of student "eco-warriors" who run beach clean-ups and waste reduction events. Coolum High's students study the neighbouring Mt Emu for the effects of human impact.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 264,071   | 276,160   | 310,592   |
| Water (kL)        | 32,158    | 29,148    | 26,719    |

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            | 86              | 34                 | 6                  |
| Full-time equivalents | 82              | 27                 | 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                        | 16                       |
| Graduate Diploma etc.*         | 25                       |
| Bachelor degree                | 40                       |

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

|             |   |
|-------------|---|
| Diploma     | 5 |
| Certificate | 0 |

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$34 833.00 The major professional development initiatives are as follows:

- Reading to Learn (R2L)
- Essential Skills in Classroom Management (ESCM)
- QCAA New QCE
- Education Queensland Mandatory Training
- Student protection
- CPR and First aid Certificates
- Leadership 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. | 96%  | 96%  | 97%  |

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

From the end of the previous school year, 98% 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 Secondary 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     | 90%  | 89%  | 90%  |
| Attendance rate for Indigenous** students at this school | 86%  | 83%  | 87%  |

\* 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.

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

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

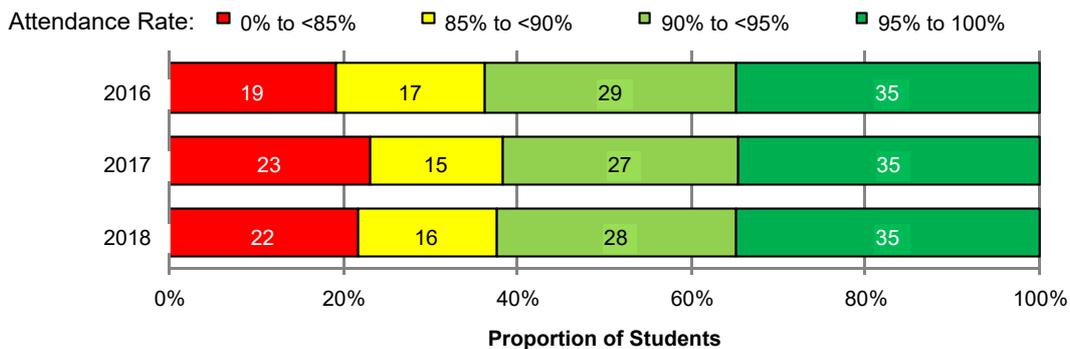
Notes:

every day of attendance in  
 that students attended divided by  
 students to attend (expressed as  
 attendance for every student for  
 Semester 1.  
 total of full-days and part-days  
 the total of all possible days for  
 a percentage).

1. Attendance rates effectively count
2. Student attendance rate = the
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 Department of Education procedures including Managing Student Absences, Enforcing Enrolment and Attendance at State Schools and Roll Marking in State Schools, which outline procedures for managing and recording student attendance and absenteeism.

Attendance at Coolum State High School is central to every student succeeding. Coolum State High School uses the following procedures to manage student attendance:

- Teachers mark Home group rolls at the start of every day
- Teachers mark Class rolls within the first 15 minutes of each lesson, every day
- Reports are generated and communicated at the end of every day to monitor truancy and track inconsistencies
- Text Messages are sent to parents to inform of unexplained absences and unexplained late arrivals
- Heads of Year and Deputy Principals monitor attendance, daily, and contact with families when patterns of unacceptable absence emerge
- Heads of Year follow up on truancy, contact parents and apply appropriate consequences
- If required, home visits and/or welfare checks are completed by the school and referrals to Regional support staff are made
- If required, school engages with departmental attendance processes.
- In extreme cases this may result in the police and Department of Communities (Child Safety) being notified

Strategies to increase attendance include:

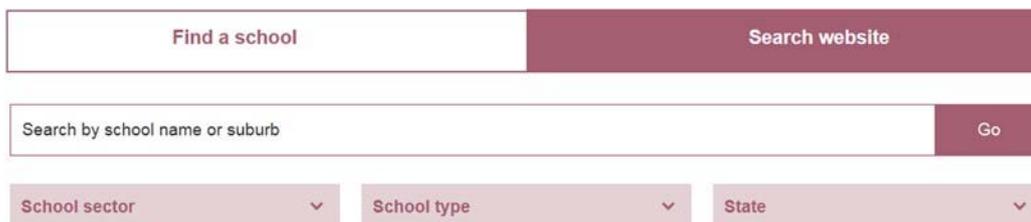
- Whole School Tracking published by Attendance DP every week
- Year Level Attendance Data communicated at Year Level Parades each week
- Weekly Home group check in for individual attendance percentages
- At risk students identified and supported by Intensive Support team (DP, HOD Student Services, HOSES, GO, School Nurse, Chaplain, CHYMS Support person).
- Benchmark target requirements for participation in extra-curricular programs, school activities and representative sport

## 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   | 115  | 120  | 118  |
| Number of students awarded a QCIA  | 1    | 1    | 0    |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 107  | 116  | 118  |
| Percentage of Indigenous students awarded a QCE at the end of Year 12                        | 100% | 100% | 100% |
| Number of students who received an OP  | 63   | 55   | 55   |
| Percentage of Indigenous students who received an OP   | 25%  | 50%  | 0%   |
| Number of students awarded one or more VET qualifications (including SAT)                    | 86   | 105  | 93   |

|   |      |      |      |
|---|------|------|------|
| Number of students awarded a VET Certificate II or above  | 69   | 90   | 75   |
| Number of students who were completing/continuing a SAT   | 25   | 23   | 16   |
| Number of students awarded an IBD   | 0    | 0    | 0    |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD   | 67%  | 78%  | 84%  |
| 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 | 100% | 99%  | 100% |
| Percentage of QTAC applicants who received a tertiary offer.  | 90%  | 100% | 96%  |

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     | 7    | 8    | 12   |
| 6-10    | 16   | 16   | 21   |
| 11-15   | 19   | 19   | 13   |
| 16-20   | 20   | 12   | 9    |
| 21-25   | 1    | 0    | 0    |

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            | 45   | 55   | 34   |
| Certificate II           | 48   | 81   | 70   |
| Certificate III or above | 37   | 34   | 35   |

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).

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

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

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 2018 all graduating students achieved their QCE for the first time in the school's history.

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

Coolum SHS works closely with a range of external agencies to support students who leave school early. Our Principal, Deputy Principal, Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

### 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.coolumshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>