

# Coolum State High School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	Havana Road East Coolum Beach 4573
Phone	(07) 5471 5333
Fax	(07) 5471 5300
Email	principal@coolumshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Dr Robyn Burton-Ree, Acting Principal

## Principal's foreword

### Introduction

At Coolum State High School key values were identified for development and enhancement in 2015. They were:

- Teaching and Learning (supporting individual development and success)
- Relationships and Wellbeing
- Contributing to the local and global community

The focus on teaching and learning has enabled students to reach their potential. Coolum High students continue to graduate with a substantial qualification. Ninety seven percent of Yr 12 students received at least one of the following: a Queensland Certificate of Education (QCE), a School Based Apprenticeship or Traineeship (SAT) or a Vocational, Education and Training (VET) qualification. Over ninety-four per cent of students obtained their QCE while seventy six per cent of the Year 12 students, who were eligible for the State's ranking of an Overall Position (OP), received an OP 1 to 15. Over nineteen percent of students received OP 1 to 5 (the best on record) with over forty four percent of students received OP 1 to 10 (also best on record). As well, eighty-one per cent of students received pass results or better on internal assessments throughout the year.

The focus on nurturing caring relationships through restorative practices has resulted in a safe and supportive school environment. The percentage of students receiving behavioural comments, which are satisfactory or better on semester reports, was over ninety-six per cent. The school's rate of disciplinary absences is well below state averages. Good discipline and student nurturing and management, with a focus on wellbeing, care and respect, is the norm. A Student Services Team including Guidance Officers, a Youth Support Teacher, a School Nurse, Relationships and Wellbeing Coordinator, a Youth Support Coordinator, and an Indigenous Liaison Officer, our School Chaplain and Youth Support workers from outside agencies, augment the student management support structures in the school. These are based around year level home groups with assigned Home Group Teachers, Student Managers, Heads of Department and Deputy Principals.

The school is traditionally known for its strong sense of community. Coolum State High School is in an enrolment catchment management area. The school has a student population of eight hundred and sixty five (and growing) with sixty six full time equivalent teachers and twenty three non-teaching support staff. The school prides itself on offering a diverse and challenging range of subjects and career options while at the same time being able to offer individual support and guidance to each and every student. As well, the school has a Level 2 Accreditation for its International Student Program with twenty-four international students participating in the program in 2015.

Having high expectations about the individual development and success of students has resulted in a good work ethic and a responsible attitude to study. Over eighty per cent of Year 12 students, who applied for tertiary entrance, received an offer for further study. The completion rate for students enrolled in Vocational Education and Training (VET) certificate courses continues to be above state averages, with just under just under sixty per cent of students completing Certificate II or higher.

These results ran parallel with the school reports that indicated over eighty-eight per cent of students received a satisfactory grade or better on their effort in class. The culture of supporting individual development and success is firmly entrenched at Coolum High.

### School progress towards its goals in 2015

Coolum State High School strives to reach the following outcomes:

- Effective teaching and learning in a calm and ordered environment and in a culture of high expectations and high support
- A culture of unconditional Care, Respect and Excellence
- All students graduating with qualifications

#### Teaching and Learning

- An ongoing desire for knowledge, skills and learning
- A curriculum that offers a challenging, rich and diverse range of learning experiences
- A positive and constructive work ethic
- Academic, vocational, cultural and sporting success

#### Relationships and Wellbeing

- Care and respect for ourselves and each other
- Building strong relationships within a Restorative Practices framework
- Encouraging responsibility, tolerance and understanding
- Developing integrity, trustworthiness and self discipline

#### Community

- Continual development of a strong and supportive school community
- Instilling the courage to act as moral and responsible members of society
- Building and maintaining meaningful partnerships with the local and global community
- Caring for our environment and contributing to a sustainable future
- Developing learning partnerships between teachers, students, parents, experts, industry and community

#### Individual Development and Success

- Fostering a desire for continual improvement, individual success and personal fulfilment
- Supporting the development of a positive self image
- Providing individualised pathways for future success
- Promoting healthy and safe choices

Ninety-two per cent of students believe they are receiving a good education at Coolum High with ninety-eight per cent believing their teachers encourage and expect them to do their best. As well, ninety-three per cent feel safe with the average attendance rate of ninety per cent and ninety-two per cent of students continuing from one year to the next. The positive atmosphere in the school can be attributed to the fact that over ninety-nine per cent of teachers and non-teaching staff were retained by the school for the entire 2015 school year with an attendance rate of ninety-six per cent. Even though the opinion surveys results identify areas of improvement, the attendance and retention rates for both students and teachers are strong, setting the groundwork for effective teaching and learning.

Approximately sixty per cent of the students who live in the Coolum catchment area attend the high school. In 2013 one hundred and thirty students from outside the catchment area of the school also chose to make Coolum High their school for their secondary education. Class sizes in the school are well below (state benchmarks). In Years 8 to 10 the average class size is 24 (28) while in Years 11 and 12 the average class size is 17 (25). These factors contribute to Coolum High being the preferred high school in the local community.

The NAPLAN results for students in Year 9 have shown an improvement in the mean scale scores relative to the nation in all categories compared to when the tests we introduced in 2008. The strongest improvements have been in Numeracy. Even though Coolum State High School students' performance in all categories was similar to other like and state schools, there are still areas requiring improvement when it comes to meeting national targets especially in the upper two bands. However, when it comes to national minimum standards (NMS) students are achieving similarly to national benchmarks in all categories except in numeracy where students performances were above NMS and in writing where student performance was below NMS.

For our Year 12 graduates, the number of students who were awarded a Queensland Certificate of Education (QCE) continues to be strong. In 2014 over ninety-nine per cent of students were awarded their QCE, which compares favourably with a State average of just over ninety per cent. Not only have the number of students awarded a VET qualification remained high, the number of VET Certificate III or above being awarded was twenty-nine in 2014, up from four in 2009. Similarly, the number of school based apprenticeships and traineeships (SAT) entered into remain strong. In 2013 the number of SATs completed was twenty-three with the number of Australian Qualification Framework (AQF) certificate II or above was fifty.

Ensuring students graduating with significant qualifications is a priority at Coolum High.

### Future outlook

In 2014 Coolum State High School underwent a Quadrennial School Review that reviewed the categories and results of the following Audits:

#### Teaching and Learning Audit

Audit Category	2010 Result	2011 Result	2014 Result
An Explicit Improvement Agenda	M	H	H
Analysis and Discussion of Data	H	H	H
A Culture that Promotes Learning	M	M	H
Targeted Use of School Resources	M	H	H
An Expert Teaching Team	M	M	H
Systematic Curriculum Delivery	M	M	M
Differentiated Classroom Learning	L	M	H
Effective Teaching Practice	M	M	H

Low	Medium	High	Outstanding
L	M	H	O

#### School Discipline Audit

Audit Category	2014 Result
Principal leadership	High
Parent and community engagement	Medium
Data informed decision-making	High
Clear consistent expectations for behaviour (this include consequences)	High
Explicit teaching of appropriate behaviour to all students	High

Low	Medium	High	Outstanding

2015 Headline Indicators

Headline Indicators	Department of Education and Training
<b>Coolum State High School (2165)</b>	<b>2015 Headline Indicator Report</b>

Attendance	Literacy & Numeracy <sup>1</sup>	English, Maths & Science	Year 12 Attainment	Post-School Destinations
Attendance Rate	% NMS <sup>2</sup>	% C or Better	% OP 1-15 or an IBD <sup>4</sup>	Students in education, training or employment (six months after Year 12)
	% U2B <sup>2</sup>		% QCE, VET, IBD or QCIA <sup>5</sup>	
Attendance <85	% U2B - SQSS <sup>3</sup>		% QCE or QCIA <sup>5</sup>	
	Mean Scale Score - SQSS <sup>3</sup>		% Cert II+ <sup>5</sup>	
	Relative Gain - SQSS <sup>3</sup>		% Non OP 1-15 Cert III+ <sup>5</sup>	

Enrolment	Behaviour	Satisfaction	Context	
4-year trend <b>EMP</b>	Short suspensions	Overall rating for all survey items (Staff, Parent and Student)	<b>Enrolments</b>	
			865	
	Exclusions <sup>7</sup>		<b>Indigenous students %</b>	
			5%	
Cancellations	<b>Students with disability %<sup>8</sup></b>			
	4%			
		NAPLAN Absent/Withdrawn	NAPLAN Participation Trend	14%
				58%
			<b>School Audit Report</b>	
			Sound (2015)	
			<b>Bank Balance per Student</b>	
			\$966.95	
			<b>ICSEA</b>	
			1011	
			ICSEA Decile National	ICSEA Decile State Schools
			6	8
			<b>Geographic Region (Level 2)</b>	
			North Coast (N3)	

<sup>1</sup> All NAPLAN indicators are based on Reading and Numeracy strands only and are aggregated across all applicable school NAPLAN test year levels.

<sup>2</sup> For test areas where there are between 1 and 20 assessed students, previous year results are used.

<sup>3</sup> Results are compared to Similar Queensland State Schools (SQSS), those of OP/IBD students.

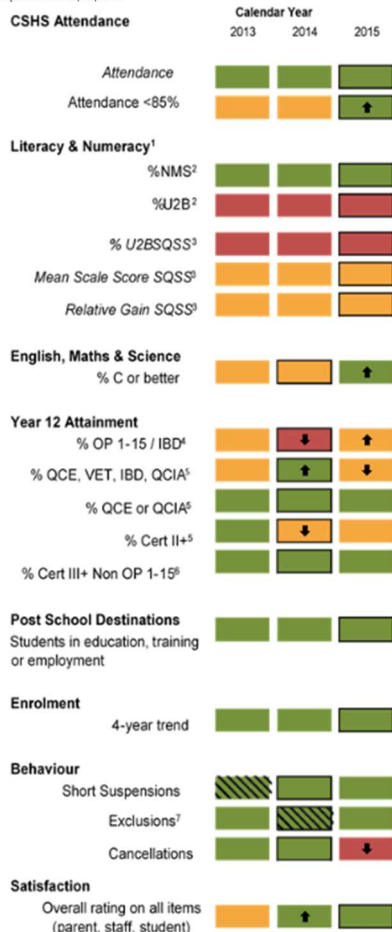
<sup>4</sup> of OP/IBD students <sup>5</sup> of students who complete Year 12 <sup>6</sup> of students

<sup>7</sup> From 2015, Exclusion represents principal decision to exclude rather than suspension.

<sup>8</sup> Students with a verified disability in the Adjustment Information Management System (AIMS) in Uneschool.

Report date: 25/05/2016

■ Above threshold criteria    
 ■ At threshold criteria    
 ■ Below threshold criteria



Coolum State High School Headline indicators have improved. This data tells us that the attendance for all students has moved upward. 2015 showed us that the average attendance percentage of students was 90.5%. We would like this to increase to 95% in 2016.

The proportion of student results being a grade of c or better for English, Maths and Science has improved. This is great news. Coolum State High School has moved from orange (greater than 70%) to green (greater than 80%).

From 2008 to 2015 we have had an improvement with our NAPLAN results, relative to the nation. Although Coolum State High School remain in the red and orange for Literacy and Numeracy, the reading, spelling and numeracy results are moving upwards. The role of the Master Teacher, Literacy Coach and Numeracy Coach has ensured that there is explicit teaching happening in the classroom. On the development of a new writing program, we expect to see an improvement with the 2016 NAPLAN test results.

## Our school at a glance

### School Profile

Coolum State High School is a small, friendly community school that embraces the underlying philosophy of care, respect and excellence.

The population of the school on day eight in 2015 was 942. The school is a co-educational state high school offering a comprehensive curriculum from Years 7 to 12.

The school is located in the Sunshine Coast region midway between the Maroochy and Noosa Rivers. It is situated three kilometres north of the Coolum Township, bordered on three sides by national park. The school services the communities of Marcoola in the south, Peregian Beach and Weyba Downs in the north and west to the communities of Peregian Springs and Yandina Creek.

The school is in an idyllic setting surrounded by natural bushland and is in close proximity to the beach.

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Year 7 - Year 12**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	703	327	376	39	88%
2014	680	341	339	34	92%
2015	865	430	435	46	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.

### Characteristics of the student body:

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

- The school 2015 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

## Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	17	17	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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	131	91	121
Long Suspensions - 6 to 20 days	6	6	2
Exclusions	2	3	5
Cancellations of Enrolment	5	1	10

\* 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.

## Curriculum delivery

### Our approach to curriculum delivery

- Coolool 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 Coolool High.
- Subjects are offered through the key learning areas in the junior secondary school in Years 7 (in 2015), 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.

### Extra curricula 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 'Brilliant Musicians', our brilliant musicians excellence in music program. The school has an annual excursion to Canberra to commemorate the ANZAC Day, however in 2014, students had the opportunity to tour the Western Front in France and Belgium. 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 improve learning

In 2015, all Year 10, 11 and 12 students were given the opportunity to be 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.

A Macbook eLearning Program was introduced for all year 8 students with the intention of extending the program to year 7, 8, 9 and 10 students in 2015.

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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	82%	90%	100%
this is a good school (S2035)	83%	91%	100%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child likes being at this school (S2001)	83%	89%	100%
their child feels safe at this school (S2002)	92%	94%	96%
their child's learning needs are being met at this school (S2003)	75%	85%	93%
their child is making good progress at this school (S2004)	75%	89%	93%
teachers at this school expect their child to do his or her best (S2005)	92%	93%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	75%	84%	92%
teachers at this school motivate their child to learn (S2007)	67%	88%	100%
teachers at this school treat students fairly (S2008)	92%	82%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	91%	96%
this school works with them to support their child's learning (S2010)	91%	88%	96%
this school takes parents' opinions seriously (S2011)	67%	86%	87%
student behaviour is well managed at this school (S2012)	83%	80%	74%
this school looks for ways to improve (S2013)	83%	92%	96%
this school is well maintained (S2014)	100%	94%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	90%	95%	98%
they like being at their school (S2036)	88%	90%	93%
they feel safe at their school (S2037)	92%	93%	93%
their teachers motivate them to learn (S2038)	87%	89%	94%
their teachers expect them to do their best (S2039)	95%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	84%	84%	91%
teachers treat students fairly at their school (S2041)	70%	77%	84%
they can talk to their teachers about their concerns (S2042)	74%	70%	82%
their school takes students' opinions seriously (S2043)	73%	77%	80%
student behaviour is well managed at their school (S2044)	69%	68%	80%
their school looks for ways to improve (S2045)	85%	93%	96%
their school is well maintained (S2046)	78%	88%	92%
their school gives them opportunities to do interesting things (S2047)	82%	88%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	90%	98%	95%
they feel that their school is a safe place in which to work (S2070)	90%	100%	93%
they receive useful feedback about their work at their school (S2071)	85%	85%	80%



Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	89%	92%
students are encouraged to do their best at their school (S2072)	97%	98%	96%
students are treated fairly at their school (S2073)	97%	98%	98%
student behaviour is well managed at their school (S2074)	74%	89%	72%
staff are well supported at their school (S2075)	82%	89%	76%
their school takes staff opinions seriously (S2076)	77%	87%	80%
their school looks for ways to improve (S2077)	94%	100%	93%
their school is well maintained (S2078)	94%	96%	93%
their school gives them opportunities to do interesting things (S2079)	83%	91%	91%

<sup>#</sup> '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.

### 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	268,524	2,396
2013-2014	257,401	1,284
2014-2015	251,600	31,915

\*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.

## Our staff profile

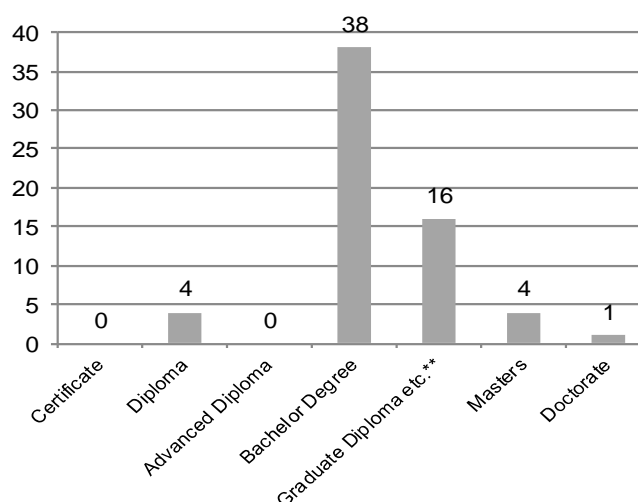
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	69	28	<5
Full-time equivalents	66	23	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	38
Graduate Diploma etc.**	16
Masters	4
Doctorate	1
<b>Total</b>	<b>63</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$36,757.83

- Junior Secondary
- Restorative Practices
- Art and Science of Teaching (ASoT)
- Queensland Curriculum and Assessment Authority
- Vocation Education and Training
- High Reliability Schools
- Leadership Development

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	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 2015 school year.

## School income broken down by funding source

School income 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	88%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

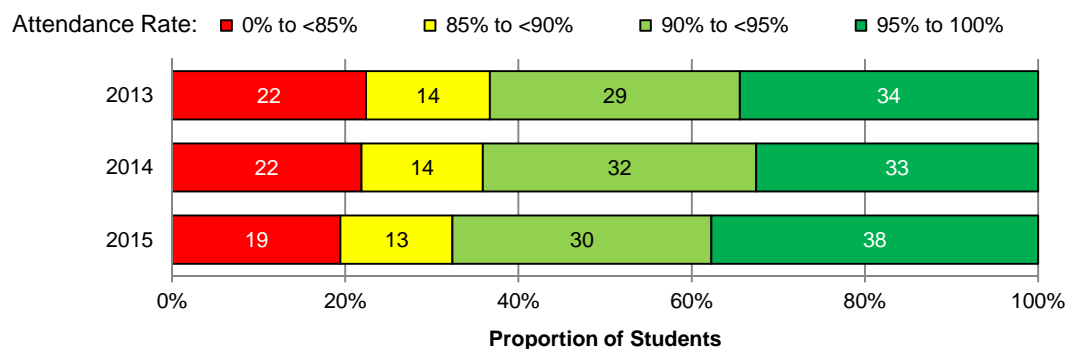
Student attendance rate for each year level (shown as a percentage)												
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								91%	89%	88%	89%	91%
2014								92%	90%	88%	89%	90%
2015							93%	91%	89%	90%	89%	91%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 Coolumb 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.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

#### Find a school

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	83%	85%

Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	114%	71%	88%
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<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	126	120	116
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	61	70	67
Percentage of Indigenous students receiving an Overall Position (OP)	14%	80%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	23	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	97	93	82
Number of students awarded an Australian Qualification Framework Certificate II or above.	83	71	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	117	119	109
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	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.	79%	61%	76%
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.	98%	100%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	90%	97%

As at 16 February 2016. The above values exclude VISA students.

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	5	17	26	11	2
2014	6	15	22	25	2
2015	13	17	21	13	3

As at 16 February 2016. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	61	71	29
2014	62	51	29
2015	43	44	41

As at 16 February 2016. The above values exclude VISA students.

The main Certificate I courses in the school are offered in business, engineering, furnishings, hospitality and information, digital media and technology.

Certificate II courses include business, information technologies, visual art, tourism, and outdoor recreation.

The Certificate III courses offered were in children's services and allied health.

Justice Studies was the only Certificate IV course offered in 2015.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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 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.