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PRINCIPAL'S FOREWORD

Introduction

At Coolum State High School four key values were identified for development and enhancement in 2013. They were:

- Learning for a 21st century future
- Nurturing constructive relationships
- Contributing to the local and global community
- Supporting individual development and success.

The focus on learning has enabled students to reach their potential. Coolum High students continue to graduate with a substantial qualification. Ninety-eight per cent of students received at least one of the following: a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Attainment (QCIA) or a Vocational, Education and Training (VET) qualification. Seventy-nine per cent of the Year 12 students, who were eligible for the State's ranking of an OP, received an OP 1 to 15. As well, eighty-four 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 the semester reports, is over ninety-five per cent. 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, a Youth Support Coordinator, and 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 teachers, Student Managers, Heads of Department and Deputy Principals.

The school is traditionally known for its strong sense of community. Parents in the local community are choosing Coolum High as their first choice of school for the secondary education of their sons and daughters. The school has a student population of over seven hundred with fifty-four full time equivalent teachers and over twenty 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 over fifteen international students participating in the program in 2013.

Having high expectations about the individual development and success of students has resulted in a good work ethic and a responsible attitude to study. Last year, ninety-five 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 grow, especially in Certificate III and higher. These results ran parallel with the school reports that indicated over eighty-seven 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 2013

Coolum State High School strives to reach the following outcomes:

- Effective teaching and learning in a calm and ordered environment
- The first choice of school for families in the Coolum community
- All students graduate with qualifications.



Ninety per cent of students believe they are receiving a good education at Coolum High with ninety-five per cent believing their teachers encourage and expect them to do their best. As well, ninety-two per cent feel safe with the average attendance rate of ninety per cent and at least ninety-four per cent of students continuing at the school from the previous year. The positive atmosphere in the school can be attributed to the fact that over ninety-four per cent of teachers and non-teaching staff were retained by the school for the entire 2013 school year with an attendance rate of ninety-seven 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 23 (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 increase in the mean scores in all categories compared to the previous year. The strongest improvements were in Writing and Spelling while the highest achievement since the tests were introduced in 2008 has been in Writing. 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 for students 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.

For our Year 12 graduates, the number of students who were awarded a Queensland Certificate of Education (QCE) continues to be strong. In 2013 just over ninety-two per cent of students were awarded their QCE, which compares favourably with a State average of just over eighty-six per cent. Not only have the number of students awarded a VET qualification remained high, the number of VET Certificate IIIs or above being awarded was twenty-nine in 2013, up from four in 2009. Similarly, the number of school based apprenticeships and traineeships (SAT) entered into remains strong. In 2013 the number of SATs completed was 26 with the number of Australian Qualification Framework (AQF) certificate II or above has risen to 83, up from 54 in 2011.

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

Future Outlook

The Strategic Plan 2011 to 2014 outlines the vision, purpose, values, strategic directions and outcomes for the school. In preparing students for life as local and global citizens, Coolum State High School is committed to excellence in learning, relationships, community and self.

Our role is to instil in all students :

- An ongoing desire for knowledge, skills and learning
- A commitment to care for and respect ourselves, each other and the environment
- The courage to act as moral and responsible members of society
- The will to strive for individual success and fulfilment.

At Coolum High we are committed to quality and excellence in:

- It is the first choice of school for learning for a 21st century future with a curriculum that offers a challenging, rich and diverse range of learning experiences including academic, vocational, cultural and sporting pursuits. We have an ongoing desire to promote a positive and constructive work ethic.
- Constructive relationships where there is a commitment to care and respect for all. Being a school for the whole community, we have an obligation to foster responsibility, tolerance and understanding of each other and ourselves so that integrity, trustworthiness and self-discipline prevail.
- Contributing to our local and global community by acting as stewards for our environment and a sustainable future. We value a supportive and encouraging school community with strong partnerships with the wider community.
- Support for individual development and success through building positive self-esteem and a continual desire to improve. Multiple pathways for future careers are made available through healthy and safe choices.

At Coolum State High School, effective teaching and learning is conducted in a calm and ordered environment. It is the first choice of school for the families in the Coolum community, where students graduate with qualifications.

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 2013 was 718. The school is a co-educational state high school offering a comprehensive curriculum from Years 8 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, to Peregrin Beach and Weyba Downs in the north and west to the communities of Peregrin Springs, Verrierdale, North Arm and Yandina Creek.

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

Total Student Enrolments for this School:

Year	Total Enrolment	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	744	337	407	91%
2012	740	352	388	90%
2013	703	327	376	88%

Characteristics of the Student Body:

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

- The school 2013 Index of Community Socio-Educational Advantage (ICESA) rating is 1008 (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		
	2011	2012	2013
Year 8 – Year 10	24	24	23
Year 11 – Year 12	16	17	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	139	125	131
Long Suspensions - 6 to 20 days	20	22	6
Exclusions	1	2	2
Cancellations of Enrolment	4	2	5

Our Distinctive Curriculum Offerings

- Coolool High offers a quality curriculum for all students based upon the Australian Curriculum, Assessment and Reporting Authority's national standards in Years 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 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), 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 surfing.
- Culturally students can participate in the biennial school musical, in the stage, concert and rock bands, in Arts Expo, and in the school choir. The school has an annual excursion to Canberra to commemorate the ANZAC spirit, is planning a trip to The Western Front in France and Belgium in 2014, had a school trip to Japan, has a school band tour and hosts Study Tours from Japan.
- An array of individual and community development opportunities is offered regularly to broaden students' horizons. They include a junior and a senior school leadership program, Student Council, team building camps and excursions, Duke of Edinburgh Awards, Toastmasters, debating and public speaking forums including the local ANZAC Day dawn service.
- There are also subject-based competitions that are offered at local, state and national levels for students to participate in.

How Information and Communication Technologies are used to Assist Learning

In 2013, all Years 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 not only at school but at home as well. In 2014 a Mac e-Learning program will also be introduced for all year 8 students.

Also, all teachers have their own laptops, there are five 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 on-line.

Social Climate

Home Group Teachers, Year Coordinators, Heads of Department and Administration members attached to each year levels 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.

Our school at a glance

Coolool 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, Youth Connections and the Coolool Youth and Community Centre.

Parent, Student and Teacher Satisfaction with the School

Since the Quadrennial School Review in 2010 and the implementation of the Strategic Plan 2011 to 2014 with a focus on developing a culture of care, respect and excellence there has been a steady improvement in the satisfaction levels of students and teachers. Parent satisfaction levels are encouraging albeit the fact that the return rate of responses is low.

The parent satisfaction levels were above State and other like schools in the areas of student outcomes, curriculum, pedagogy, learning climate and resources. Attendance at parent / teacher interviews continues to be high while exit survey results from parents who attend these interviews are positive and encouraging, reflecting the School Opinion Survey results.

Teacher satisfaction levels saw a significant improvement in 2012 and 2013 in the areas of physical work environment, relationships, school operations, staff morale, support, resourcing and training, work roles and work value and recognition. Further development of values based leadership, restorative practices and the consistent implementation of whole school practices for pedagogical renewal will continue this trend.

The school has embarked upon significant curriculum and timetable restructure, especially in the junior school and in Year 10. These changes were made to align the offerings at the school with Education Queensland's priorities in English, Mathematics and Science. In addition, the implications of the national curriculum, in these areas, as well as in History, has meant that considerable more time needs to be allocated to the core areas. This came at the expense of the elective subjects, especially in The Arts and Technology. Albeit necessary, the changes initially impacted upon student satisfaction levels but this trend has reversed and students are appreciating the benefits of a strong and robust curriculum.

Performance Measures (Nationally agreed items shown*)

Percentage of parent/caregivers who agree that:	2012	2013
- their child is getting a good education at school (S2016)	92%	82%
- this is a good school (S2035)	83%	83%
- their child likes being at this school* (S2001)	71%	83%
- their child feels safe at this school* (S2002)	88%	92%
- their child's learning needs are being met at this school* (S2003)	88%	75%
- their child is making good progress at this school* (S2004)	83%	75%
- teachers at this school expect their child to do his or her best* (S2005)	100%	92%
- teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	75%
- teachers at this school motivate their child to learn* (S2007)	79%	67%
- teachers at this school treat students fairly* (S2008)	70%	92%
- they can talk to their child's teachers about their concerns* (S2009)	96%	100%
- this school works with them to support their child's learning* (S2010)	83%	91%
- this school takes parents' opinions seriously* (S2011)	82%	67%
- student behaviour is well managed at this school* (S2012)	74%	83%
- this school looks for ways to improve* (S2013)	91%	83%
- this school is well maintained* (S2014)	83%	100%

Percentage of students who agree that:	2012	2013
- they are getting a good education at school (s2048)	80%	90%
- they like being at their school*	72%	88%

Our school at a glance

- they feel safe at their school*	85%	92%
- their teachers motivate them to learn*	71%	87%
- their teachers expect them to do their best*	96%	95%
- their teachers provide them with useful feedback about their school work*	77%	84%
- teachers at this school treat students fairly*	64%	70%
- they can talk to their teachers about their concerns*	66%	74%
- their school takes students' opinions seriously*	57%	73%
- student behaviour is well managed at their school*	53%	69%
- their school looks for ways to improve*	78%	85%
- their school is well maintained*	70%	78%
- their school gives them opportunities to do interesting things*	77%	82%

Percentage of staff who agree:	2013
- they enjoy working at their school (S2069)	90%
- they feel that their school is a safe place in which to work (S2070)	90%
- they receive useful feedback about their work at their school (S2071)	85%
- students are encouraged to do their best at their school (S2072)	97%
- students are treated fairly at their school (S2073)	97%
- student behaviour is well managed at their school (S2074)	74%
- staff are well supported at their school (S2075)	82%
- their school takes staff opinions seriously (S2076)	77%
- their school looks for ways to improve (S2077)	94%
- their school is well maintained (S2078)	94%
- their school gives them the opportunities to do interesting things (S2079)	83%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with that statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012, staff in 2013), comparisons with results for previous years are not recommended.

Our school at a glance

Involving Parents in their Child's Education

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 the Parents and Citizens Association
- Parent / Teacher evenings to discuss your child's progress in class
- Year 8 Night to welcome new parents to the school
- Year 7 to 8 transition morning teas for families choosing Coolum High for their secondary education
- Middle School and Senior School leadership investitures
- Subject Selection Evenings and Expos
- Secondary Education and Training and Middle School Education Plan interviews
- Year 12 parent forums in conjunction with the Senior Retreat
- Inter and Intra school sporting events
- School trips and excursions
- Indigenous parent support group
- 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 encouraged 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 middle school 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.
- Environmental sustainability projects and topics are included in the curriculum and in cross curricular activities.
- All cisterns and pedestals in toilets across the school have been replaced with dual flush mechanisms.

Environmental Footprint Indicators 2010-2011

Year	Electricity KwH	Water KL
2010-2011	297,936	8,190
2011-2012	292,228	2,190
2012-2013	268,524	2,396

The consumption data is sourced from the validated utilities expenditure return, which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

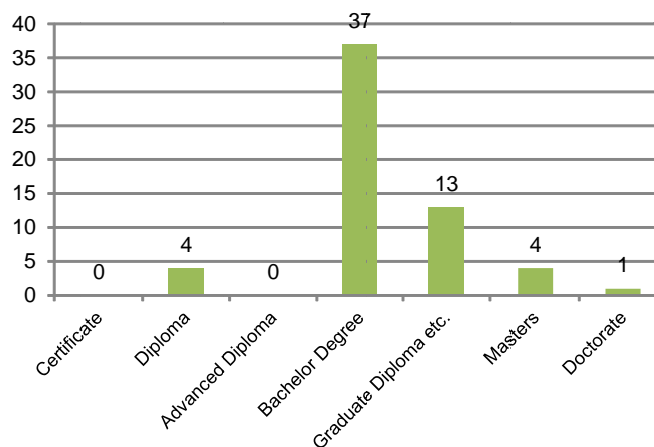
Our Staff Profile

Staff Composition, including Indigenous Staff

2013 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	24	0
Full-time equivalents	54	19	0

Qualifications of all Teachers.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.	13
Masters	4
Doctorate	1
Total	59



Expenditure on and Teacher Participation in Professional Development

The total expenditure on teacher professional development in 2013 was \$33,494 and the major professional development initiatives were as follows:

- [e-teaching and learning](#) - One to One Laptop pedagogy
- [The Art and Science of Teaching](#)
- Restorative practices
- Essential skills
- Instructional rounds and teacher feedback
- Differentiation using student data
- Australian Curriculum: Classroom to Curriculum (C2C) Units
- QSA workshops
- VET certification
- Literacy/Numeracy pedagogy
- [Values Based Leadership](#)

The involvement of the teaching staff in professional development activities during 2013 was 100%

Average Staff Attendance

For permanent and temporary staff and school leaders, the staff attendance rate was

2011	2012	2013
96%	97%	97%

Proportion of Staff Retained from the Previous School Year.

From the end of the previous school year, the school retained 94% of staff for the entire 2013 school year.

School Income

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 MySchool link above. You will then be taken to the My School website with the following “find a school” text box:

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says ‘**Search by school name**’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘**School finances**’ in the menu box in the top left corner of the school’s entry web page. 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

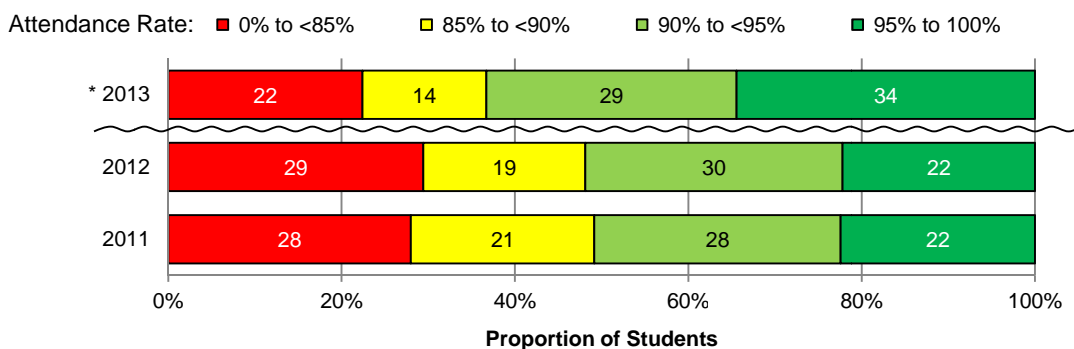
Student Attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage)	88%	87%	90%

The overall attendance rate in 2013 for all Queensland State Secondary Schools was 88%

Student Attendance Rate for Each Year Level (Shown as a percentage)	Year 8	Year 9	Year 10	Year 11	Year 12
2011	90%	89%	88%	85%	87%
2012	88%	88%	87%	87%	88%
2013	91%	89%	88%	89%	91%

Student Attendance Distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of How Non-attendance is Managed by the School

Non-attendance is managed in State schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

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

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

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

Performance of our Students

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, go to the MySchool website at <http://www.myschool.edu.au/>. You will then be taken to the *My School* website with the following ‘Find a school’ text box.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Coolum High has a relatively small but highly valued indigenous population, making up just fewer than five per cent of our student body. Even though there have been fluctuations with attendance, retention and achievement rates over previous years, the 2012 results showed considerable improvement and this trend continued into 2013. The gap between indigenous and non-indigenous rates of retention (from Year 10 to Year 12) and achievement results (NAPLAN) is significantly improved.

The school has an indigenous working party that is made up of a Deputy Principal, a Guidance Office, an Indigenous Liaison Officer, Teachers and Teacher Aides. The group is working on a variety of strategies to improve the attendance, retention and achievement of indigenous students. These include:

- Embedding Aboriginal and Torres Strait Islander perspectives into the fabric of our school community.
- Systematic monitoring and tracking of progress
- Individual education and career plans
- Actively including parents into our school community
- Securing educational funding.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	68%	72%

Outcomes for our Year 12 cohort of 2012	2011	2012	2013
Number of students receiving a Senior Statement	117	113	126
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	56	67	61
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	21	23	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl SAT)	89	85	97
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	54	56	83
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	97	97	117
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Performance of our Students

Outcomes for our Year 12 cohort of 2012	2011	2012	2013
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	55%	78%	79%
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.	93%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	96%	95%

As at 5 May 2014, the above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band -	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	5	8	18	20	5
2012	7	13	32	14	1
2013	5	17	27	11	2

As at 5 May 2014, the above values exclude VISA students.

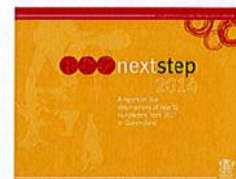
Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above
2011	59	47	23
2012	55	43	20
2013	61	71	29

As at 5 May 2014, the above values exclude VISA students.

The main Certificate I courses in the school are offered in business and construction.

Post-school Destination Information

NEXT STEP 2014 YEAR 12 DESTINATIONS Coolum State High School



Introduction

This page presents a summary of results of the annual *Next Step* survey for Coolum State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2014 at www.education.qld.gov.au/nextstep.

Response rate for Coolum State High School

Table 1 below reports the response rate for Coolum State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Coolum State High School in 2013.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Coolum State High School 2014

Number of respondents	Number of students who completed Year 12	Response rate (%)
115	127	90.6

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2014, 53.9 per cent of young people who completed Year 12 at Coolum State High School in 2013 continued in some recognised form of education and training in the year after they left school.

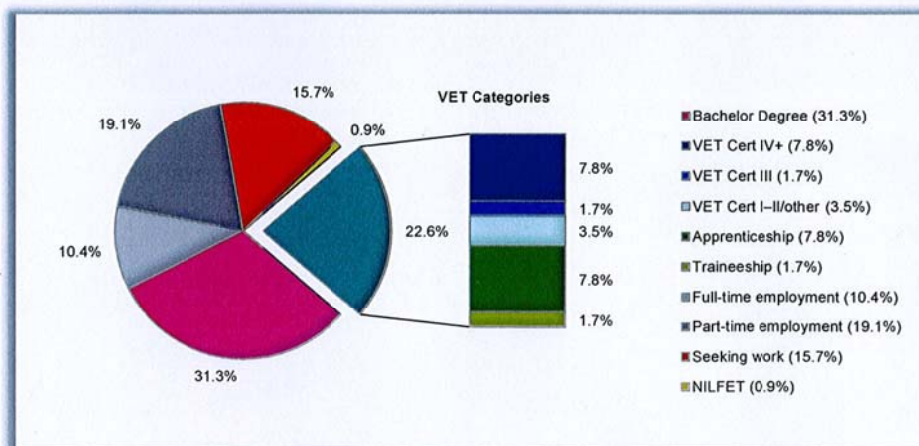
The most common study destination was Bachelor Degree (31.3 per cent). The combined VET study destinations accounted for 22.6 per cent of respondents, including 13.0 per cent in campus-based VET programs, with 7.8 per cent of Year 12 completers entering programs at Certificate IV level or higher.

9.6 per cent commenced employment-based training, either as an apprentice (7.8 per cent) or trainee (1.7 per cent).

In addition to the above study destinations, a further 7.0 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

46.1 per cent did not enter post-school education or training, and were either employed (29.6 per cent), seeking work (15.7 per cent) or not in the labour force, education or training (0.9 per cent).

Figure 1: Main destination of Year 12 completers, Coolum State High School 2014



Early Leavers Information

Coolum State High School is committed to ensuring all students who enrol in Year 8 graduate at the end of Year 12 with a qualification commensurate with their aspirations and abilities. In 2013 the apparent retention rates (February to February) for Coolum State High School students from Year 8 to 12 was just over eighty per cent while the Year 10 to Year 12 retention was just over eighty-nine per cent. This is an improvement compared to the previous year.

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 career choices.