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PRINCIPAL'S FOREWORD

Introduction

At Coolum State High School four key values were identified for development and enhancement in 2012. 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-six per cent of students received at least one of the following: an Overall Position (OP), a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Attainment (QCIA) or a Vocational, Education and Training (VET) qualification. Seventy-eight 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, over eighty-three 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-seven per cent. Good discipline and student nurturing and management of 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 and the School Chaplain, 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 just over seven hundred with fifty-six with more than fifty-six 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 twenty international students participating in the program in 2012.

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

School Progress towards its Goals in 2012

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.

Over ninety-one per cent of parents believe their children are receiving a good education at Coolum High. As well, the average attendance rate for students in 2012 was eighty-seven per cent with ninety per cent of students continuing at the school throughout the 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 from the previous year with an attendance rate of over 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 two-thirds of the students who live in the Coolum catchment area attend the high school. In 2012 well over one hundred 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 increase in the mean scores in all categories compared to the previous year. The strongest achievement was in Reading while the greatest improvement since the tests were introduced in 2008 was in Numeracy. Even though Coolum State High School students' performance in all categories was similar to other like schools nationally, there are still areas requiring improvement.

For our Year 12 graduates, the number of students who were awarded a Queensland Certificate of Education (QCE) continues to be strong. In 2012 eighty-six per cent of students were awarded their QCE which compares favourably with a State average of just over eighty-two 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 in 2012, up from four in 2009. Similarly, the number of school based apprenticeships and traineeships (SAT) entered into remains strong. In 2012 the number of SATs completed was 23.

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 instill 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 ourselves and each other 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

Coolool 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 2012 was 757. 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 Coolool township, bordered on three sides by national park. The school services the communities of Pacific Paradise in the south, to Peregian in the north and west to the communities of Peregian Springs, Valdora, Maroochy River, North Arm and Yandina.

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)
2010	783	373	410	91%
2011	744	337	407	91%
2012	740	352	388	90%

Characteristics of the Student Body:

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

- Families are predominately middle class
- The school 2012 Index of Community Socio-Educational Advantage (ICESA) rating is 996 (Australian average is 1000)
- There is small but valued number of families of indigenous heritage
- There are families who have chosen Coolool for a 'sea- change' lifestyle
- There are families who have settled from interstate and New Zealand
- The school has gifted and talented students, students who need learning support and students with a disability
- There is a vibrant and dedicated Christian fellowship at Coolool High
- There is an International Student Program (ISP) with students from Germany, Japan, Brazil, Italy, Austria, Luxemburg, Switzerland, Chile and Norway.
- The Coolool 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 Coolool Community values family, lifestyle and the environment
- Ninety percent of students continue their studies at Coolool High from the start of the year to the end of the year.

Average Class Sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	22	24	24
Year 11 – Year 12	17	16	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	128	139	125
Long Suspensions - 6 to 20 days	26	20	22
Exclusions	4	1	2
Cancellations of Enrolment	2	4	2

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.

Our school at a glance

- 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 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 ANAZC spirit, is planning a trip to Japan in 2013, has a school band tour and hosts Study Tours from Japan.
- An array of individual and community development opportunities 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 2012, all Years 10, 11 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.

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

Student care and wellbeing is supported by Home Group Teachers, Year Coordinators, Heads of Department and Administration members attached to year levels and the Student Services Team. The Student Services Team consists of a Principal/Deputy Principal, Guidance Officers, Youth Support Teacher, School Chaplain and School Nurse.

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.

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 parents and teachers. Student satisfaction levels still need development.

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 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, ACAR in these areas, as well as in History, meant that considerable more time needs to be allocated to these four core areas. This came at the expense of the elective subjects, especially in The Arts and Technology. Albeit necessary, the changes have impacted upon student satisfaction levels.

Performance Measures (Nationally agreed items shown*)

Percentage of parent/caregivers who agree that:	Result 2012 [#]
- their child is getting a good education at school	91.7%
- this is a good school	82.6%
- their child likes being at this school*	70.8%
- their child feels safe at this school*	87.5%
- their child's learning needs are being met at this school*	87.5%
- their child is making good progress at this school*	83.3%
- teachers at this school expect their child to do his or her best*	100.0%
- teachers at this school provide their child with useful feedback about his or her school work*	91.7%
- teachers at this school motivate their child to learn*	79.2%
- teachers at this school treat students fairly*	69.6%
- they can talk to their child's teachers about their concerns*	95.8%
- this school works with them to support their child's learning*	82.6%

Our school at a glance

Percentage of parent/caregivers who agree that:	Result 2012 [#]
- this school takes parents' opinions seriously*	81.8%
- student behaviour is well managed at this school*	73.9%
- this school looks for ways to improve*	91.3%
- this school is well maintained*	83.3%

Percentage of students who agree that:	Result 2012 [#]
- they are getting a good education at school	80.0%
- they like being at their school*	72.3%
- they feel safe at their school*	85.3%
- their teachers motivate them to learn*	71.2%
- their teachers expect them to do their best*	96.4%
- their teachers provide them with useful feedback about their school work*	77.5%
- teachers at this school treat students fairly*	64.0%
- they can talk to their teachers about their concerns*	66.4%
- their school takes students' opinions seriously*	56.8%
- student behaviour is well managed at their school*	52.8%
- their school looks for ways to improve*	77.6%
- their school is well maintained*	69.7%
- their school gives them opportunities to do interesting things*	76.8%

Percentage of staff who agree:	Result 2012 [#]
- they have good access to quality professional development	77.3%
- with the individual staff morale items	79.5%

* 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 changes to the School Opinion Surveys in 2012, 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
- 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 are posted to parents on a regular basis.

Parents are encouraged to contact the school 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
2009-2010	306,888	1,332
2010-2011	297,936	8,190
2011-2012	292,228	2,190

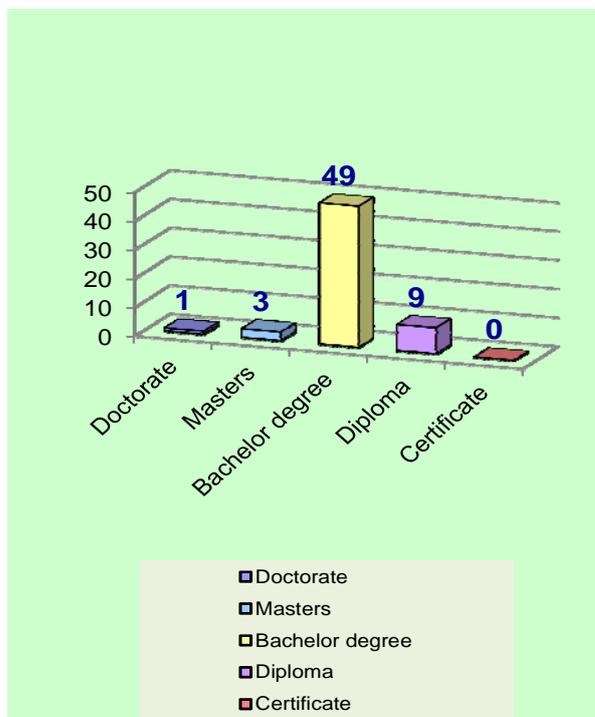
Our Staff Profile

Staff Composition, including Indigenous Staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	23	0
Full-time equivalents	56.4	19	0

Qualifications of all Teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	49
Diploma	9
Certificate	0



Expenditure on and Teacher Participation in Professional Development

The total expenditure on teacher professional development in 2012 was \$37,600 and the major professional development initiatives were as follows:

- Art and Science of Teaching workshops
- Restorative Practices workshops
- Australian Curriculum Implementation: Classroom To Curriculum (C2C)
- ICTs for learning including Ed Studio, ICT Certificates and Pedagogical Licences
- Senior Schooling including Work Programs, Panel Reviews and Vocational Education and Training workshops
- Leadership Team Conference and Values Based Leadership development

The involvement of the teaching staff in professional development activities during 2012 was 100%

Average Staff Attendance

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

2010	2011	2012
96.6%	96%	96.6%

Proportion of Staff Retained from the Previous School Year.

From the end of the previous school year, 94.7% of staff were retained by the school for the entire 2012 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

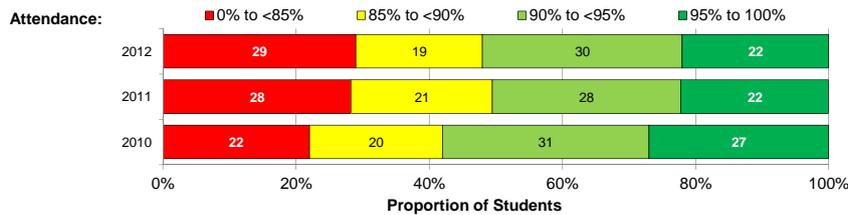
Student Attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage)	89%	88%	87%

The overall attendance rate for all Queensland State Secondary Schools over the same period was 88%

Student Attendance Rate for Each Year Level (Shown as a percentage)	Year 8	Year 9	Year 10	Year 11	Year 12
2010	92%	90%	87%	88%	89%
2011	90%	89%	88%	85%	87%
2012	88%	88%	87%	87%	88%

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 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, truancy is also monitored by each teacher for each student in every class. 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 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.

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 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.

Performance of our Students

Achievement – Closing the Gap

Cooloolah 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 recent years, the 2012 results in terms of closing the gap are stronger than previous years and when compared to state averages. The gap between indigenous and non-indigenous rates of retention (from Year 10 to Year 12) and achievement results (NAPLAN) are significantly improved.

The school has an indigenous working party that is made up of a deputy principal, a guidance officer, 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	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	88%	68%

Outcomes for our Year 12 cohort of 2012	2010	2011	2012
Number of students receiving a Senior Statement	133	117	113
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	72	56	67
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	29	21	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl SAT)	98	89	85
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	77	54	56
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	108	97	97
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.	74%	55%	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%	93%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	88%	96%

As at 2 May 2013, 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
2010	11	17	25	17	2
2011	5	8	18	20	5
2012	7	13	32	14	1

As at 2 May 2013, 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
2010	50	72	14
2011	59	47	23
2012	55	43	20

As at 2 May 2013, the above values exclude VISA students.

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

Post-school Destination Information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 Cohort's posts-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

NEXT STEP 2013 YEAR 12 DESTINATIONS Coolum State High School



Introduction

This report documents 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 2012, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Government Statistician conducted the survey between March and June 2013, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2013 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 2012.

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

Number of respondents	Number of students who completed Year 12	Response rate (%)
100	114	87.7

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 2013, 44.0 per cent of young people who completed Year 12 at Coolum State High School in 2012 continued in some recognised form of education and training in the year after they left school.

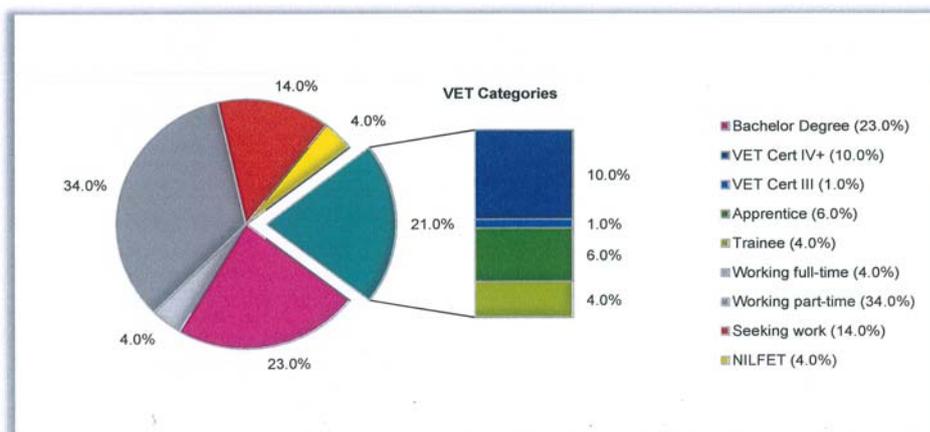
The most common study destination was Bachelor Degree (23.0 per cent). The combined VET study destinations accounted for 21.0 per cent of respondents, including 11.0 per cent in campus-based VET programs, with 10.0 per cent of Year 12 completers entering programs at Certificate IV level or higher.

10.0 per cent commenced employment-based training, either as an apprentice (6.0 per cent) or trainee (4.0 per cent).

In addition to the above study destinations, a further 17.0 per cent of respondents from this school deferred a tertiary offer in 2013 (deferrers are shown in Figure 1 in their current destination).

56.0 per cent did not enter post-school education or training, and were either employed (38.0 per cent), seeking work (14.0 per cent) or not in the labour force, education or training (4.0 per cent).

Figure 1: Main destination of Year 12 completers



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 2012 the apparent retention rates for Coolum State High School students from Year 8 to 12 was 72% while the Year 10 to Year 12 retention was 68%. This is not as strong as previous years.

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.