



# Nambour State College

# ANNUAL REPORT 2017

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education



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## School Overview

Nambour State College is a Prep - Year 12 school of over 1600 students located in the main centre of Nambour. It was created at the start of 2016 by the amalgamation of Nambour State School and Nambour State High School. This has forged a new direction for state education in Nambour. The high school was attended by former Prime Minister Kevin Rudd, and there have been many illustrious people come through both former schools and now through the College enhancing its reputation.

The College vision and the direction set in the 2020 Vision was developed in a collaborative manner and build on the fine standards that existed in the previous two schools. This new direction and high level of success has seen strong growth in enrolments. Our reputation and standards attract students from across the Sunshine Coast with no enrolment boundaries. Our school farm is unique with an outstanding reputation through local and state Shows along with overseas connections. It is a working dairy and students learn all the key parts of agricultural life. Students from all year levels in the College are able to learn in this centre. The junior campus has a Stephanie Alexander Kitchen Garden. The College has a school pool on the junior campus that is used by the full range of students. There are a number of halls to support student activities.

In recent years many general school facilities have been enhanced and student education is supported by the most stimulating learning environment possible. The middle school has seen a focus on students being successful, confident, creative, active and informed. The Year 7-9 classes have been restructured with Pinnacle (for gifted and talented students with high level NAPLAN and semester results) classes being a large focus. Multiple learning and career pathways are provided for students to ensure they have the best opportunity for success. Year 10 is the start of the senior school with many subjects modelled on those in Year 11 and 12. There is an extensive range of senior school subjects and this attracts many students to the available learning opportunities. Whilst in the senior school many students complete school based apprenticeships and traineeships. This vocational focus caters for many students' needs for their future lives. Nambour High was repeatedly acknowledged as supporting the largest number of school based traineeships in Queensland and this standard continues for Nambour State College.

Our College's teaching pedagogy is currently being remodelled to impact in the best manner on students' learning. Our school is a Positive Behaviour School (PBL) across P-12 and consistent practices are adopted throughout. This program further emphasises the school focus on students doing the best they can at all times, be it in behaviour, academic work or the myriad of other pursuits they follow. Our College also supports an off-site alternative education centre called SWAG (Students with a Goal) for those students in Years 8-12 who are considered at risk of completing their education. Classes for sporting excellence in volleyball, tennis and rugby league have been created and have resulted in success at state and national levels with students in year 4- 6 now heavily involved in weekly programs.

Our College has a highly successful English as an Additional Language unit attracting many overseas students each year from all year levels. The College also caters for students with special needs (P-12) with highly trained and motivated staff offering extensive individualised programs and life skills catering for the full range of students' disabilities. The two units along with the Student Wellbeing team (Positive Schooling HOD, Chaplains, Nurse, Guidance staff, School Based Police Officer) provide an extensive level of care and support. Nambour State College is also fortunate to have the support of a dedicated, proactive P&C committee and School Council.

There are five key College committees Teaching and Learning (TL), Positive School Culture (PS), Curriculum (C), Literacy (L), Numeracy (N). Vision To support our students to excel in their chosen pathways, nurturing independence, compassion, innovation and global citizenship. Values Local foundations, global opportunities

# Principal's Foreword

## Introduction

This report outlines the significant progress our College has achieved over the last 12 month period. In the early years of our P-12 amalgamation and our approach to holistic students' education our data continues to be strong as we implement quality practices across the P-12 setting.

I look forward to an exciting future at Nambour State College as we build on the foundations for success that clearly exist within our community.

### School Progress towards its goals in 2017

Schools progress towards its goals for 2017 saw the continuation of our clear improvement strategies based on:

Priority 1 – Teaching & Learning.

Priority 2 – Positive School Culture

Priority 3 – Curriculum development

Priority 4 – Improvement for Literacy

Priority 5 – Improvement for Numeracy

Under each of these improvement areas considerable progress was made in 2017 but it continued unrelenting focus clearly aligned to our 2020 Vision needs to continue.

### Future Outlook

## Nambour State College – Annual Implementation Plan 2018

### School Improvement Priorities 2018

**Vision:** To support students to excel in their chosen pathway, nurturing independence, compassion, innovation and global citizenship.

**Motto:** Local foundations, global opportunities. **Priorities:** Literacy, Numeracy, T&L, Positive School Culture, Curriculum.

**Values:** People, programs, pathways, pride and place

### Improvement priority - Literacy

Actions	Targets	Timelines
Employ a Literacy Coach to guide staff in developing their capacity to improve literacy outcomes for students.	10% Increase % students at NMS in literacy Year 3, 5, 7 and 9.	Start of 2018
Build fluency and confidence with Literacy/English (Literacy Planet, Reading Eggs).	Move % 'C and above' in English, results towards >90%.	Ongoing
Actions	Targets	Timelines
Continue to develop and consolidate Tactical Teaching Reading as the signature reading strategy at Nambour SC.	Increase % students in the NAPLAN upper two bands in literacy.	Ongoing
Actions	Targets	Timelines
Start with a small sample group of teachers the Tactical Teaching Writing professional development.	10% of teachers are trained in TTW.	Term 2 2018
Provide coaching and collegial support for teachers.	10% of teachers participate in a full cycle of literacy coaching.	Ongoing
Effective use of data analysis using Remark Software and or data sources ie NAPLAN or standardised / diagnostic testing to target teaching to address literacy gaps.	Move the percentage of 'C and above' English, Maths and Science results towards >90%.	Ongoing data cycles

Actions	Targets	Timelines
Use the inquiry cycle to enhance outcomes in P-3 reading.	10% Increase % students at MSS in literacy Year 3.	2018
All staff and students engaged in the LLI intervention project.	100% of targeted students undertake the LLI intervention.	Each term in 2018

### **Improvement priority – Numeracy**

Actions	Targets	Timelines
Employ a Numeracy Coach to guide staff in developing their capacity to improve numeracy outcomes for students.	10% Increase % students at NMS in numeracy Year 3, 5, 7 and 9.	Start of 2018
Provide coaching and collegial support for teachers.	10% of teachers participate in a full cycle of Numeracy coaching.	Ongoing
Actions	Targets	Timelines
Build fluency and confidence with Numeracy/Maths (Manga High; Manipulatives to support general capabilities)	Move % 'C and above' in Maths, results towards >90%.	2018 all year
	Targets	Timelines
	Move the percentage of 'C and above' Maths results towards >90%.	Ongoing data cycles

### **Improvement priority - Teaching and Learning**

Actions	Targets	Timelines
Build a culture of coaching between staff members for the ongoing improvement of classroom practice.	25% of staff engaging in peer coaching per term.	April to December 2018
Actions	Targets	Timelines
Complete the Pedagogical Framework documentation	Document completed.	June 2018
Lead college-wide conversations about research-supported pedagogies in topic areas.	40% of teachers engaged in professional learning relating to pedagogy.	July to December 2018
Actions	Targets	Timelines
Fund staff to attend and present at the international NPDL conference.	School and teachers recognised as world-class educators.	April
Fund staff to attend and present at the local NPDL conference.	School and teachers recognised as world-class educators.	September

### **Improvement priority - Positive School Culture**

Actions	Targets	Timelines
Explicit teaching of behaviours to fit SWPB directions are adopted by the college staff.	100% of staff engaged in PBL.	Ongoing
Actions	Targets	Timelines
Develop partnerships between community organisations, indigenous leaders, local businesses to meet once per term to develop a group of agencies to provide the school with resources, funding and opportunities to improve the outcomes of students at NSC.	Partnerships established to meet needs of all as identified.	End of 2018

Actions	Targets	Timelines
PBL visuals provide staff and students with an overview of the whole school plan and assist with making decisions.	Materials displayed on walls of all classrooms.	End of term 1, 2018

### **Improvement priority - Curriculum**

Actions	Targets	Timelines
Finalise ACARA implementation roll out P-10.	All KLAs implement.	Term 1-4
Complete preparation for the new QCE / ATAR implementation in 2019.	All new subjects planned for.	Term 1-4
Actions	Targets	Timelines
Introduce ipads in targeted classes in the junior campus and BYOD implementation in year 7 and 10.	80% of students in targeted junior classes have ipads. 80% of year 7 and 10 student engage in BYOD.	Ongoing

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1406	713	693	127	90%
<b>2016</b>	1375	704	671	129	89%
<b>2017</b>	1529	752	777	147	90%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	22	22
Year 4 – Year 6	26	25	26
Year 7 – Year 10	22	22	22
Year 11 – Year 12	19	18	19

# Curriculum Delivery

## Our Approach to Curriculum Delivery

- In the Junior Campus the Australian Curriculum has driven and has continued to drive all parts of the learning program. Reporting focused on the key issues related to that curriculum providing students and parents with clear advice on progress in the core subject areas in particular. The full range of student ability levels was supported focusing students' learning for the best outcomes. Classroom teachers developed programs in consultation with the administration and the Master Teacher. For 2017 numeracy continued to receive considerable emphasis with encouraging results. This corresponded with the work involving the Head of Department (Mathematics). The Stephanie Alexander Kitchen Garden provided a stimulating environment for students to develop their ways of thinking in their basic curriculum involving growing the food plus cooking the garden products. Special Education Unit continue to grow and the Campus has developed suitable programs for each student based on their individual needs.

In the Senior Campus the following were key to our school success:

- In Years 11 & 12 we offered a full range of subjects with 13 QCAA areas presented to cater for students' diverse needs. These include QCAA authority subjects and QCAA registered subjects. In addition, school based apprenticeships and traineeships were key in providing a curriculum to meet student needs with the Senior Campus having the largest number of school based apprenticeships and traineeships of any local school. These are essential as many students have indicated a great desire to seek work when they leave Year 12 rather than go to study, and our school has experienced continued growth in that area. In addition, the school has implemented some new programs in the Cert II area such as automotive work which have proved to be very popular. These will grow to other areas in future years.
- Year 12 students continued to be involved in link programs such as the Headstart Program with the University of the Sunshine Coast from which they are guaranteed university positions after Year 12 if they pass the subjects.
- Year 10 subjects connected with those of a similar type in Years 11 and 12. The subjects were part of a three year senior program and provided the best base for students' futures. The personal interest program (PIP) for all Year 10 students, where students choose a study area of their own interest and work through a project, was very successful with one group organizing a dance night for the whole college. This maximized student engagement in their learning and developed entrepreneurship approaches.
- Our Junior Secondary (7-9) curriculum had a clear structure to meet the needs of all curriculum areas. Students completed a core range of subjects. Electives were provide on a rotational basis in Years 7 and 8 with students choosing electives in Year 9 as a base for their future careers. There was a strong emphasis on technology subjects in Years 7 – 9 to meet student needs and desires.
- PINNACLE was a key feature for Years 7-9 students. Gifted and talented students were grouped to support each other in their learning encouraging each other to do the best they possibly can, both in the middle school and later. This had been extended into the Young Pinnacle Scholars' program for upper primary school students from feeder schools.
- Alternative programs were continued to support those students at risk of not completing Year 12 studies. One of these was the SWAG program at the PCYC, run jointly with Burnside High School, which continued to see incredible success for the students not suited to mainstream school.



## Co-curricular Activities

On the Junior Campus a full range of co-curricular activities was provided to meet the needs of students.

- Chess was very popular and a large chess club developed under the leadership of a parent. As a result the Junior Campus became Sunshine Coast school champions for chess and this success has led to further developments in this school area.
- The extra work in the Stephanie Alexander Kitchen Garden were students learnt a range of skills.
- A dance night at the end of the year was a highlight for the whole year. A group of Year 10 PIP students taught dance to Junior Campus students as part of their PIP program. This was expanded to become a wonderful dance presentation night for students of all ages P-12. This is a very exciting time for all. It is a model for developments to occur in 2018 and in future years.
- Instrumental Music was a very successful program with students highly involved in all aspects including strings, brass and woodwind instrument sessions including performing with Senior Campus groups.
- Students in the upper year levels completed volleyball sessions becoming part of the successful preprogram that has been running on the Senior Campus for a number of years.

In the Senior Campus there was similarly a very broad range of extra-curricular activities to meet students' needs.

- Sports teams were strong with the full range of opportunities provided for students for interschool completion and state-wide events. Volleyball teams had been national champions each year over the last five years – an unmatched success for a program of the size of the one at our school and while they won the bronze it was still an outstanding effort. In addition our school saw students selected for the national team from our program. Rugby League representative success was a key area in addition, there was considerable success across all sports with representation in regional and state teams.
- Public speaking competitions were very important and students were highly involved in debating. Quota and Lions Youth of the Year with outstanding success being achieved particularly at the local and regional levels.
- Student school leaders from the whole P-12 campus have a key presence in community events such as ANZAC day and the Nambour Show. ANZAC day was a showcase for our school and our beliefs, receiving amazing community praise for the way our students from all year levels presented themselves and acquitted themselves.

## How Information and Communication Technologies are used to Assist Learning

All P-12 students have access to computers for their use but the time spent using computers does vary for different year levels. In the senior campus there were over 800 computers for student use and there were over 100 laptop computers in the junior campus. In the junior campus the most common arrangement was a bank of computers in classrooms for students to use in small groups but there was also a class set in the library. Classes in years 8-12 effectively implemented laptop use on a 1-1 basis as needed in their studies. Year 7 students have access to classroom sets of laptops to meet their needs on a shared basis. Computer use has been vital in supporting students and their learning. This promoted the effective use of computers in the home and in local workplaces with students developing many essential skills.

The Community Pathways program for special education students saw as much use of computers as was possible to meet student needs.

The take-home computer program was gradually phased down during the year. The key in all this work is to focus continually on the effective use of all ICT to meet current and future needs. All junior campus classrooms had short throw projectors and good screens to support this. Most senior campus classrooms were well supported with technology links such as data projectors to stimulate learning. In addition, in the senior campus, Film and Television and similar subjects ensured the maximum use of technology. The 1-1 laptop program had been very successful in all areas of the school but this was gradually phased down through the year as the College prepared for the BYOx program where students bring their own computers to school. There are a number of challenges in implementing the BYOx program and the College gradually worked through those during the year. One of the key goals in the 2020 Vision is for students to have 24/7 access to computers and that was a key driver for all the work.



## Social Climate

### Overview

The Head of Department (Positive School Culture) worked across the full P-12 Campus and guides programs across the whole campus to support students. The HOD leads the Positive School culture team across the campus and that provides support and guidance to On the Senior Campus the student well-being centre functioned well in F block. This provided the full range of student support services in one area to support all students. The Head of Department (Positive School Culture) led a very effective team to support students at all times based in this centre, both with school issues and with issues that are impacting from outside. The Senior Campus and its students were well supported by a full student services team consisting of a Head of Department Positive School Culture, Guidance Officer, Youth Worker, School Nurse, Chaplain and a School Based Police Officer. The team links with outside agencies to achieve the best for students. They led many of the key pastoral care and support programs in our College. Things like the "Motivational Media" program as in other years were a vital part of the school program. The Check in program instead of the traditional form class approach was successful. The reward system – VIVO – where students gained positive bonus points was very successful and students engage well in the program.



In the Junior Campus an alternative programs teacher supported much of the work from the school administration. The Chaplain ran many successful schoolwide approaches to engage students. This was supported by programs such as Kids Hope which was a mentoring approach. A breakfast program proved very popular and stud nets helped relax as a result of this. In addition, classroom teachers provided a very caring approach to all students in the Junior Campus.

The social climate across our College has been a very positive one, however, this has been enhanced on both Campuses by the highly effective PBL (Positive Behaviour for Learning). This positive outlook for all students has the basic matrix of behaviors highlighting the best approaches to always adopt. The points system associated with this program has been a very good guiding direction but it needed reviving and was changed as a result for 2017. All developments have been led by a College committee in both Campuses containing representatives of all key groups.

Our College developed key methods for caring and supporting all young people. No matter what the ability level of the young person, their interests and background, all are provided for. Students experienced a sense of belonging in our College with many succeeding at Nambour when they failed in other schools. Strong supportive behavior programs and a high expectation for standards of behavior were key. Our College was well recognized for our support programs in the wide community. These approaches meant that students were given every chance to set and achieve personal goals. The overwhelming atmosphere in our College was a very positive and inviting one as seen by the way that students of all year levels mix so well in the playground. This was also be seen in the way that visitors are welcomed into the school. In addition, we showed a zero tolerance to poor behavior which was dealt with as strongly as possible leading to very good long term outcomes.

The socio-economic level of the wider Nambour community has dropped over the last few years. In 2017 the ICSEA was 974 and that is seen to be a fairly consistent level when compared with previous years. This has also seen a rise in welfare issues that need to be addressed. Our College made every endeavor to cater for this wide range of issues in our community and continued to develop approaches from previous years. The consequential changes that have been seen have been widespread and have impacted very positively on the College. Peer mentoring is one of many successful programs. Horse mentoring is another program to assist the students to settle as well as possible in their schooling. Our school spends a considerable amount of resources and time to support those students in need with special programs and that is why they are seen developing in our school as they proceed.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)		95%	97%
this is a good school (S2035)		95%	96%
their child likes being at this school* (S2001)		94%	94%
their child feels safe at this school* (S2002)		94%	95%
their child's learning needs are being met at this school* (S2003)		94%	90%
their child is making good progress at this school* (S2004)		93%	96%
teachers at this school expect their child to do his or her best* (S2005)		99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)		91%	89%
teachers at this school motivate their child to learn* (S2007)		91%	89%
teachers at this school treat students fairly* (S2008)		92%	89%
they can talk to their child's teachers about their concerns* (S2009)		97%	92%
this school works with them to support their child's learning* (S2010)		95%	93%
this school takes parents' opinions seriously* (S2011)		95%	91%
student behaviour is well managed at this school* (S2012)		91%	79%
this school looks for ways to improve* (S2013)		97%	92%
this school is well maintained* (S2014)		97%	92%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)		94%	97%
they like being at their school* (S2036)		90%	93%
they feel safe at their school* (S2037)		92%	94%
their teachers motivate them to learn* (S2038)		91%	93%
their teachers expect them to do their best* (S2039)		98%	100%
their teachers provide them with useful feedback about their school work* (S2040)		89%	92%
teachers treat students fairly at their school* (S2041)		81%	83%
they can talk to their teachers about their concerns* (S2042)		80%	84%
their school takes students' opinions seriously* (S2043)		83%	89%
student behaviour is well managed at their school* (S2044)		72%	75%
their school looks for ways to improve* (S2045)		92%	96%
their school is well maintained* (S2046)		89%	93%
their school gives them opportunities to do interesting things* (S2047)		91%	96%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)		93%	96%
they feel that their school is a safe place in which to work (S2070)		89%	92%
they receive useful feedback about their work at their school (S2071)		81%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)		86%	90%
students are encouraged to do their best at their school (S2072)		99%	95%
students are treated fairly at their school (S2073)		94%	95%
student behaviour is well managed at their school (S2074)		75%	69%
staff are well supported at their school (S2075)		79%	80%
their school takes staff opinions seriously (S2076)		82%	83%
their school looks for ways to improve (S2077)		94%	97%
their school is well maintained (S2078)		87%	91%
their school gives them opportunities to do interesting things (S2079)		88%	88%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parental involvement in our College is essential for the future of our students in their studies and for their personal growth as individuals.

In the Senior Campus afternoon sessions with Year 7 parents, as an introduction to secondary education life were very successful introductions to our College. Special nights for Years 11 and 12 parents were successful to outline crucial issues were essential for students' success. These evenings were well supported by the community.

Communication across the Campus was at a very good level but could still improve. Phone calls, plus emails from teachers to parents were strongly supported at all times. Text messages about absenteeism etc were successful and developed links. This communication was well supported by our school newsletter emailed to the vast majority of our parents.

The P and C Facebook page was a feature as one of our main forms of communication with parents. It became an invaluable tool and the number of likes shows great community support. The comments on this page were very positive. Numbers of people talking about us on the page were significant showing how well we connect with the wider Nambour community.

The SET planning with Year 9 students to plan their future careers guaranteed a high level of parental involvement and commitment. This work went extremely well allowing students to plan their futures with their families' support.

Parent /teacher interviews were held each semester in the senior campus and were well attended allowing good sharing of information on students' progress. These occurred after the distribution of students' reports and allowed parents, teachers and students to work together to support all students' learning. School reporting occurred four times for the year providing parents with timely advice on students' progress with reports mailed to all families. Parents on the junior campus regularly visited teachers in their classrooms before and after school to maintain close contact. Reporting was planned to be tightly aligned in future across the whole campus.

Parents were heavily involved with sport teams, show team, school dance performance, debating groups, school musical etc and that support was invaluable. School dances/discos on the junior campus were very well supported by the whole community. The junior campus Mothers' Day stalls were very successful and saw high parental involvement.

The P&C was very active in representing the views of parents on a range of issues, both in committees and at P&C meetings while developing major facilities improvements. Fund raising such as with Nambour Show parking was very successful and showed the high profile of the school to all in the community engendering a lot of support.

Compass was well established as a communication link. This system monitored students' attendance with many side programs. The school communicated very effectively with parents with a very good link for all discussions.

Generally, parent support for our school was the highest level seen. This was a good support for all our College has achieved.

For students with disabilities P – 12 for which special programs were developed, parents were involved at all stages of program development and support.

## Respectful relationships programs

As outlined in the Responsible Behaviour Plan there are many programs that identify and cater for the needs of our students. Programs are designed to meet specific needs of students to maximize students' outcomes. External organizations are also utilized to deliver a range of programs. Programs promoting positive relationships are designed to support students in Health & Well Being classes and Cyber bullying. The College has developed and implanted programs to promote Healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	365	407	439
Long Suspensions – 11 to 20 days	11	15	21
Exclusions	3	6	7
Cancellations of Enrolment	18	6	3

## Environmental Footprint

### Reducing the school's environmental footprint

Our College did everything possible to reduce its environmental footprint continuing methods from previous years of most impact. We had essential projects to save electricity use e.g. not using fans when rooms are empty and the reduction in use was significant. Lights including outside building lights were switched off when not needed. Generation of solar energy was at a much higher rate than for like schools. With students fully involved in laptop use and rooms needing air-conditioning, this impacted on electricity use and was balanced by other methods. Water use was reduced by measures such as controlled taps and close monitoring of all use that may be a concern. Solar cells on the library roof and the home economics block continued as a good visual reminder of our College developments to address our environmental footprint and provided a continuing benefit for our school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	646,590	15,136
2015-2016	665,741	14,411
2016-2017	650,045	21,679

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

#### Find a school

Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	146	86	5
Full-time Equivalent	134	61	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	7
Graduate Diploma etc.**	4
Bachelor degree	117
Diploma	14
Certificate	2

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$198000

The major professional development initiatives are as follows:

The key focus areas are below

- Literacy – including Tactical Steps to Reading/Numeracy
- New Pedagogies for Deeper Learning
- Project Based Learning
- Personal Best for Learning
- Innovative Practices e.g. use of Makerspace
- Coaching/Mentoring Approaches
- Support for Beginning Staff

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	82%	82%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

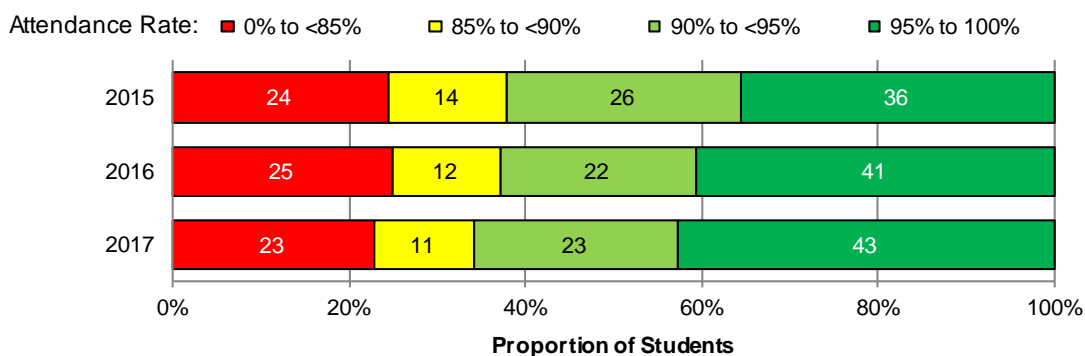
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	87%	91%	89%	88%	87%	90%	90%	90%	86%	87%	89%	92%
2016	88%	89%	86%	90%	90%	89%	91%	92%	87%	88%	86%	89%	90%
2017	91%	87%	89%	88%	89%	89%	92%	91%	89%	86%	88%	90%	93%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The detailed methods used in our College included the following:

Form class rolls were marked to start each day in the Senior Campus while class rolls are marked by teachers twice daily in the Junior Campus.

SMS messages were sent from the Senior Campus before 11am and again after 2.30pm to parents of students who were absent with no reason recorded. An email is also sent after 2.30pm.

The school absentee officer on both campuses entered all data and checked phone messages for explanations. That person monitored all aspects e.g. students' absent for three consecutive days or more and ran reports etc to assist.

Class rolls for the Senior Campus were marked each lesson on line. Teachers entered absentees on Compass in the school computer system. Replacement teachers used manual rolls which were entered after the lessons on Compass.

Heads of students regularly checked unexplained absences recorded during the day and enacted appropriate consequences for unexplained absences.

For absences of three days on the Junior Campus parents were contacted by phone on the morning of the third day absent. Parents of students who are regularly absent were asked for a medical certificate after the third day absent. On the Senior Campus, for three day absences, a letter was sent home on Monday each week and a One School record was kept.

If students had lengthy unexplained absences, appropriate letters were sent to families with the set Education Queensland letters being invoked as needed using the OneSchool system. These were followed with formal interviews for families and school administration and if no resolution was to be found, families were then advised of the full legal procedures that would be enacted to ensure student attendance was acceptable.

In our curriculum there was a focus on student choice in all possible areas tied to key curriculum priorities. In Year 10 a program of student – PIP (Personal Investigation Program) was implemented increasing student motivation and desire to be at school.

A number of students completed alternative programs. This was effective in engaging students in school and improving students' attendance. These programs have been excellent links between the school and local community with community support at a high level. Our student welfare centre, led by our Head of Department (Student Welfare) led these initiatives.

## NAPLAN

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

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

### Find a school

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Sector:

Government

Non-government

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

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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	203	159	151
Number of students awarded a Queensland Certificate of Individual Achievement.	4	7	5
Number of students receiving an Overall Position (OP)	79	47	49
Percentage of Indigenous students receiving an Overall Position (OP)	10%	0%	43%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	55	43	44
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	139	119	118
Number of students awarded an Australian Qualification Framework Certificate II or above.	100	85	90
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	196	148	145
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	88%	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.	96%	77%	82%



OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
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.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	98%	91%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	23	26	27	3	0
2016	5	18	13	9	2
2017	9	21	10	8	1

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	92	83	29
2016	88	75	17
2017	95	81	25

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

Certificate 1 AgriFood Operations	Year 10
Certificate 1 Business	Year 10
Certificate 1 Furnishing	Year 12
Certificate 1 Hospitality	Year 10
Certificate 1 Visual Arts	SEP, Year 10
Certificate 1 Automotive	Year 8
Certificate 1 Construction	Year 12
Certificate II Hospitality	Year 11,12
Certificate II Business	Year 11,12
Certificate II Rural Operations	Year 11,12
Certificate II Tourism	Year 11,12
Certificate II Visual Arts	Year 11,12
Certificate II Health	Year 12
Certificate II Electro Technology	Year 11,12
Certificate II Automotive	Year 10,11,12
Certificate II Plumbing	Year 11
Certificate II Kitchen Operations	Year 11
Certificate II Hair & Beauty	Year 10,11,12
Certificate II Sports and Recreation	Year 10,11, 12
Certificate II Rural Op's (Equine)	Year 11
Certificate III Health	Year 11,12
Certificate IV & Diploma Dancing	Year 11

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	80%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	73%	65%	44%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.namboursc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>