



Nambour State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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. The College 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 for the next 4 years were developed in a collaborative manner and built 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 fully operational Stephanie Alexander Kitchen Garden which reaped great benefits for the school and our students. The College has a school pool on the Junior Campus that is used by the full range of students.

In recent years general school facilities have been enhanced and student education is supported by the most stimulating learning environment possible. There are also number of halls to support student activities on both Campuses. 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. 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.

A wide range of subjects in the Arts including dance, drama, music, instrumental music, visual arts, film and television are offered with year 7 students being offered the opportunity to audition in our excellence programs.

Our College has a highly successful English as an Additional Language unit attracting many overseas students each year from all year levels. We delivered high quality support programs to students who came from different linguistic and cultural backgrounds assisting them to actively participate in our curriculum.

The College also caters for students with a disability (P-12) providing them 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, Positive School Culture, Curriculum, Literacy and Numeracy. Our Vision being to support our students to excel in their chosen pathways, nurturing independence, compassion, innovation and global citizenship, values, local foundations and global opportunities.

School progress towards its goals in 2018

The 2018 Annual Implementation Plan outlined our school's strategic vision for the year.

Our focus was to develop our capability of our staff to strengthen the learning outcomes for our students at Nambour State College.

Key Priorities from Annual Implementation Plan

- Improve student attendance and engagement
- Enhance staff capability in delivering the Australian Curriculum
- Improved A – C Results
- 100% QCE

System Priorities

- Lifting A – C Results
- QCE certification and participation
- Successful transitions through all phases of learning
- Improve the participation and achievement of students with a disability

Future Outlook

- Implementing the Australian Curriculum
- Implementation of new QCE system for our senior students
- Improve reading, writing and numeracy for all students
- Embedded Inclusion Policy

Priorities

- Every student succeeding
- P-12 data driven evidence based Teaching & Learning
- Attendance

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1375	1529	1602
Girls	704	752	778
Boys	671	777	824
Indigenous	129	147	145
Enrolment continuity (Feb. – Nov.)	89%	90%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Nambour State College has over 1600 students enrolled in 2018.

Our student population is multi-cultural and diverse with our school operating a recently accredited International program.

Our College is a lower than average socio economic area with an ICSEA rating of 974 where the average is 1000 for schools across Australia.



Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	23
Year 4 – Year 6	25	26	24
Year 7 – Year 10	22	22	24
Year 11 – Year 12	18	19	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- 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 by focusing students' learning for the best outcomes. Classroom teachers developed programs in consultation with the administration and the Master Teacher. For 2018, numeracy continued to receive considerable emphasis with encouraging results. The Stephanie Alexander Kitchen Garden provided a stimulating environment for students to develop their ways of thinking in their basic curriculum involving them in growing the food, cooking the garden products and selling the produce. The Special Education Unit (Learning Pathways) continued 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 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. 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 provided 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 years. This had been extended into the Young Pinnacle Scholars' program for upper primary school students from feeder schools.
- Alternative programs continued to support those students at risk of not completing Year 12 studies. The SWAG program held at the PCYC Hall ran jointly with Burnside High School 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 all 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 where 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 2019 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 pre-program, which 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.

- Sporting 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. Rugby League, Volleyball and Tennis representative teams have had 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 their 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, 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 College to support students. The HoD leads the Positive School culture team across the College and provides support and guidance.

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 program teacher supported much of the work from the school administration. The Chaplain ran many successful school wide 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 students 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 2018. 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	97%	93%
• this is a good school (S2035)	95%	96%	91%
• their child likes being at this school* (S2001)	94%	94%	89%
• their child feels safe at this school* (S2002)	94%	95%	87%
• their child’s learning needs are being met at this school* (S2003)	94%	90%	90%
• their child is making good progress at this school* (S2004)	93%	96%	90%
• teachers at this school expect their child to do his or her best* (S2005)	99%	99%	94%
• teachers at this school provide their child with useful feedback about his or	91%	89%	87%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	91%	89%	85%
• teachers at this school treat students fairly* (S2008)	92%	89%	81%
• they can talk to their child's teachers about their concerns* (S2009)	97%	92%	88%
• this school works with them to support their child's learning* (S2010)	95%	93%	84%
• this school takes parents' opinions seriously* (S2011)	95%	91%	82%
• student behaviour is well managed at this school* (S2012)	91%	79%	78%
• this school looks for ways to improve* (S2013)	97%	92%	92%
• this school is well maintained* (S2014)	97%	92%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	97%	95%
• they like being at their school* (S2036)	90%	93%	88%
• they feel safe at their school* (S2037)	92%	94%	89%
• their teachers motivate them to learn* (S2038)	91%	93%	89%
• their teachers expect them to do their best* (S2039)	98%	100%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	92%	88%
• teachers treat students fairly at their school* (S2041)	81%	83%	80%
• they can talk to their teachers about their concerns* (S2042)	80%	84%	82%
• their school takes students' opinions seriously* (S2043)	83%	89%	81%
• student behaviour is well managed at their school* (S2044)	72%	75%	78%
• their school looks for ways to improve* (S2045)	92%	96%	96%
• their school is well maintained* (S2046)	89%	93%	88%
• their school gives them opportunities to do interesting things* (S2047)	91%	96%	90%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	96%	91%
• they feel that their school is a safe place in which to work (S2070)	89%	92%	89%
• they receive useful feedback about their work at their school (S2071)	81%	82%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	90%	93%
• students are encouraged to do their best at their school (S2072)	99%	95%	93%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	94%	95%	90%
• student behaviour is well managed at their school (S2074)	75%	69%	79%
• staff are well supported at their school (S2075)	79%	80%	75%
• their school takes staff opinions seriously (S2076)	82%	83%	79%
• their school looks for ways to improve (S2077)	94%	97%	93%
• their school is well maintained (S2078)	87%	91%	77%
• their school gives them opportunities to do interesting things (S2079)	88%	88%	86%

* 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 College 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 College.

Parents were heavily involved with sport teams, show teams, school dance performances, debating groups 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 and our P&C.

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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	407	439	430
Long suspensions – 11 to 20 days	15	21	15
Exclusions	6	7	3
Cancellations of enrolment	6	3	17

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	665,741	650,045	631,359
Water (kL)	14,411	21,679	17,177

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	146	85	7
Full-time equivalents	135	61	6

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	1	
Masters	10	
Graduate Diploma etc.*	4	
Bachelor degree	117	
Diploma	14	
Certificate	0	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$84,588.26.

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
- Teach Like a Champion
- Essential Skills in Classroom Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	88%
Attendance rate for Indigenous** students at this school	82%	82%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

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

Year level	2016	2017	2018
Prep	88%	91%	89%
Year 1	89%	87%	90%
Year 2	86%	89%	91%
Year 3	90%	88%	89%
Year 4	90%	89%	87%
Year 5	89%	89%	90%
Year 6	91%	92%	89%

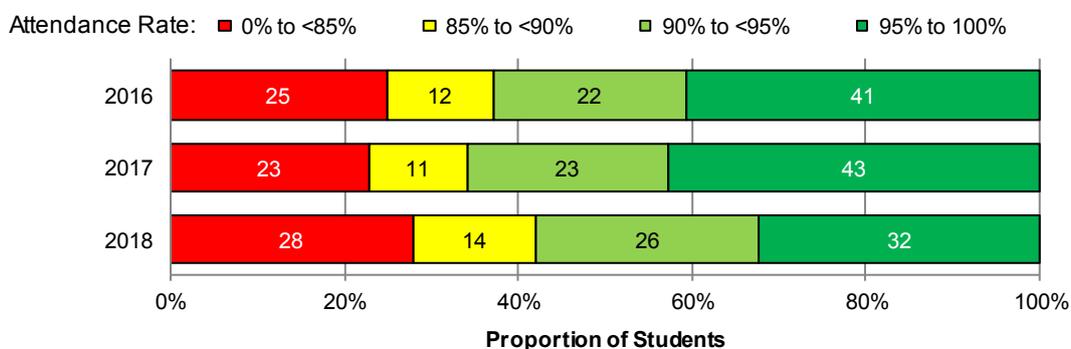
Year level	2016	2017	2018
Year 7	92%	91%	90%
Year 8	87%	89%	86%
Year 9	88%	86%	88%
Year 10	86%	88%	80%
Year 11	89%	90%	90%
Year 12	90%	93%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with 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.

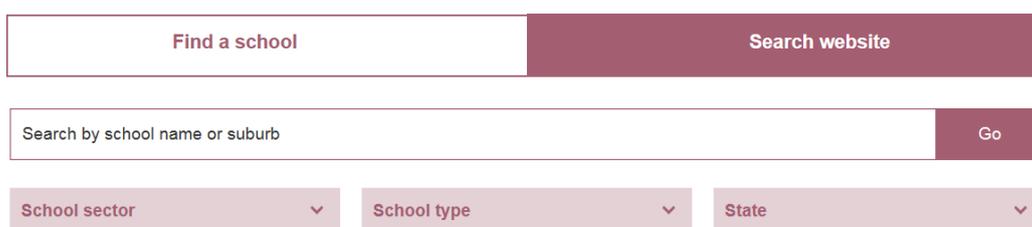
A number of students completed alternative programs. This was effective in engaging students in school and improving students' attendance. These programs have been excellent links between the school and local community with community support at a high level. Our student welfare centre, led by our Head 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	159	151	164
Number of students awarded a QCIA	7	5	8
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	148	145	155
Percentage of Indigenous students awarded a QCE at the end of Year 12	88%	100%	89%
Number of students who received an OP	47	49	53
Percentage of Indigenous students who received an OP	0%	43%	11%
Number of students awarded one or more VET qualifications (including SAT)	119	118	132
Number of students awarded a VET Certificate II or above	85	90	99
Number of students who were completing/continuing a SAT	43	44	52
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	77%	82%	81%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	91%	96%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	9	12
6-10	18	21	12
11-15	13	10	19
16-20	9	8	10
21-25	2	1	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	88	95	84
Certificate II	75	81	81
Certificate III or above	17	25	30

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate 1 Agri Food 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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	80%	85%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	65%	44%	63%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Most students complete year 12 at Nambour State College with the intention of continuing study or further training.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019. To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available. This school's report will be available at <http://www.namboursc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>