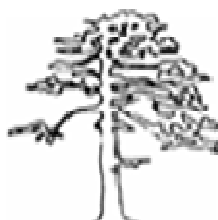
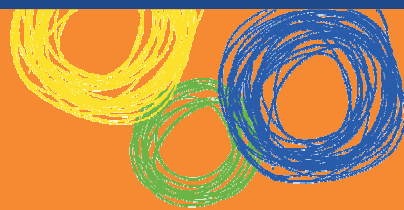


# Calamvale Special School

## Queensland State School Reporting

### 2013 School Annual Report



To Learn,  
To Live,  
To Grow

|                |   |
|----------------|---|
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| Webpages       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact Person | Kevin J Grace- Principal  |

## Principal's foreword

### Introduction

Please find below the 2013 school report for Calamvale Special School. The report briefly highlights achievements that occurred in 2013 and also summarises key areas of anticipated direction in 2014.

### School progress towards its goals in 2013

- Reviewed and expanded on the current Whole School Curriculum Framework.
- Continued staff knowledge of the National Curriculum in the areas of English, Maths and Science and incorporated these documents into our Whole School Curriculum Framework.
- Aligned school's planning, assessment and reporting cycles with the National Curriculum, ready to implement in 2013.
- Junior, Middle & Senior School Teams planning embedded
- Continued professional development and ongoing support for teachers to become familiar with the Australian Curriculum. Planning using the English, Maths and Science Curriculum embedded in planning processes.
- Continued emphasis and development in diagnostic assessment, data collection and moderation processes.
- Ensured that all students have an Individual Education Plan.
- Implemented P-12 Curriculum Framework for Queensland State Schools.
- Implemented aspects of the Teaching and Learning - Roadmap.
- Implemented the Queensland Certificate of Individual Achievement.
- key components of Smart Moves – Physical Activity Programs in Queensland State Schools in place.

#### LITERACY

- 'Literacy and Communication Policy' reviewed.
- Ensured that the majority of students are reassessed on reading fluency and comprehension using the Sunshine Reading Program Assessment. PD given to staff on the use of the Sunshine Reading Program.
- Continued to draw staff attention to existence of the community sight word kits. Encouraged staff to use kits for tracking student improvement and reporting in this area.
- Re-familiarised staff with the Magic 100/200 checklist for assessment and reporting and continued PD in this area for new and existing staff.
- CAPLAN launched. Calamvale Assessment Plan Literacy and Numeracy.

#### NUMERACY

- Embedded standardised assessments to assess numeracy and mathematics skills across the school on a regular basis.
- CAPLAN launched. Calamvale Assessment Plan Literacy and Numeracy.

#### COMMUNICATION

- Continued to assess all Junior and Middle school students and all nonverbal senior school students using 'The Communication Matrix'.
- Implemented a system of updating and/or completing a new matrix for these students twice a year (Term 2 and Term 4).

# Queensland State School Reporting

## 2013 School Annual Report



- Continued professional development and emphasis on staff training in Key Word Signing, PECS, AAC methods and use of the i-Pad, i-Pod touch with the Proloquo2go application.
- Organised and ran PD sessions for families in conjunction with SLP in using the i-Pad and the i-Pod touch as communication device and the selection of appropriate Applications to use on these devices.
- CAPLAN launched. Calamvale Assessment Plan Literacy and Numeracy.

### STUDENT WELFARE

- Supported children and young people in the care of the state through the development and implementation of Educational Support Plans for all students in care.
- Continued with school Chaplaincy service.

### STAFF DEVELOPMENT

- 100% of teachers and teacher aides have a Professional Development Plan.
- Launched Technology, Learning & Cuppa (TLC) professional development initiative
- Developed a Whole School Professional Development Plan focusing on activities to be engaged in each term.
- Reduced use of TRS through in-school replacement of teachers when possible.
- Focused on professional development in ICT, i-Pads, interactive whiteboard, adaptive technology
- Continued to focus on professional development in disability specific topics, communication and ICT
- Provided small group/one-to-one support to teachers to increase their confidence in the use of OneSchool.
- Developed and implemented use of Professional Development Evaluation and Reflection form to gain insight into value of PD activities.

### CURRICULUM

- Reviewed and expanded on the current Whole School Curriculum Framework.
- Worked with staff to become familiar with the Australian Curriculum in the areas of English, Maths and Science and incorporated these documents into our Whole School Curriculum Framework.
- Junior, Middle & Senior School Teams continued to plan together.
- Continued professional development and ongoing support for teachers to become familiar with the Australian Curriculum.
- Ensured that all students have an Individual Education Plan/Individual Learning Plan..
- Implemented P-12 Curriculum Framework for Queensland State Schools.
- Implemented aspects of the Teaching and Learning - Roadmap.
- Continued whole school planning to implement the Queensland Curriculum Assessment and Reporting (QCAR) Framework in Years 1 to 9 and participation in National Curriculum from 2012.
- Implemented the Queensland Certificate of Individual Achievement.
- Continued to embed key components of Smart Moves – Physical Activity Programs in Queensland State Schools.
- Offered an option to engage all students, particularly those at risk of leaving school early and assist disengaged students to reconnect with learning.
- Implemented the School Planning, Reporting and Reviewing Framework 2010.

### COMMUNICATION

- Assessed all Junior and Middle school students and all nonverbal senior school students using 'The Communication Matrix'.
- Implemented a system of updating and/or completing a new matrix for these students twice a year (Term 2 and Term 4).
- Continued professional development and emphasis on staff training in Key Word Signing, PECS, AAC methods and use of the iPad, iPod touch with the Proloquo2go application.
- Organised and ran PD sessions for families in conjunction with SLP in using the iPad and the iPod touch as communication device and the selection of appropriate Applications to use on these devices.

### ICT

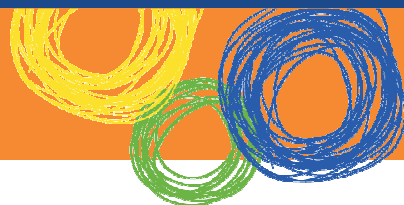
- Increased the use of iPads, iPod Touches, Interactive Whiteboards and computers to enhance student learning and engagement in all curriculum areas.
- Provided professional development for staff to investigate appropriate and relevant applications for the iPad/iPod Touch and computer software for the interactive whiteboards and computers.
- Accessed professional development on use of adaptive technology e.g. interactive whiteboard, iPad, iPod touches.
- Sorted and cull old computer software and programs that are no longer relevant and do not have site licenses.
- Purchased four additional interactive whiteboards
- Upgraded and purchased ten desktop computers and one monitor.
- Maintained school ICT Technician for one day per week
- Focused on ICT professional development to increase teacher confidence in use of technology.

### FACILITIES

- Reviewed classroom accommodation with possible additional classrooms for 2014.
- Ensured assets are replaced or repaired in a timely manner.
- Maintained and passed bi-annual inspections.

# Queensland State School Reporting

## 2013 School Annual Report



- Managed and monitored electricity use for possible savings.
- External painting of most teaching blocks. New colour scheme.
- Replaced roofs in A & E blocks, repaired roofs in B & C blocks.
- Maintained school grounds and to a high standard, reflected in annual staff survey.

### COMMUNITY

- Implemented strategies and actions, in partnership with the community and school, to reduce school's ecological footprint.
- Engaged the P & C in the school's Annual Implementation Plan.
- School P&C had access to the school's financial position.
- Increased community involvement through participation in P & C activities.

### Future outlook

- Actively engage with 'Curriculum into the Classroom' resources.
- Implementation of the Queensland Curriculum, Assessment and Reporting Framework (QCARF).
- Use OneSchool for curriculum planning and recording in addition to centralising student performance data and diagnostic assessments.
- Appoint Year Level Coordinators in each subsection of the school to build capacity.
- Expand senior school curriculum offerings including work experience and embed Sexuality and Relationship Education.
- Continue to implement the key components in Smart Moves physical activity programs
- Continue to work with staff to become familiar with the Australian Curriculum in the areas of English, Maths and Science and incorporate these documents into classroom practice.
- Ensure that the school's planning, assessment and reporting cycles are aligned with the Australian Curriculum.
- Junior, Middle and Senior School Teams continue planning together on OneSchool with all teachers becoming confident in the process.
- Teachers become confident using C2C.
- Continue professional development and ongoing support for teachers to become familiar with the Australian Curriculum using the English, Maths, Science and History National Curriculum documents.
- Continued emphasis and development in assessment, data collection and moderation processes..
- Increase the use of iPads, iPod Touches, Interactive Whiteboards and computers to enhance student learning and engagement in all curriculum areas by providing PD for staff. Investigate appropriate and relevant Applications for the iPad/iPod Touch and Computer software (that only have whole school site licenses) for the whiteboards and computers.
- Continue to embed key components of *Smart Moves – Physical Activity Programs in Queensland State Schools*
- Utilise school data collection tools to monitor student progress and improvement literacy.
- Continue to fund and further enhance the role of Literacy Coordinator within the school.
- Ensure that the majority of students are reassessed on reading fluency and comprehension using the Sunshine Reading Program Assessment. PD given to new staff on the use of the Sunshine Reading Program.
- Continue to draw staff attention to existence of the community sight word kits. Encourage staff to use kits for tracking student improvement and reporting in this area.
- Re-familiarise staff with the Magic 100/200 checklist for assessment and reporting and continue PD in this area for new and existing staff.
- Purchase of new resources for the teacher resource section in the library to replace older/broken books disposed in 2012.

### NUMERACY

- Development of the school's 'Numeracy and Mathematics Policy' to align with ACARA.
- Investigation of a number of standardised assessments to assess numeracy and mathematics skills across the school on a regular basis (including the EQ numeracy indicators).
- Purchase of new resources for the teacher resource section in the library to replace older/broken books disposed of in 2012.
- Utilise school data collection tools to monitor student progress and improvement in numeracy.
- Ensure that all students have an individual assessment to assess numeracy and mathematics skills across the school.

### CLOSING THE GAP

- Ensure educational outcomes for Aboriginal and Torres Strait Islander students are addressed and targeted funds are used to support initiatives including Closing the Gap.

### PROFESSIONAL DEVELOPMENT

- Implement values education and cultural awareness programs as relevant.
- 100% of teachers and teacher aides to have a Professional Development Plan.
- Conduct needs analysis of professional development priorities for all staff.
- Develop a Whole School Professional Development Plan focusing on activities to be engaged in each term.
- Reduce use of TRS through in-school replacement of teachers when possible.
- Focus on professional development in ICT e.g.: Smart Bug User Group, iPads, interactive whiteboard, adaptive technology Continue to focus on professional development in disability specific topics, communication, ICT.

## Queensland State School Reporting 2013 School Annual Report



- Explore and implement a peer mentoring project.
- Provide small group/one-to-one support to teachers to increase their confidence in the use of OneSchool.
- Continue to utilise staff meetings as a forum for presentations on specific topics.
- Utilise SLP to conduct professional development on communication specific topics.

### FACILITIES

- Review classroom accommodation with possible additional classrooms for 2015.
- Electricity is managed/monitored for possible savings.
- Continue to review playground equipment and fort.
- Investigate covering of multi-purpose court.
- Continue with maintenance schedule.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Secondary Special

Total student enrolments for this school:

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 121   | 43    | 78   | 95%                                 |
| 2012 | 111   | 38    | 73   | 93%                                 |
| 2013 | 118   | 44    | 74   | 95%                                 |

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

## Characteristics of the student body:

The enrolment at Calamvale Special School has continued to grow over the past few years. Population growth in the surrounding suburbs is the major factor. Male students outnumber female students by a ratio of almost 2:1. An increasing number of students who have been diagnosed with Autism Spectrum Disorder have enrolled. Approximately 42% of the students have been diagnosed with Autism Spectrum Disorder. Approximately 10% of the student population are "students in care". There are 4 junior classes, 13 middle school classes and 3 senior school classes.

## Average Class sizes

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2011               | 2012 | 2013 |
| Prep – Year 3              | 5                  | 6    | 5    |
| Year 4 – Year 7 Primary    | 6                  | 7    | 6    |
| Year 7 Secondary – Year 10 | 6                  | 6    | 7    |
| Year 11 – Year 12          | 5                  | 6    | 6    |

## School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |      |
|---------------------------------|--------------------|------|------|
|                                 | 2011               | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 8                  | 2    | 0    |
| Long Suspensions - 6 to 20 days | 1                  | 0    | 0    |
| Exclusions                      | 0                  | 0    | 0    |
| Cancellations of Enrolment      | 0                  | 0    | 0    |

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

#### Extra curricula activities

- **Community Based Learning:** Calamvale Special School ensures that students of all ages, where appropriate, undertake learning in the community. Activities such as, accessing the Calamvale Marketplace Shopping Centre located directly opposite the school, provides a suitable venue for “real life learning” of money skills, shopping, following instructions and behaving appropriately. A number of the senior students access programs in the community to assist in preparing the students for their transition from school to post school opportunities which may include supported employment or further education.
- **School Camps:** Most classes participate in some form of a school camp from having a sleep over at school for the junior classes to the senior students having a “farewell to school” type camp.
- **Schoolwide Positive Behaviour Support:** Calamvale Special embraces the concept of SWPBS with the majority of the staff being trained in aspects of the program. This whole school approach to addressing behaviour has seen a marked improvement in student behaviour especially during recess times.
- **Non-Violent Crisis Intervention Training:** Staff working with students with severe acting out behaviour are trained in this non-aversive technique.
- **Picture Exchange Communication System:** Used for students with limited or no verbal speech and is used extensively throughout the school.
- **Health & Physical Education:** A specialised physical education teacher is employed 2.5 days a week to directly provide programs to most students. Learn to swim classes and hydrotherapy are also part of the PE program.
- **Sensory Room:** Established in 2007 to assist students in their development. Partly funded by the Gambling Community Benefit Fund the room has proven to be a popular resource for the students to explore various sensations especially sight, sound and tactile senses.

### How Information and Communication Technologies are used to assist learning

Information and communication technologies play a significant part in the life of a student at Calamvale Special School. 19 classrooms have interactive white boards which have proven to be a highly effective tool. I-Pad & i-Pod use has continued to grow. i-Pad user group has been formed to ensure staff are aware of the latest updates. OneSchool has been embraced with staff planning using OneSchool and actively reporting behaviour incidents both positive and negative on OneSchool.

## Social climate

According to the 2013 School Survey, parents view the special school in a very positive light. School climate and resources of the school were rated significantly higher than the state average for schools. This has been consistent over the past three years. The appointment of a part-time School Chaplain two years ago has made a positive difference for student care and welfare.

## Parent, student and staff satisfaction with the school

The satisfaction levels from the parent community and staff at Calamvale Special School continue to remain very high.

## Our school at a glance

### Performance measure (Nationally agreed items shown\*)

| Percentage of parents/caregivers who agree that:   | 2012 | 2013 |
|--|------|------|
| their child is getting a good education at school (S2016)  | 100% | 93%  |
| this is a good school (S2035)  | 97%  | 96%  |
| their child likes being at this school* (S2001)  | 100% | 96%  |
| their child feels safe at this school* (S2002)   | 100% | 96%  |
| their child's learning needs are being met at this school* (S2003)                                     | 100% | 93%  |
| their child is making good progress at this school* (S2004)  | 100% | 96%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% |
| teachers at this school motivate their child to learn* (S2007)   | 100% | 96%  |
| teachers at this school treat students fairly* (S2008)   | 100% | 96%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 100% |
| this school works with them to support their child's learning* (S2010)                                 | 100% | 100% |
| this school takes parents' opinions seriously* (S2011)   | 100% | 100% |
| student behaviour is well managed at this school* (S2012)  | 100% | 100% |
| this school looks for ways to improve* (S2013)   | 100% | 96%  |
| this school is well maintained* (S2014)  | 97%  | 100% |

### Performance measure (Nationally agreed items shown\*)

| Percentage of students who agree that:  | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048)                               | N/A  | N/A  |
| they like being at their school* (S2036)  |      |      |
| they feel safe at their school* (S2037)   |      |      |
| their teachers motivate them to learn* (S2038)                                    |      |      |
| their teachers expect them to do their best* (S2039)                              |      |      |
| their teachers provide them with useful feedback about their school work* (S2040) |      |      |
| teachers treat students fairly at their school* (S2041)                           |      |      |
| they can talk to their teachers about their concerns* (S2042)                     |      |      |
| their school takes students' opinions seriously* (S2043)                          |      |      |
| student behaviour is well managed at their school* (S2044)                        |      |      |
| their school looks for ways to improve* (S2045)                                   |      |      |
| their school is well maintained* (S2046)  |      |      |
| their school gives them opportunities to do interesting things* (S2047)           |      |      |

# Our school at a glance

## Performance measure

| Percentage of school staff who agree that:                             | 2013 |
|--|------|
| they enjoy working at their school (S2069)                             | 89%  |
| they feel that their school is a safe place in which to work (S2070)   | 84%  |
| they receive useful feedback about their work at their school (S2071)  | 53%  |
| students are encouraged to do their best at their school (S2072)       | 94%  |
| students are treated fairly at their school (S2073)                    | 94%  |
| student behaviour is well managed at their school (S2074)              | 92%  |
| staff are well supported at their school (S2075)                       | 57%  |
| their school takes staff opinions seriously (S2076)                    | 60%  |
| their school looks for ways to improve (S2077)                         | 80%  |
| their school is well maintained (S2078)                                | 92%  |
| their school gives them opportunities to do interesting things (S2079) | 89%  |

\* 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 the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Twice a year parents are invited to visit the school to discuss their child's individual education plan. Communication books are used by the teachers to stay in regular contact with parents regarding class programs, student progress and daily events. Visits to the class are actively encouraged. The P & C take an active role in promoting Calamvale Special School.

## Reducing the school's environmental footprint

Staff continue to be diligent in managing electricity usage in the school. Electricity usage has slightly decreased in spite of record breaking temperatures. Low energy light bulbs and tubes continue to be installed where necessary. Staff awareness of reduce, reuse and recycle continues to rise.

|           | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2010-2011 | 116,846                            | 0        |
| 2011-2012 | 148,443                            | 0        |
| 2012-2013 | 147,887                            | 0        |

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

# Our staff profile

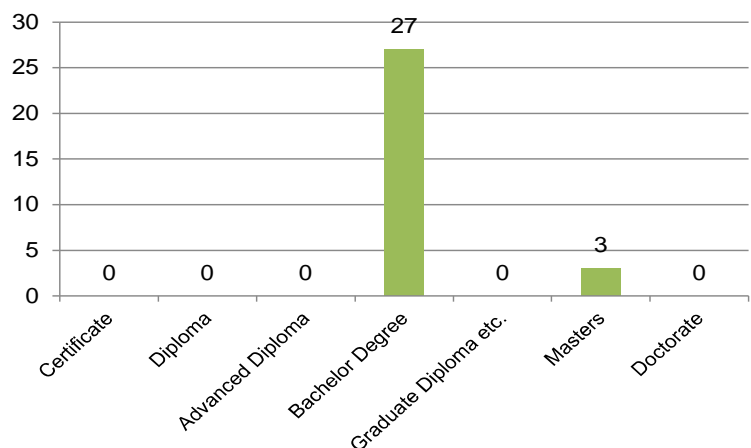
## Staff composition, including Indigenous staff

The 2012 workforce composition: teaching staff 27 and non-teaching staff 33. The below figures indicate a slight in staffing numbers for 2013.

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts                 | 30               | 38                 | 0                |
| Full-time equivalents      | 28               | 25                 | 0                |

## Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 0                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 27                         |
| Graduate Diploma etc.       | 0                          |
| Masters                     | 3                          |
| Doctorate                   | 0                          |
| <b>Total</b>                | <b>30</b>                  |



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$25,647.61. : The total funds expended on teacher professional development in 2012 were \$20,823. The total funds expended on staff professional development in 2011 was \$23771, 2010 was \$18,445 and in 2009 \$17496. The major professional development initiatives are as follows:

- Literacy/Numeracy
- Behaviour Management- School-wide Positive Behaviour Support
- Non-violent crisis intervention
- Interactive whiteboard use
- Team building through afterhours in-service
- First aid
- Disability specific topics such as Autism, communication, PECS, Key Word Signing
- State conference ASEAQ/AASE

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

## Our staff profile

| Average staff attendance   | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 98%  | 97%  | 97%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2013 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government  
☐ Non-government

SEARCH

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

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

# Performance of our students

## Key student outcomes

| Student attendance  | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage).  | 91%  | 90%  | 91%  |
| The overall attendance rate in 2013 for all Queensland state Special schools was 89%. |      |      |      |

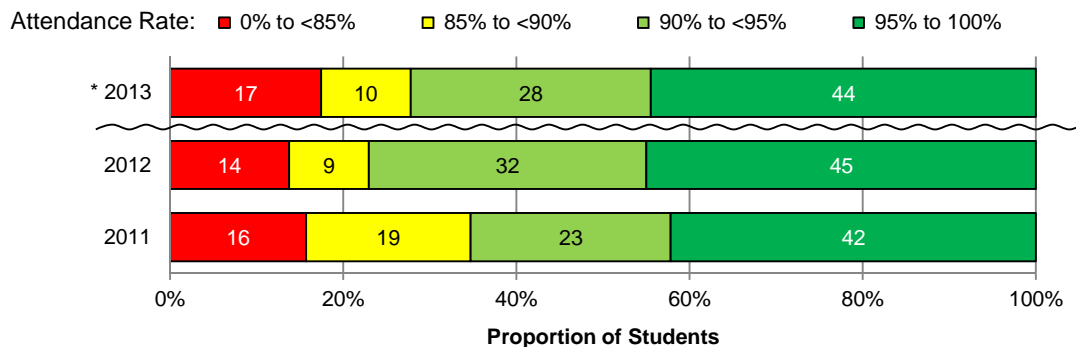
### Student attendance rate for each year level (shown as a percentage)

|      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 |        |        |        |        |        |        |        |        |        |         |         |         |
| 2012 |        |        |        |        |        |        |        |        |        |         |         |         |
| 2013 |        |        |        |        |        |        |        |        |        |         |         |         |

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

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

## Performance of our students

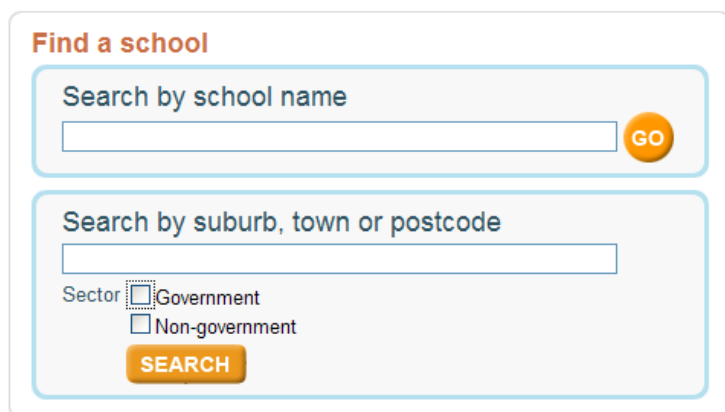
Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Regular student absences are followed through by staff via telephone, email, communication books or by letter.

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

The following section is not applicable.

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.



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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

**Attendance records indicate that there were no differences between Indigenous and Non-Indigenous students in the school.**

| Apparent retention rates Year 10 to Year 12                              | 2011 | 2012 | 2013 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. |      |      | 100% |

| Outcomes for our Year 12 cohorts | 2011 | 2012 | 2013 |
|----------------------------------|------|------|------|
|----------------------------------|------|------|------|

# Performance of our students

|   |    |    |    |
|---|----|----|----|
| Number of students receiving a Senior Statement.  | 14 | 4  | 10 |
| Number of students awarded a Queensland Certificate Individual Achievement.   | 14 | 4  | 10 |
| Number of students receiving an Overall Position (OP).  | 0  | 0  | 0  |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 0  | 0  | 0  |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  | 0  | 0  | 0  |
| Number of students awarded an Australian Qualification Framework Certificate II or above.   | 0  | 0  | 0  |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 0  | 0  | 0  |
| 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.  |    |    |    |
| 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. | 0% | 0% | 0% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   |    |    |    |

As at 5 May 2014. The above values exclude VISA students.

| Overall Position Bands (OP) |   |         |          |          |          |
|-----------------------------|---|---------|----------|----------|----------|
|                             | Number of students in each Band for OP 1 to 25. |         |          |          |          |
|                             | OP 1-5  | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2011                        | 0   | 0       | 0        | 0        | 0        |
| 2012                        | 0   | 0       | 0        | 0        | 0        |
| 2013                        | 0   | 0       | 0        | 0        | 0        |

As at 5 May 2014. The above values exclude VISA students.

| Vocational Educational Training qualification (VET) |   |                |                          |
|---|---|----------------|--------------------------|
|   | Number of students awarded certificates under the Australian Qualification Framework (AQF). |                |                          |
|   | Certificate I   | Certificate II | Certificate III or above |
| 2011  | 0   | 0              | 0                        |
| 2012  | 0   | 0              | 0                        |
| 2013  | 0   | 0              | 0                        |

As at 5 May 2014. The above values exclude VISA students.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student

## Performance of our students

Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

No students finished school in years 10, 11 and 12.