Mountain Creek State High School has the reputation as a high demand school because of the innovative approach to organisation and teaching, which results in high standards of academic performance, an environment conducive to learning and the school's capacity to cater for the needs of a diverse clientele.

The 2011 School Annual Report provides information about the school's profile as it relates to teaching and learning and outcomes achieved as well as expected outcomes for the future. The annual report provides vital information for parents wishing to enrol students in a coeducational secondary school on the Sunshine Coast including key information on the performance of the school in achieving state and national priorities for education. Specific information includes:

- School Progress towards its goals in 2011
- Future Outlook
- School Profile
- Curriculum Offerings
- ICT and learning
- School climate
- Parent Involvement
- Staff Profile
- Performance of Students

School progress towards its goals in 2011

Results in NAPLAN testing indicate improvements in 3 of the 5 areas of literacy and numeracy and
improvements in the top 2 band for 3 strands. The National Curriculum has been mapped through the C2C units at the school level in 2011 ready for implementation in 2012 in the three core areas, English, mathematics and Science.

Improvement in year 12 results for the 2010 cohort were achieved in the number of students achieving a School Based Apprenticeship or Traineeship, in the number of students achieving a certificate II or above and in the percentage of students awarded a QTAC offer. The percentage of student who achieved a QCE improved while the percentage of students achieving an OP 1-15 remained the same at 69%.

The Senior curriculum was reviewed at the end of 2010 and several new subjects were introduced in 2011 providing distinct pathways for the diverse range of students enrolled at the school. This is supported by a similar differentiation in Years 8, 9 and 10. This process promotes continuity of learning across the middle and senior school in both QSA and the International Baccalaureate Diploma Program.

The delivery and embedding of ICTs in the curriculum has been enhanced by providing all staff with digital pedagogy training and through the full implementation of the 1-1 laptop program for students in Year 9 – 11 in 2011 was achieved. All classrooms have data projectors available for teaching - 4 classrooms have access to interactive data projectors for trialling in Term 1, 2012.

The school was awarded full accreditation with the Australian Schools Accreditation Agency in October 2011. The school has also achieved reaccreditation at Level 2 with EQI International to support the vibrant International Student Program.

Facilities development included completion of a covered area for students outside Moreton Sub-school, provision of a storage shed for Technology, acquisition of a new band saw for Technology, additional seating for students along the covered walkway and in the new assembly area to the value of $52,000 funded by the P&C Association. Participation in the Solar Program enabled the purchase of an automatic glass door and an air curtain in the Library, hot water in the Student Centre and an additional water tank on the oval. Refurbishment of carpets in Commerce Block and in the Performing Arts Block was also completed in 2011.
Future outlook

Mountain Creek State High School continues to be a high demand school. We are committed to providing a rigorous academic program for students, as well as providing alternate programs for students with a vocational education focus.

In 2011 the school completed an external accreditation process with the Australian School Accreditation Agency to quality assure our operations and to inform the strategic directions of the school. The current accreditation process also closely aligns with the Teaching and Learning Audits for Queensland schools.

Research, development and innovation are key components of our school’s operations. With the progress of the Sunshine Coast University Hospital Precinct (building of the private hospital opening 2013 and planning for the university hospital, opening 2016) this school is well placed with the curriculum offerings to take full advantage of the job opportunities for graduates of local secondary schools and tertiary education institutions. Mountain Creek staff is committed to building industry links to facilitate work experience to further enhance the success of our Education and Career Planning program and to support the increase in Certificate III courses and SATS in the senior cohort. Facilities development is also a high priority to accommodate the specialist and excellence programs in the current planning phase.

The school will prioritise facilities development through a Master Planning Program which takes into consideration the Sunshine Coast Health and Wellbeing Focus. Future facilities developments include a focus on Health and Wellbeing (sports outdoor covered shelter and an additional indoor stadium and an additional 3 science laboratories and independent laboratory spaces), increasing the number of Certificate III and IV courses to support a Health and Wellbeing focus and DETE (A Flying Start) priorities. To this end the school will:

Enhance Teaching and Learning by:

- Supporting the full implementation of a Whole of School Teaching and Learning Framework through the Art and Science of Teaching and an aligned Performance Development Program to strengthening the capabilities of teachers.
- Targeted teaching for the NAPLAN tests and QCS through a whole of school accountability program aligned with data analysis to target improvement areas.
- Early identification of Indigenous students and tracking of attendance/literacy/numeracy through targeted management by Special Education Faculty as well as core classes.
• Improving completion rates and attendance rates in the senior school through setting and tracking minimum attendance for graduation and Year 12 reporting data to ensure 100% certification.
• Continuing to implement a whole of school education and career planning program to align outcomes and career plans and ensure completion of OP, QCE, IB, VET or SAT.
• Reviewing Year 12 outcomes to provide a relevant curriculum for all students enrolled at MCSHS.
• Supporting and maintaining outstanding results in Development Programs and Academy Programs.
• Providing relevant professional development to support the whole of school teaching and learning focus.
• Continue to support university/school pre-service training program.

Promote School Improvement by:

• Continuing to review the curriculum offerings to support the focus on retaining and attracting the full range of students.
• Reviewing recommendations of the external accreditation program, to continue to quality assure the school’s operations.
• Aligning the Performance Development Program with the implementation of the ASOT for improved performance.
• Continuing to dedicate 10% of school budget to PD for priority programs as well as for upskilling.
• Continuing to provide opportunities to enhance communication with parents.
• Reviewing the current accreditation process and complete reaccreditation by end 2011.
• Continuous Improvement – attendance monitoring and using data to inform teaching and learning.

Promoting Health & Wellbeing by:

• Enhancing the opportunities for success through Whole of School Health and Well Being strategy.

Promoting ICT’s for Learning by:

• Continue to replace out of warranty desktop and laptop computers.
• Increase the digital literacy of staff to utilise ICT an appropriate digital pedagogy.

Encouraging Facilities Development by:

• Completing the outstanding projects of the 2011 facilities plan as endorsed by the P&C and Finance Committee.
  - Conversion of three science laboratories.
DEPARTMENT OF EDUCATION, TRAINING AND EMPLOYMENT

Queensland State School Reporting – 2011

Mountain Creek State High School (2190)

<table>
<thead>
<tr>
<th>- Additional provision of underground storage for water on the oval</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue the process of accessing external funding for outdoor courts and an additional stadium</td>
</tr>
<tr>
<td>• Prepare for the inclusion of year 7 into secondary school in 2015</td>
</tr>
</tbody>
</table>

Promoting Financial Viability by:

| - Focusing on collection and appropriate use of Resource and User Pays Fees |
| - Budget management to ensure priorities in DETE Strategic Plan |
| - Budget management to ensure compliance with Health & Safety |

Promoting an International Perspective by:

| - Continuing to support curriculum related international study tours for 2012-2013 |
| - Maintaining a vibrant international student program through continued participation in EQI accreditation program. |
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1920</td>
<td>956</td>
<td>964</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The cohort of students enrolled at the school represents 34 nationalities with the following groups being the most representative: English, German, Italian, Japanese, New Zealanders, Scottish, South African, Sri Lankan, American, Swiss, French and Brazilian.

The International Student Program provides an additional 40 to 45 students each Semester from a range of nationalities including, German, French, Brazilian, American, Italian, British, Japanese, Fijian and Samoan.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 – Year 10</td>
<td>23.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18.6</td>
</tr>
<tr>
<td>All Classes</td>
<td>21.4</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>184</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>16</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings:
Our school at a glance

International Baccalaureate Diploma Years 11 & 12

International Baccalaureate Diploma preparation program Year 10

Young Scholars’ Program Year 6 & 7 – application process applies

Young Achievers Program Year 7 – links with Mountain Creek SS

Sport Development Programs – AFL, Rugby League, Basketball, Volleyball, Netball – Years 8 – 12

Health and Wellbeing Focus at all levels in years 11 & 12 – Chemistry, Physics, Biology, Psychology, Certificate III courses in Allied Health, Fitness, Child Care, Allied Health Assistant, Coaching (Dance)

TAFE TECH options for Certificate 11 Construction only in 2011.

Our distinctive curriculum offerings include a differentiated curriculum for all year levels:

Years 8 & 9 – stranded as identified at enrolment through entrance standardized testing and through use of relevant data such as NAPLAN testing data and Year 7 data. The stranding emphasizes potential movement for students between bands.

The strands include:

- ZENITH for high achieving students targeting university entrance
- MIDDLE classes for student who are achieving targeted pass rates and have a desire to access tertiary study or apprenticeships/traineeships
- FOCUS classes – smaller in size to provide intensive support for students experiencing difficulties with their core study.

Within the elective components of years 8 & 9 students have access to academy programs in Creative Industries – Drama, Dance, Music and Art. Students also have access to Sport Development programs in Volleyball, Basketball, AFL, Rugby League, Rugby Union and Netball.

The year 10 preparation program has as its focus completion and success at pre-requisites for future study in Years 11 & 12. As such it is the entrance program of Senior Schooling at MCSHS.

Students have the opportunity based on year 9 study to participate in one of two programs:

- Year 11 & 12 tertiary preparation program – QSA or IB Diploma
- Year 11 & 12 TECH preparation programs

Students studying the tertiary preparation program have identified this as their potential career pathway and will study prerequisite Authority subjects for the Senior QSA1 providing them with an OP or a combination of Authority and non-authority programs QSA 2 to achieve an OP or a
Selection Rank at exit.

Students identifying a possible IB pathway will follow an IB preparation program in Year 10 to determine suitability for this program in years 11 & 12.

Students identifying a TECH preparation program are students who have identified through career education a technical pathway through apprenticeships or traineeships. Students currently have access to a school TECH program which provides opportunities to complete at least two (2) Certificate II or III courses. Students who currently access the TAFE TECH strand are enrolled at the school but study their complete course at TAFE through a combination of TAFE teachers and MCSHS teachers.

Within the elective components of year 10, students have access to academy programs in Creative Industries – Drama, Dance, Music and Art. Students also have access to Sport Development programs in Volleyball, Basketball, AFL, Rugby League, Rugby Union and Netball.

---

**Extra Curricular Activities**

**The Arts**

- Jazz Band, Wind Symphony, Concert Orchestra, String Ensemble, String Quintet, Vocal Group, Choir, Junior and Senior Dance Company.
- Dance Company – Junior and Senior
- Vocal group and choir
- Musical – alternate years

**Public Speaking and Debating**

- Legacy Junior Public Speaking Award
- Queensland Plain English Speaking Competition
- Lions Youth of the Year
- Queensland Debating Union Competition
- Rostrum Voice of Youth Competition
- Neighbourhood Watch Public Speaking Competition
- Rotary competition: District finals
- Inter-sub-school debating

**Leadership**

- Students have been involved in Year 8 Induction/Orientation Program
- Year 11 Leadership Program and Careers Expo, Faculty Expo and Sun Skills Expo.
- Student Forums – each term which involve Year 8 & 9 Peer Counsellors, Yr 10 Aspiring Leaders and Year 11 senior leaders.
Our school at a glance

Academic


Sport

- Year 8 - 12 Rugby League Development Program
- Volleyball, Rugby Union, AFL, Netball and Basketball Development programs
- Champion School Summer Interschool Sport
- Champion School Winter Interschool Sport
- Champion School Interschool Sport
- Open Soccer, Netball, AFL, Rugby Union, Basketball, Volleyball, Water Polo

How Information and Communication Technologies are used to assist learning

In 2011 the school formalised a 1-1 laptop program for students in years 9 – 11. Students in Years 8 & 12 have access to technology through an additional 380 computers in computer labs. As part of the implementation process all staff have involved in professional development to ensure the effective use of digital pedagogy in classrooms. To ensure full implementation, students have access to laptops as a take home option (user fee attached) or as a stay at school option. In the middle school, Information and Communication technologies are embedded into all key learning areas through unit plans and through teaching strategies. In the senior years this policy is continued with the addition of specific subjects which teach advanced Information and Communication eg. Information Technology Systems, Information Processing and Technologies, Software, Design and Development, Film, Television and New Media. The school has provided data projectors to 100% of all general classrooms and to specific Science Laboratories, Dance Studio, Performing Arts Theatre and Library research and media rooms.

All students have access to the Internet and email for curriculum use. The NSSCF has provided 1:1 access to computers for all students in Years 9 - 11 which is further enhanced by the benefits of the split shift.

All classrooms in the school have data projectors for staff use. In 2011 four classrooms had available interactive data projectors. In 2012 it is expected that 25% of classrooms will have access to interactive data projectors.

Social climate

Our school community values the strong sense of belonging encouraged by positive partnerships between students, staff, parents and community members. The school has a reputation for the provision of an excellent learning environment in safe and supportive surroundings. This had been achieved through a distinctive pastoral care program which is supported by four sub-schools, a comprehensive Student Services faculty, a comprehensive Education and Career Planning program and a Student Management Framework which outlines the roles and responsibilities of the school community in relation to management of students. Our 830 students in the Middle
Our school at a glance

Schools are divided into four groups of approximately 210 students and are taught by a group of about 30 teachers in each Sub-School.

These Sub-Schools are semi-autonomous units that are self-directing and self-governing. They are responsible for the monitoring of behaviour and progress of students, communication with parents and provision of pastoral care.

They are jointly led by three Heads of Department who assume the multi-dimensional role of Head of Sub-School and Head of Faculty and are supported by two other Heads of Sub-School who are jointly responsible for the monitoring of behaviour and progress of students in the senior school.

Heads of Sub-School have their own mobile telephones which make them accessible to the staff they support and which allows speedy contact with parents when the occasion arises. Students appreciate this level of contact between school and home and realise that problems and difficulties can be swiftly addressed and resolved.

Sub-Schools improve student learning outcomes through the promotion of positive student-teacher relationships. They encourage and support communication among teachers in improving their teaching and enhance collaboration among teachers in addressing school-wide problems. The traditional school organisation minimises collective, collegial behaviour on the part of teachers. “It leads to bureaucratic, rule-prone direction from the top but then creates autonomous teachers who, behind their classroom doors, can readily ignore much of the top-down direction.” Mountain Creek High has been deliberately structured to avoid this.

Central to the concept of Sub-Schools are a number of other beliefs:

- That an organisation’s structure can enhance the working environment for students and teachers
- That a consistent Whole of School Approach to Effective Teaching and Learning is essential to the development of an effective school that seeks to maximise student learning outcomes (i.e. academic, social and personal)
- That teaching strategies and curriculum should focus on the maturity level of students. The more individualised instruction can be the more it meets the psychological needs of students, particularly young adolescents
- That only through the collective efforts of teachers can schools operate effectively.
- Teacher Accountability is achieved through ownership, commitment and collegiality rather than through supervision
- In a shared-influence setting, such as a sub-school, teachers have less individual autonomy because the pressure to do things differently comes from a source they need to respond to - their peers. This loss of individual autonomy is offset, however, by the collective ability to do things on behalf of student learning that the teacher is not able to do in isolation
- Learning partnerships are generated

Sub-Schools foster student growth and development and a deeper sense of belonging for all involved in the school community. Issues relating to student management are dealt with through the School Responsible Behaviour Plan which outlines acceptable behaviour and consequences for non-compliance. Current issues relating to bullying, cyber bullying and inappropriate use of technology are addressed as part of the Responsible Behaviour Plan which is provided to all parents as an online document at enrolment, on the website and as a hard copy upon request.
The parent opinion survey indicates that 79% of respondents were satisfied with the school climate as a safe and secure environment and an environment conducive to learning. Of the respondents surveyed, parent general satisfaction with the school was 93%.

**Parent, student and teacher satisfaction with the school**

Staff morale at MCSHS is high at 79%. While a high percentage of staff indicated they were engaged in PD only 46% indicated that they were satisfied with access to PD. Significantly, 93% of parents indicated that they were satisfied with their child’s school, 79% of parents indicated that the school was a good school and a similar percentage 78% thought that their child was getting a good education.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>46%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>79%</td>
</tr>
</tbody>
</table>

DW – Data withheld

**Involving parents in their child’s education**

Communication with home is extensive – electronic notice board, newsletters, magazines, yearbook, term reports, information nights and Education and Career Planning Interviews twice per year. The school has also purchased an online study skills program for student use at home. Strategies for parents assisting in the use of the program are outlined in newsletters.

Twice a year in Terms 2 & 3 the 2000+ student and parents are scheduled for an Education and Career Planning interview. On these days, the school does not operate a traditional school day and staff commence work at 1.00 pm and conduct interviews with the 2000 students and at least one parent between 1pm – 8 pm. Parents are provided with an individualised semester assessment planner for each child at the school which outlines the program of study and the assessment and timelines for assessment.

The school provides opportunities for parents to be involved in their child’s education through a Parents and Citizens’ Association and through a School Council. The P&C Association meets the 3rd Monday of every month at 5.30 pm.

The School Council includes 4 parents elected from the P&C. Parents are also involved as volunteers supervising competitions, assisting in the uniform shop and as sport coaches.
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2010 and 2011, the school installed solar panels to offset the installation of air-conditioning in the 4 staff amenities, the school library and computer rooms and the administration block. The solar installation was part of the solar program and which provide additional cost effective power to the school. While the electricity usage has not reduced, it would have been significantly higher if the solar program has not been implemented. It is hoped that the electricity usage will reflect the latest installation in the next 12 months. Additional water tanks on the ovals have been installed and bore sunk on the oval to decrease the use of grid water for the three ovals at the school. Significant top dressing has been completed to improve the water retention for the ovals.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1,052,532</td>
<td>19,186</td>
</tr>
<tr>
<td>2010</td>
<td>813,062</td>
<td>13,804</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>29%</td>
<td>39%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>138</td>
<td>46</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>129</td>
<td>35</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers:

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>126</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Masters qualifications include: Masters of Education – Careers and Counseling, Masters of Business Administration, Master of Education, Masters of Arts, Masters of Counseling.
Our staff profile

Expenditure on and teacher participation in professional development
The total funds expended on teacher professional development in 2011 was $59,000. The major professional development initiatives are as follows:

Mandatory PD – Teaching and Learning Certificate and ASOT Implementation, Performance Development Program, QSA Workshops, VET Audit requirements, ICT and Implementation of 1-1 laptop program, Mandatory PD – Code of Conduct, Student Protection, Evacuation and Safety Training, School Accreditation Audits and Self Study,

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance
For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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

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.
Key student outcomes

Student attendance - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.

The overall attendance rate for all Queensland State Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>92%</td>
<td>90%</td>
<td>92%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution
The proportions of students by attendance range.

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

At Mountain Creek State High School student attendance is managed through the first period roll mark using an attendance monitoring system ID Attend and Oneschool.

Teachers mark rolls digitally or send a hard copy attendance sheet to the sub-school for entering when access to computers is not available (relief teachers).

Parents of non-attending students, who have not notified the school of their student’s absence for
that day, receive a SMS message.

Teachers mark rolls every period and this is recorded on ID attend as well. Truancy is quickly identified through a system of daily reports generated by the Heads of School in ID Attend and through the classroom teacher reporting persistent absences form class to the HOD or the HOSS.

Through the sub-school system 20 Heads of School each manage 4 form classes within their sub-school eg 12A, B, C, D and the Head of School together with the classroom teacher is responsible for following up truancy and unexplained absences for this group of students.

Parent contact is made before 3 consecutive absences, meetings with student services staff (Guidance, SBYHN and Chaplains) are scheduled for students with chronic absences and DET policies are implemented for persistent and chronic absences.

Alternate programs or exemptions for modified programs are developed in consultation with the students, parents and support services.

**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.**

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/](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>`'.
Performance of our students

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
Only 1% of students enrolled at the school identify as indigenous. The attainment results for indigenous students indicate that there is very little gap between the attainment of indigenous and non-indigenous students. Attendance rates for indigenous students are equal to attendance rates for non-indigenous students. Retention rates for indigenous students are slightly lower than non-indigenous student.

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 97%

Outcomes for our Year 12 cohort of 2011
Number of students receiving a Senior Statement. 345
Number of students awarded a Queensland Certificate Individual Achievement. 0
Number of students receiving an Overall Position (OP). 214
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship. 69
Number of students awarded one or more Vocational Educational Training qualifications. 162
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 142
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 292
Number of students awarded an International Baccalaureate Diploma (IBD). 20
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. 69%
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. 91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 94%

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>40</td>
<td>78</td>
<td>60</td>
<td>11</td>
</tr>
</tbody>
</table>

2011 School Annual Report
Performance of our students

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>120</td>
<td>49</td>
</tr>
</tbody>
</table>

Certificate 1 Hospitality
Certificate 1 Horticulture
Certificate 1 Work Readiness

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. The school provides support through the Student Services Faculty (Guidance, Chaplaincy, VET and Work Experience coordinator and an extensive range of outside private providers to ensure that young people who leave the school prior completing the compulsory years of schooling or the participatory phase of schooling are engaged in an alternate program of education and training or they are in work placements for at least 25 hours per week. The following are examples of placement for students who have left the school in 2011:

TAFE Certificate Courses
TAFE Pre-employment Courses
Work - Retail, Fisheries,
Apprenticeships - butcher, horticulture, fisheries, carpentry, plumbing
United Synergies/BSDE – alternate education programs