



Kawana Waters State College

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Kawana Waters State College

Queensland State School Reporting

2017 School Annual Report



Postal address	PO Box 1049 Buddina 4575
Phone	(07) 5436 9388
Fax	(07) 5493 3004
Email	the.principal@kawanawaterssc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Colin Allen-Waters (College Principal)

Principal's foreword

Introduction

Kawana Waters State College is a co-educational Independent Public School that is an internationally focused Queensland Government State School offering education from Preparatory to Year 12 on two adjacent campuses, separated by an environmental wetland area. The College is situated on the coastal strip between Mooloolaba and Caloundra on the picturesque Sunshine Coast, approximately 100km north of Brisbane. The College is set between the Pacific Ocean and the world class sports and rowing precincts of Sunshine Coast Stadium, Kawana Aquatics Centre and Lake Kawana. Across Lake Kawana, the College forms part of the vibrant and innovative health and business precinct including the Sunshine Coast University Hospitals. Close partners with this precinct, the University of the Sunshine Coast and the Department of Education International mean that academic pathways and international perspectives are abundant at Kawana Waters State College. Kawana Waters State strives to make this precinct the educational experience of choice for young people aged 5 to 18 globally. Kawana Waters State College is a Prep to Yr12 Independent Public School. The College is regularly reviewed and quality assured against international standards. As a result, we enjoy a vibrant International Student program with opportunities for local students to travel and study overseas as well as welcoming international students to engage in a first class educational experience. Our curriculum embeds this international perspective.

Our local and international students also have the opportunity to apply for inclusion in our Programs of Excellence in Academic Curriculum Extension (ACE), Football, Aquatics and the Arts. Many students have gained State and National honours from these programs. In NAPLAN, the relative gain is significantly above the national average in all dimensions of Years 3, 5, 7 and 9 – with Kawana Waters State College being a top-performing state secondary school on the Sunshine Coast. Kawana Waters State College continues to be a dynamic and innovative College.

Our College has a strong evidenced-based approach to Teaching and Learning. We subscribe strongly to a model of "High Reliability Schooling". We base our Teaching and Learning around Marzano's "Art and Science of Teaching" and shape the student's everyday learning experiences around worldwide research in education, that has been shaped and supported by the Sunshine Coast lifestyle and future employment options.

We are student-centred, highly supportive College that is proud to be known as "Kawana's College".

The Kawana Waters State College 2017 School Annual Report is a reporting document developed by the College Principal in collaboration with the community. This is a report on school performance over 2017.

An overview of directions for 2018 is also provided.

School progress towards its goals in 2017

The relentless targeted focus on continuous improvement in teaching and learning has resulted in very strong Yr12 Outcomes. Enrolments have continued to increase especially as a result of a positive focus on the explicit improvement agenda in the primary & secondary years. Our College prepares our students and the community for the changing and increasingly global future that will challenge their skills and attitudes well beyond school. Our 2017 explicit school improvement agenda - *Literacy, Numeracy, and Upper Two Band Improvement evolved to become success through –*

- *Quality Learning*
- *Collective Capacity*
- *Enjoyment and Celebration*

Future outlook

Key priorities for 2018– Quality Learning; Collective Capacity: Enjoyment and Celebration
which will be realised through:

A focus on:

- Teaching & Learning improvement aligned with
 - Art & Science of Teaching
 - High Reliability Schooling
- Explicit attention to:
 - Reading
 - Writing
 - Numeracy
 - U2B
 - Digital confidence
 - Early Start engagement
 - New Senior Schooling Curriculum Agenda
 - Student Pathways
 - Marketing & Communication

These are aligned to the DETE Strategic Plan. Particularly –

- Successful learners -
 - *Implement the Australian Curriculum*
 - *Key literacy and numeracy improvement strategies*
 - *Differentiation strategies*
- Great People -
 - *Implement performance reviews for all staff (eg. DPF)*
 - *Learning and Wellbeing Framework*
- Engaged partners
 - *Getting Ready For Secondary School*
 - *Parent and Community Engagement Framework*
- High standards
 - *T&L Audit priorities*
 - *Discipline Audit priorities*
 - *Internal Audit priorities*
 - *Opinion Survey priorities*

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017: Prep Year - Year 12

Total student enrolments for this school:

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015*	1538	725	813	83	92%
2016	1523	707	816	71	90%
2017	1556	721	835	69	90%

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

Characteristics of the student body:

The majority of students come from an urban, mid-socio economic background and are of white Anglo-Saxon heritage with a Christian faith, where religious faith is identified. Most students are part of a nuclear family where parents' occupations include those within the, business, construction / trade, tourism, hospitality, education and allied / health industries. Transiency of students is below average.

69 students have verified disabilities across Prep to Yr12.

69 students identify as Aboriginal or Torres Strait Islander.

The International Program attracts in excess of 100 students per year from around the world. Outside these students there are only a very limited number of students with *English as a Second Language*.

Programs of excellence in academic excellence, football and aquatics attract high performing students.

Students engage in a full range of cultural and vocational learning pathways.

Average class sizes

Phase	Average Class Size			
	2014	2015	2016	2017
Prep – Year 3	23	24	25	23.4
Year 4 – Year 7 Primary	28	28	26	28
Year 7 Secondary – Year 10	23	22	22	22
Year 11 – Year 12	19	18	19	19

School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

Disciplinary Absences	Count of Incidents		
	2015	2016	2017
Short Suspensions - 1 to 5 days	185	158	258
Long Suspensions - 6 to 20 days	3	5	6
Exclusions [#]	3	3	9
Cancellations of Enrolment	1	0	5

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

S1 = Semester One

Curriculum offerings

Our distinctive curriculum offerings

Kawana Waters State College offers a broad range of Senior School subject offerings that build on the effective and planned learning experiences at both our Primary Campus and through our Junior Secondary. Programs of Excellence are offered in Academic, Football, Arts and Aquatics. Students participating in the Football and Aquatics programs have achieved State and National representative honours. Opportunities for curricula and extra-curricular activity across all areas of study and offerings entice students P-12 to enjoy participation with specialist teachers. Certificates in Allied Health designed to create pathways in the diverse Health industry are offered to create opportunities in this industry (associated with the University of the Sunshine Coast Hospital/s & Kawana Health Precinct).

The College has strong links with the Qld Academies, local universities and is a founding member of the Sunshine Coast Trade Training Centre. Partnerships with Kawana industry & business groups, guide curriculum offerings.

Extra curricula activities

A large range of extra-curricular activities across all phases of learning are provided at Kawana Waters State College. Our association with Surf Life Saving, Sunshine Coast Arts, Football Australia and Qld Universities has created unique opportunities for our students. All Learning areas provide opportunities for students through activities, Camps, Excursions or Competitions, including overseas Study Tours. Community partnerships with sporting, cultural and business groups are providing increasing opportunities for students.

How Information and Communication Technologies are used to assist learning

The College supports an extensive number of ICT devices to increase and improve digital pedagogy to support 21st Century Curriculum and learner demands. Recent improvements have seen 100% capability across the College to deliver curriculum via fixed or mobile ICT projection devices, and the expansion of our iPad program for Prep towards a full CYOD 1:1 laptop program for II students in 2017. Digital pedagogies are comprehensively and directly used in all senior school subjects especially ITN, IPT, Film and Television, Cert1 and 2 VCI and VCM and indirectly in varying degrees across the remainder of the College to support the delivery of Australian curriculum (C2C) units; remaining QCARF units and existing approved Yr10 and senior work programs in VET and SAS. Alignment P-12 with the Australian Curriculum's new Information and Communication Technology (ICT) capability occurred through 2014. 95 % of teachers have attained the ICT Certificate and 5 % of teachers have attained the Digital Pedagogy Licence.

Social Climate

Our vision, values, statement of purpose and our unique culture underpin all that we do at Kawana Waters State College. Our core values, statement of purpose and vision statement, drive our commitment to our young people and our community and inspire our actions. Our College purpose and vision encapsulates a focus on learning and achieving excellence to develop lifelong learners in a global society.

Our College **values** are integral to our operations:

Respect, Excellence, Diversity and Enjoyment.

Our **vision** statement:

Kawana Waters State College – an international community of learners achieving excellence.

Our **statement of purpose**:

We strive to develop life-long learners who make a positive contribution to a global society.

At Kawana Waters State College: *We believe all people can learn.*

Our logo, reflects our place in an increasingly global and interdependent world; it also reflects our commitment to our multicultural program.

Our school community values a strong sense of belonging encouraged by positive partnerships between students, staff, parents and community members. Data from our school opinion survey in 2016 for our key performance indicators (safe, happy and learning) shows a generally positive working climate is fostered in our College.

School life at Kawana Waters State College is well regarded by parents, staff and students.

School-wide Positive Behaviour Support has been implemented P-12 to align behaviour management processes with the Responsible Behaviour Plan for Students.

Parent, student and staff satisfaction with the school

Performance measure	2015	2016	2017
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	95%	95.7%
this is a good school (S2035)	89%	93.5%	92.4%
their child likes being at this school* (S2001)	91.5%	93.5%	92.5%
their child feels safe at this school* (S2002)	94%	96%	96%
their child's learning needs are being met at this school* (S2003)	91.5%	92%	93.3%
their child is making good progress at this school* (S2004)	89%	93.5%	93.3%
teachers at this school expect their child to do his or her best* (S2005)	94%	97.5%	99.2%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	95%
teachers at this school motivate their child to learn* (S2007)	90%	89.5%	92.4%
teachers at this school treat students fairly* (S2008)	92%	86%	87.7%
they can talk to their child's teachers about their concerns* (S2009)	96%	88.2%	95%
this school works with them to support their child's learning* (S2010)	89%	88%	92%
this school takes parents' opinions seriously* (S2011)	86%	87.5%	87.5%
student behaviour is well managed at this school* (S2012)	80%	87%	89.2%
this school looks for ways to improve* (S2013)	88%	91.5%	94.7%
this school is well maintained* (S2014)	89%	89%	97%

Performance measure	2015	2016	2017
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	94.5%	96.5%
they like being at their school* (S2036)	91%	94%	93.4%
they feel safe at their school* (S2037)	94.5%	94%	92.5%
their teachers motivate them to learn* (S2038)	92.5%	92.5%	94%
their teachers expect them to do their best* (S2039)	98%	97.5%	99%

Performance measure	2015	2016	2017
Percentage of students who agree# that:			
their teachers provide them with useful feedback about their school work* (S2040)	91%	90%	87.6%
teachers treat students fairly at their school* (S2041)	88.5%	85%	81.3%
they can talk to their teachers about their concerns* (S2042)	87%	85%	79.2%
their school takes students' opinions seriously* (S2043)	86%	83.5%	78%
student behaviour is well managed at their school* (S2044)	81.5%	77.5%	73%
their school looks for ways to improve* (S2045)	94%	91.5%	91.6%
their school is well maintained* (S2046)	93%	89.5%	87.5%
their school gives them opportunities to do interesting things* (S2047)	94%	93.5%	87.6%

Performance measure	2015	2016	2017
Percentage of school staff who agree# that:			
they enjoy working at their school (S2069)	96.5%	97.5%	96%
they feel that their school is a safe place in which to work (S2070)	96.5%	99%	96%
they receive useful feedback about their work at their school (S2071)	88.5%	90.5%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	87%	88%
students are encouraged to do their best at their school (S2072)	96.5%	96.5%	99%
students are treated fairly at their school (S2073)	96.5%	97.5%	98%
student behaviour is well managed at their school (S2074)	78%	84.5%	83.7%
staff are well supported at their school (S2075)	84%	88%	81.4%
their school takes staff opinions seriously (S2076)	82%	80.5%	79%
their school looks for ways to improve (S2077)	92%	95%	93%
their school is well maintained (S2078)	87.5%	90.5%	85%
their school gives them opportunities to do interesting things (S2079)	87%	89%	88.5%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

A range of strategies adopted to strengthen our partnership with our parents include:

e-Newsletter, text messaging, postcards, Facebook, webpage, email and phone contact: All teachers, members of the administration team and office staff communicate with parents to celebrate student achievements and support students and families.

Support Staff: Our Teacher Aides, Support Teachers Literacy & Numeracy, Guidance Officer, Behaviour Management Teacher and members of the school administration team work with students needing support. Our Indigenous Education Worker provides literacy, numeracy and cultural support to our Indigenous students. The College Chaplain, School Based Youth Health Nurse, Youth Support Coordinator and School Based Police Officer also provide proactive programs and ongoing support for students. Year 7 – 12 Level Coordinators and members of the school administration team also work with those students experiencing difficulties. Parents are contacted or invited to the College to discuss issues and possible intervention strategies.

Parent Teacher Interviews: Primary Campus: Twice a year parents are invited to parent-teacher interviews to discuss their child's progress. Parents are also invited to contact their teacher or our administration team to discuss information or concerns that will assist our students to maximise their success.

Parent Teacher Interviews – Secondary Campus: At specified times during the school year, parents are invited to parent-teacher interviews to discuss their child's progress. Parents are also involved in the development of the Year 9&10 SET Plans. A reporting overview maps the various types of reporting is available on the College website.

College Council: The College Principal and the College Council assume responsibility for the development of the Strategic Plan and fulfils accountability requirements associated with the strategic direction setting and monitoring the progress towards the achievement of targets.

The Parents and Citizens' Association: The school has an active P&C that has a role in the decision making but at a more operational level compared to the College Council. Meetings are held on the third Thursday of each month at 3:15pm.

Parent Forums were active in 2016. Suggestion boxes were introduced at campus offices. Electronic surveys were conducted at intervals to provide feedback.

Respectful relationships program

The College delivers a focused and deliberate REDE program centred upon our Core Values. The value of RESPECT is explicitly taught throughout all year levels. (Between 70-140 minutes per week, each week is devoted to this program) This value is reinforced in all lessons each day, and receives special attention throughout our HPE curriculum.

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Environmental footprint

KWSC has developed a School Environmental Management Plan (SEMP)

The KWSC Sustainability Team has been established to develop and implement the SEMF.

Teaching and Learning

Whole College curriculum is underpinned by principles of environmental education for sustainability. The REDE SWPBS program has a clear focus on *Respect for the Environment*.

Recycling Initiative

Recycle Bins have been introduced into the primary campus. These bins are placed next to the normal green waste bins in eating areas, to encourage students to recycle cans, bottles etc. Paper recycle bins have been purchased and introduced into the primary campus classrooms. We have one bin in each double teaching space. Recycle Bins have been introduced into the secondary campus for the purpose of recycling paper only. These bins are placed near the photocopiers.

Energy-saving Initiatives

Timers have been purchased to reduce the amount of electricity used on charging iPads / laptops etc.

Zip Hot Water boilers have been replaced by kettles to reduce the amount of energy used.

Signs have been placed in all classrooms to remind teachers and students to turn off lights, fans and air conditioners when leaving the room.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2013-2014	404,348	3,707
2014-2015	406,312	12,409
2015-2016	417,673	11,073
2016-2017	97,214	7,352

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

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2016 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

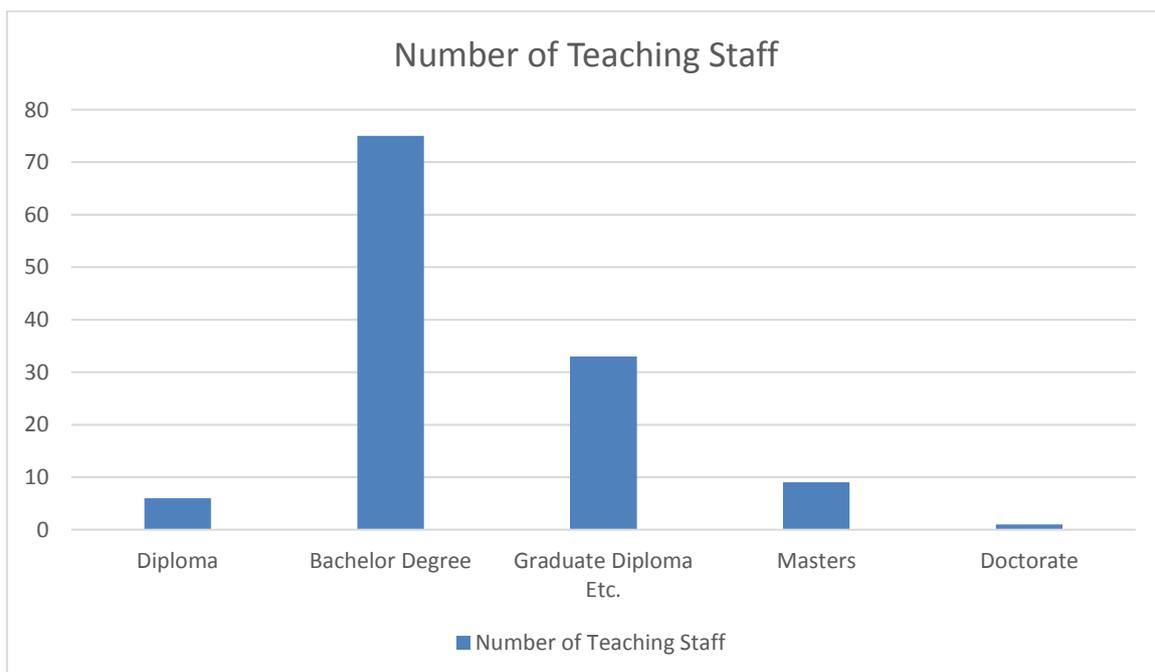
2017 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	124	58	<5
Full-time equivalents	117	43	<5

Qualification of all teachers

*Teaching staff includes School Leaders

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

Highest Level of Attainment	Number of Teaching Staff
Diploma	6
Bachelor Degree	75
Graduate Diploma etc.	33
Masters	9
Doctorate	1
TOTAL	124



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2017 were \$50 000.00 plus \$150 000.00 in I4S money.

The major professional development initiatives are as follows:

- Classified Officers – (Principals, DPs, HODs, HOCs, HOSES)
 - DET's Principals Capability & Leadership Framework
- Teaching Staff – ASOT, ESCM, Literacy & Numeracy Initiatives
 - Senior Schooling Initiatives, HRS, Mentoring, Instructional Rounds
- Support Staff – (BSMs, Teacher aides, SO, Technicians, AOs, Cleaners)
 - Qld Public Service Capability & Leadership Framework

Professional Development Requests

- Via designated process & form, accepted via KWSC One Portal. Approves through Line Mangers & Principal

Mandated

- Health, Safety & Wellbeing – including all areas identified in checklist (H,S & W)
 - Emergency Management
 - CARA
 - First Aid / CPR
 - Asbestos
- Code of Conduct & Ethical Decision Making (including online)
- Student Protection
- Diversity Training (including International Education, ESL etc)
- QSA Requirements
- Faculty / Phase specific annual inductions
- Inductions – New and beginning teachers and support staff

Other

- Major PD focus is aligned to College priorities as outlined in the KWSC Professional Development Plan
 - Art & Science of Teaching
 - High Reliability Schools
 - School Wide Positive Behaviour, Essential Skills
 - Literacy & Numeracy Development

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Average staff attendance	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96.5%	96%	96%

Proportion of staff retained from the previous school year

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2015	2016	2017
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	88.3%

The overall attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

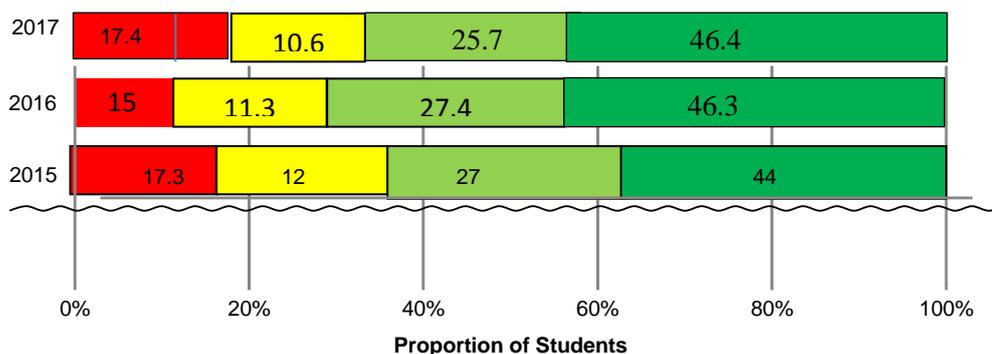
Student attendance rate for each year level (shown as a percentage)													
	PREP	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	93%	93%	94%	94%	95%	95%	91%	91%	89%	89%	90%	91%
2016	94%	94%	93%	94%	94%	94%	94%	94%	92%	90%	90%	92%	90%
2017	93.5%	92%	93%	92%	92%	92%	92%	94%	92%	89%	90%	93%	92.5%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



*

Description of how non-attendance is managed by the school

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

A Student Management System is employed that informs all parents of unexplained absences from school. Classroom teachers, year coordinators, deputy principals and principals follow up on all absences, communicate regularly with parents re student attendance and enact the relevant notifications if absence patterns breach attendance requirements. Class rolls are marked at least twice daily in primary and 5 times per day in secondary. Parents are notified at all reporting junctures of all recorded absences.

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/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

At Kawana Waters State College we have approximately 4.5% Indigenous students.

- The Gap for indigenous students has improved in most targeted areas. In some of these areas, indigenous students outperform non-indigenous students. The gap decreases or is reversed the longer the students study at the College.
- Attendance rates for indigenous students are mostly aligned to non-indigenous rates.

Apparent retention rates Year 10 to Year 12	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74.1%	69%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	38%	116.7%

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

Outcomes for our Year 12 cohorts	2015	2016	2017
Number of students receiving a Senior Statement.	135	125	152
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	2
Number of students receiving an Overall Position (OP).	55	36	37
Percentage of Indigenous students receiving an Overall Position (OP).	83%	50%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	19	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	135	125	152
Number of students awarded an Australian Qualification Framework Certificate II or above.	131	125	150
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135	125	150
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	89%	94.6%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	100%	100%

As at February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	9	18	10	0
2015	6	14	22	12	1
2016	8	12	12	4	0
2017	8	14	13	2	0

As at February 2016. The above values exclude VISA students.

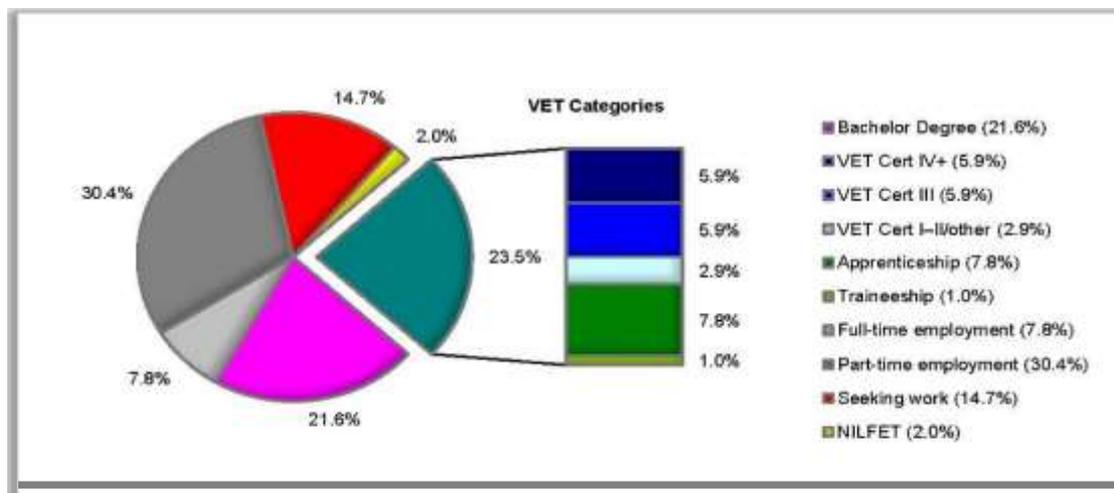
Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	73	117	19
2015	94	131	16
2016	48	125	18
2017	72	150	42

Certificate 1 courses offered and undertaken by students ins 2017	Certificate 2 courses offered and undertaken by students ins 2017	Certificate 3 courses offered and undertaken by students ins 2017
Business	Emergency Medical Service First Response	Public Safety (Aquatic Search & Rescue)
Creative Industries	Public Safety (Aquatic Rescue)	Hospitality
Information, Digital Media & Technology	Public Safety (Aquatic Search & Rescue)	Fitness
Visual Arts	Engineering Pathways	Live Production and Services
Construction	Health Support Services	Electrotechnology Electrician
Skills for Vocational Pathways	Retail Services	Basic Health Care
	Business	Carpentry
	Creative Industries	Early Childhood Education & Care
	Engineering Pathways	Information Digital Media & Technology
	Skills for Work	Light Vehicle Mechanical technology
	Tourism	Retail
	Visual Arts	Business Administration
	Workplace Practices	Commercial Cookery
	Hospitality	Plumbing
	Bicycle Mechanical Technology	
	Plumbing	
	Carpentry	
	Vocational Pathways	
	Electrotechnology (Career Start)	
	Retail Cosmetics	
	Automotive Servicing Technology	
	Salon Assistant	
	Sampling & Measurement	

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

Post-school destination information

2016 DATA



Early school leavers information

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

The College supports the transition from school to tertiary education, training or employment for all students. Some students choosing to leave school prior to the completion of Year 12 have done so as they have taken up full time apprenticeships, full time work or full time study, including with another provider (including TAFE). Students, who are identified as at risk of disengaging from school early, are supported through an extensive range of student support services. The Student Support Services draw upon a range of internal & external support agencies to re-engage students into traditional schooling. This includes S.C.I.L.S Caloundra (an alternative education program). Where this is unsuccessful, students and their families are supported in engaging in alternative study or workplace pathways.