

Calen District State College

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Calen District State College – we take our students from crayons to careers.

This report is presented as an overview of the 2013 school year. It includes information such as NAPLAN performance, OP results, programs conducted through community and industry partnerships, co-curricular activities and future plans for the school. A hard copy of this report is available in the office's reception area for visitors to peruse. A hard copy can also be made available to anyone who does not have access to the internet.

We are proud of the fact that Calen District State College is a P-12 school which means that we take our students from crayons in the Early Phase of Primary through the Junior Secondary to the Senior Phase, thereby preparing them for their careers. We are very proud of our students' achievements academically, culturally and athletically. These great results are the results of dedicated teachers, supportive parents, innovative programs and the terrific support which we receive from industry and the community.

Calen District State College is committed to:

Respect and dignity; Partnerships; Diversity and inclusivity; Leadership and accountability; Professional and personal ethics.

The expectation for all students is that they will: a) Work at their own learning - i.e. work as hard as they can to achieve the best results that they can; b) Allow others to work at their own learning – i.e. allow others to achieve to their potential; c) Treat other people and their property with respect – i.e. be respectful, inclusive, friendly and follow the directions of staff; and look after the property of others.

In keeping with our slogan "We take our students from crayons to careers", we endeavor to equip young people for the future so that they can engage in and contribute to a socially, economically and culturally vibrant society. We achieve this through the provision of an intellectually challenging learning environment with a range of academic and vocational education subjects. We aim to help our students to turn their dreams into reality.

In 2013 we produced a booklet which narrates some of the diverse career paths undertaken by former students at Calen DSC. In addition to demonstrating the range of careers available following an education at Calen, the narratives provide current students with advice pertaining to subject choices and pathways.



School progress towards its goals in 2013

School Curriculum

Improvement in Naplan results in Reading, Spelling, Writing and Numeracy.

There was significant improvement in the students' performances in 2013 with the following results regarding the school mean. Years 3 and 5 were statistically similar to the nation and year 7 statistically above the nation in Reading; Years 5 and 7 were statistically similar to the nation and year 3 statistically above the nation in Writing; Years 3, 5 and 7 were statistically similar to the nation in Spelling; Year 5 was statistically similar to the nation and year 7 statistically above the nation in Numeracy.

The following results pertain to the Upper Two Bands (U2B): Year 3 was statistically similar to the nation and years 5 and 7 were statistically above the nation in Reading; Years 3, 5, 7 and 9 were statistically similar to the nation in Writing; Years 3 and 7 were statistically similar to the nation and year 5 was statistically above the nation in Spelling; and Years 5 and 9 were statistically similar and Year 7 statistically above the nation in Numeracy.

Continued Implementation of the Australian Curriculum.

The Australian Curriculum has been implemented in English, Maths, Science and History.

Embed Indigenous Perspectives into the Curriculum.

Indigenous perspectives have been implemented into the curriculum in a number of units and subjects. This is an ongoing process as more units are developed.

School and Community

Partnerships with Industry, Community and University.

The strong partnerships which exist with Cummins Mackay, 4CRM and CQUniversity have continued and have been further enhanced. Programs which we currently operate in partnership with these organisations include: Different Strokes – Mechanics Matter (Cummins Mackay); Different Strokes – Radio Rocks (4CRM); Engage ED Van, A Hero's Journey, Career Match, Uni Skills and SUN courses (CQU). The school's strong partnership with other businesses enables us to provide students with authentic work experience.

Strong Relationship with Parents and P&C.

80% of the surveyed parents expressed satisfaction with the fact that their child was getting a good education at Calen. Parents are invited to attend formal Parent-Teacher interviews, Parent Information Nights, Multicultural dinners and expos and the Hero's Journey Film Night (featuring student productions). The P&C is a vibrant and active group.

Teaching Practice.

Explicit Instruction has been embedded as the signature pedagogical practice at the school. Staff have been trained as collegial coaches and there is a strong mentoring culture. Data and the Triple S program are used to differentiate and to inform unit development and teaching practice.

Junior Secondary.

A model of Junior Secondary has been developed to assist with the implementation of year 7s into the secondary sector in 2015. Staff have been trained regarding the principles of Junior Secondary.



Future outlook

Priority areas for 2014:

1. **Provide opportunities to improve students' learning;**
 2. **Provide opportunities for teachers to develop their teaching skills and prowess.**
- Improvement in Reading, Writing and Spelling results
 - Improvement in Numeracy results
 - Continue the strong partnerships with industry and community groups
 - Continue with the strong partnership with CQUniversity
 - Continue the strong relationship with parents and the P&C
 - Develop a partnership with the new Calen Kindergarten (C&K) which is on campus
 - Continue the school wide implementation of Explicit Instruction
 - Implement a model of collegial coaching and mentoring with observation and feedback
 - Ensure that indigenous perspectives are integrated into the curriculum
 - Implement the Triple S program into the school to support differentiation in curriculum
 - Utilise the Triple S program to more effectively use data to inform teaching practice
 - Integrate higher order thinking strategies in all subject areas
 - Lead the final preparations for the implementation of year 7 into the secondary sector
 - Implement the Calen Certificate of Junior Secondary for year 9
 - Continue with the implementation of the "You Can Do It" program in the primary sector
 - Formalise the wellbeing program for the secondary sector for Junior Secondary
 - Continue to provide moderation program for primary cluster
 - Develop moderation program for Junior Secondary with P-10/12 schools
 - Support smaller P-10 by providing a service in terms of on-line certificate courses.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	208	97	111	92%
2012	205	91	114	87%
2013	197	96	101	88%

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

Characteristics of the student body:

The student body at the Calen District State College is fairly evenly divided between the primary and secondary sectors and both sectors elect two school captains and both operate a student council. Over the past fifteen years there has been an increase in the number of senior phase students (this has stabilised over the past five years) and in the number of tertiary bound students, although this fluctuates depending on the students' career goals. A number of our senior phase students undertake the study of tertiary subjects while they are in years 11 and 12 through CQUniversity's Start Uni Now (SUN) program. Over the past ten years our students have moved into such diverse academic paths as accounting, aviation, business, engineering, graphic design, health & fitness, information technology, journalism, law, medical imaging, nursing, pharmacy, physiotherapy and teaching. A number of our students elect to increase their skill set and qualifications by undertaking a range of VET qualifications and a number of industry placements. Our students have been successful in obtaining either apprenticeships or traineeships and this impacts on our retention rates as students often depart to take up these training and employment opportunities during or at the end of year 11. About 9% of our students are indigenous.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	22	24	21
Year 4 – Year 7 Primary	25	25	24
Year 7 Secondary – Year 10	19	17	16
Year 11 – Year 12	10	10	11

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

- The multi-sector nature of our campus enables teachers to either teach or observe classes across the traditional primary/secondary interface. This also leads to a key learning area approach across all sectors of learning.
- The Different Strokes – Mechanics Matter program which we deliver in partnership with Cummins Mackay provides those students in years 6 to 12 who are interested in pursuing a career as a diesel fitter or as a mechanic, with the opportunity to work in a real life workshop environment under the guidance of a retired mechanic and the Cummins Mackay apprentice co-ordinator. Students in this program also develop their literacy, numeracy and technology skills while working in the workshop environment.
- The Different Strokes – Radio Rocks program provides students in the Junior and Senior Secondary sections with the opportunity to attain on-air radio production and presentation experience and a nationally recognised qualification.
- Students from years 6 to 12 have the opportunity to study German on campus.
- Students in the senior secondary years have the opportunity to study from a wide range of subjects, some of which are available through the Brisbane School of Distance Education. They also have the opportunity to commence tertiary studies through the Start Uni Now (SUN) program operated by CQUniversity Australia. Courses which our students have studied include: accounting; creative writing; digital media – vision and voice; engineering; nursing; short stories; sonography; and teaching. A student has also studied Latin through Cambridge University in the United Kingdom.
- In addition to these opportunities, students at Calen are able to access certificate courses at TAFE and through RITE.
- In 2011, Calen District State College was awarded the Australian Rural Education Award and was named the top secondary school in Queensland according to Dr Smeed's "Tracking and Academic Management Index" in recognition of the school's distinctive curriculum offerings which meet the diverse range of students' needs. Since 2011, Calen has remained in the top ten schools, including number 1 on more than one other occasion.
- As a result of these awards, the school was invited to present papers and workshops at national conferences in 2012 and 2014 and an international symposium in 2013.

Extra curricula activities

The following are the extra curricula activities which are offered at Calen:

- (a) Active After Schools program
- (b) Gym training
- (c) Sport – touch football, rugby league, netball, swimming, cross-country, athletics
- (d) The annual Glenden exchange and the Tri-schools competition involving Glenden, Calen Collinsville
- (e) Debating (primary and secondary) and public speaking
- (f) Different Strokes - Radio Rocks – available to students in Junior Secondary and Senior Secondary
- (g) Different Strokes – Mechanics Matter – available to Upper Primary, Junior Secondary and Senior Secondary
- (h) Creative writing workshops and Literature Festivals
- (i) Rock, Pop, Mime – primary and secondary sectors
- (j) Each year our school conducts either a NAIDOC or a multicultural day with a range of interactive activities designed to promote an understanding of other cultures.

How Information and Communication Technologies are used to assist learning

With the refurbishment of the primary and secondary classrooms, we have been able to supply every primary and secondary classroom with a digital projector and many also have interactive whiteboards. Information and communication technologies are increasingly being integrated into the teaching and learning at Calen District State College. In addition to the interactive whiteboards and the data projectors, computers are used in classrooms from prep to year 12. Within the primary sector, information technology is used to assist in reading (reading eggs), research (internet), word processing and maths. Primary students also have explicit lessons in the use of word processing, spreadsheets and graphics. Secondary students have Computer Studies as a core subject in year 8, Information Technology as an elective subject in years 9 and 10 and Information Technology Systems, Film, Television & New Media and Business Communication Technologies (BCT) as elective subjects in years 11 and 12. In some subject areas, e.g. Business, IT and Social Science, the modules are self-paced and are on The Learning Place and all of the assessment is conducted on-line. Computers are utilised in the delivery of the Brisbane School of Distance Education subjects, as well as the SUN program through CQUniversity Australia and Project 600 which is specifically for students in years 5 and 9. In addition to the computer rooms, there are three laptop trolleys in two of the teaching blocks (two trolleys in the primary classroom blocks and one in a secondary block. There are plans to gradually add to this. These facilities have enabled information technology to become a valuable resource or component to enhance our teaching in both the primary and secondary classrooms at Calen.

Social climate

A number of support programs are available at the Calen District State College. We have a Guidance Officer, a School Based Health Nurse and access to Youth Health Workers. The school does not tolerate bullying and seeks to work with both the perpetrator and the victim. The “You Can Do It” program as well as strategies provided by the Guidance Officer and the School Based Youth Health Nurse focus on developing students’ resilience. The “Responsible Behaviour Plan” which was developed in 2012, outlines the expected school behaviours for all students and a set of safe and effective responses to all problem behaviours; working with parents and support agencies; conferencing; victim resilience training; proactive work with bullies themselves; and ultimately suspension if it persists. The primary class teachers and secondary form teachers provide pastoral care programs to assist students’ emotional and physical wellbeing.

85% of the surveyed students expressed that they felt safe at this school and 91% of the surveyed parents stated that their children felt safe at Calen.

78% of the surveyed students stated that they liked to go to this school and 91% of the surveyed parents stated that their children were happy to go to Calen.

66% of the surveyed students expressed satisfaction at being fairly treated at this school and 79% of the surveyed parents expressed satisfaction that their children were being fairly treated.

61% of the surveyed students and 71% of the surveyed parents expressed satisfaction with the behavior and discipline at Calen.

Parent, student and staff satisfaction with the school

80% of the surveyed parents felt that their child was getting a good education at this school and 86% stated that their child was making good progress. 89% of the surveyed parents stated that teachers expect their child to do their best and 91% expressed satisfaction that they were able to talk to their child’s teachers about their concerns. 89% of the surveyed students expressed that they felt that they were getting a good education at Calen, while 95% believed that their teachers expected them to do their best in school. 86% of the surveyed students felt that their teachers provided useful feedback. 100% of the staff stated that they enjoyed working at Calen and 94% stated satisfaction that their school looks for ways to improve. 97% of the staff expressed satisfaction with the way in which the school takes their opinions seriously.

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)	79%	80%
this is a good school (S2035)	79%	88%
their child likes being at this school* (S2001)	89%	91%
their child feels safe at this school* (S2002)	89%	91%
their child's learning needs are being met at this school* (S2003)	74%	77%
their child is making good progress at this school* (S2004)	79%	86%
teachers at this school expect their child to do his or her best* (S2005)	79%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	74%	76%
teachers at this school motivate their child to learn* (S2007)	72%	83%

Our school at a glance

teachers at this school treat students fairly* (S2008)	74%	79%
they can talk to their child's teachers about their concerns* (S2009)	84%	91%
this school works with them to support their child's learning* (S2010)	84%	79%
this school takes parents' opinions seriously* (S2011)	84%	82%
student behaviour is well managed at this school* (S2012)	58%	71%
this school looks for ways to improve* (S2013)	84%	85%
this school is well maintained* (S2014)	95%	88%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	76%	89%
they like being at their school* (S2036)	77%	78%
they feel safe at their school* (S2037)	85%	85%
their teachers motivate them to learn* (S2038)	80%	87%
their teachers expect them to do their best* (S2039)	93%	95%
their teachers provide them with useful feedback about their school work* (S2040)	86%	86%
teachers treat students fairly at their school* (S2041)	61%	66%
they can talk to their teachers about their concerns* (S2042)	66%	73%
their school takes students' opinions seriously* (S2043)	60%	61%
student behaviour is well managed at their school* (S2044)	65%	61%
their school looks for ways to improve* (S2045)	81%	84%
their school is well maintained* (S2046)	76%	79%
their school gives them opportunities to do interesting things* (S2047)	75%	84%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	90%
students are encouraged to do their best at their school (S2072)	97%
students are treated fairly at their school (S2073)	97%
student behaviour is well managed at their school (S2074)	87%
staff are well supported at their school (S2075)	87%
their school takes staff opinions seriously (S2076)	97%
their school looks for ways to improve (S2077)	94%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	97%

Our school at a glance

* 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

Parents are encouraged to participate in their child's education. This includes hearing reading and working with Sight Words, assisting in the classroom and attending parent-teacher interviews and Parent Information evenings. While much of this revolves around the early phase sector, parents of secondary students are also encouraged to be involved as well. This involvement includes regular email contact providing an update on the student's performance coming to class to provide assistance regarding family history in a SOSE lesson. At Calen we encourage an open door policy and teachers are available for parent-teacher interviews outside of the allocated parent-teacher interviews. Parents are also invited to attend subject selection evenings and the showing of student made films as part of A Hero's Journey. Parents of year 9, 11 and 12 students are updated on their child's progress regarding achievement for a Calen Certificate of Junior Secondary or a Queensland Certificate of Education.

Reducing the school's environmental footprint

It is pleasing to note that even with the construction companies working on the new Kindergarten and the secondary toilet block using the school's electricity, that the consumption of electricity during the period 2012 – 2013 actually decreased from 172,678 in 2011-2012 to 161,960 in 2012-2013. The consumption of water during the period 2012-2013 was lower than the previous year although it was higher than the 2010-2011 amount. However construction in 2013 meant that some pipes were broken resulting in an unnecessary loss of water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	167,040	2,929
2011-2012	172,678	3,953
2012-2013	161,960	3,414

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.

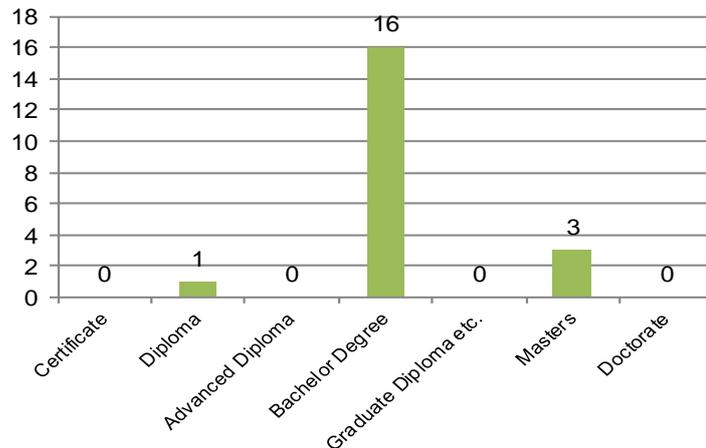
Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	19	16	<5
Full-time equivalents	18	9	<5

Qualifications of all teachers

One staff member is researching for a Doctor of Education degree and one is also studying for a Masters degree. In addition other staff members are either undertaking or contemplating additional study leading to a second bachelor’s degree, graduate diploma, or other form of qualification such as Vocational Education certificates.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	16
Graduate Diploma etc.	0
Masters	3
Doctorate	0
Total	20



* 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 \$51,492.00 .

The major professional development initiatives are as follows:

Explicit Instruction – training, visits to other schools and classrooms; Mentoring; Collegial Coaching training and release time for observation; Data collection and analysis QSA curriculum implementation;;

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 83% 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.

Key student outcomes

Student attendance

	2011	2012	2013
The overall attendance rate for the students at this school (shown as percentage).	88%	89%	90%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

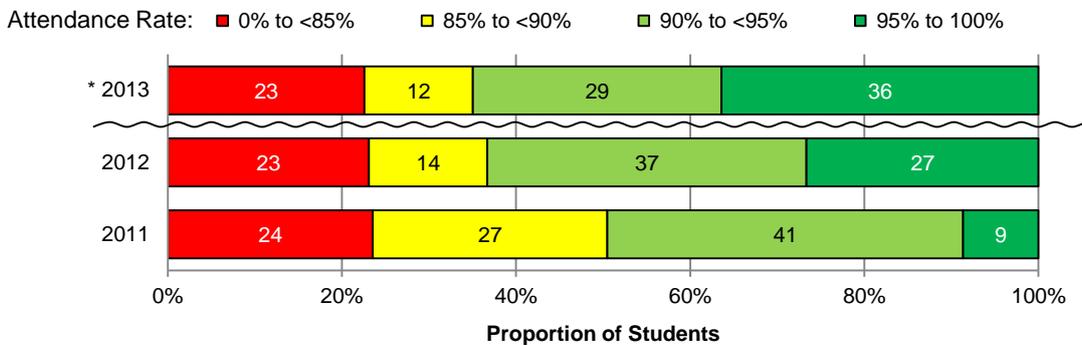
Student attendance rate for each year level (shown as a percentage)

	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	86%	88%	92%	90%	88%	92%	92%	90%	85%	85%	87%	79%
2012	86%	89%	87%	93%	89%	90%	92%	92%	90%	87%	85%	90%
2013	92%	89%	90%	89%	87%	87%	91%	93%	88%	90%	89%	88%

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

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.

Rolls are marked twice a day (morning and afternoon) and absences are recorded along with a code ie school activity, TAFE, reported illness, explained etc. Students who have an unexplained absence are asked to produce a note from parents explaining the absence. Phone conversations are held with parents and/or letters are sent if students have prolonged absences or whose absences remain unexplained. Support agencies and programs are available for school avoiders.

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

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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 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

The attendance rate of indigenous students at Calen District State College was 82.6% which was slightly lower than that of non-indigenous students at 90.4%. There were no indigenous students in year 12 in 2013 and only one in each of years 10 and 11. At the end of 2012, three indigenous students (one in year 10 and two in year 11) left Calen to enrol in other schools as their families moved locations. They continued their education at the other schools, however with the small number of indigenous students enrolled at Calen, the departure of three from the senior phase has had a dramatic impact on the apparent retention rate of indigenous students from year 10 to year 12. The indigenous student in year 11 has successfully completed a tertiary subject through CQUniversity's SUN program.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	62%	44%	74%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	14	9	17
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	0	1	7
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	2	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	14	9	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	8	6	11
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	12	9	15
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.		100%	86%
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%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.		100%	100%

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	1	0	0	0
2013	0	4	2	1	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	14	8	0
2012	8	6	1
2013	14	11	0

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

Certificate I courses which were undertaken by students who exited year 12 at Calen in 2013:

- Certificate I in Business
- Certificate I in Information Technology
- Certificate I in Work Education

Certificate II courses offered on campus and undertaken by students who exited year 12 at Calen in 2013:

- Certificate II in Business
- Certificate II in Creative Industries (Media)
- Certificate II in Information Technology

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 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.

The students from Calen District State College who left the school in Years 10 and 11, continued their education or training either by taking up apprenticeships or traineeships, or have enrolled at other schools when their families moved location or the students were seeking subjects which were not available at Calen. Students who are leaving are interviewed and the pathways are explored, including an option to return to Calen DSC if the training does not work out.