

Calen District State College Queensland State School Reporting 2014 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 2014 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. This project is a work in progress and we are continually adding to it.

School progress towards its goals in 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 – **Achieved.** *We received a letter from Acara regarding achieving above the national average for schools similar to Calen, in terms of the gains made by students in reading, writing and spelling.*
 - Improvement in Numeracy results – **Achieved.** *The Mean Scale Scores increased - year 5 increased from 462 to 486; year 7 increased from 564 to 593; and year 9 increased from 539 to 559.*
 - Continue the strong partnerships with industry and community groups – **Achieved.** *The recent Whole School Review commended our school on the partnerships and recommended that we be documented as an example to others.*
 - Continue with the strong partnership with CQUniversity – **Achieved and on-going.**
 - Continue the strong relationship with parents and the P&C - **Achieved and on-going.**
 - Develop a partnership with the new Calen Kindergarten (C&K) which is on campus – **Achieved and on-going.**
 - Continue the school wide implementation of Explicit Instruction – **Achieved and on-going.**
 - Implement a model of collegial coaching and mentoring with observation and feedback – **Achieved and on-going.** *This was implemented during semester 1 of 2015.*
 - Ensure that indigenous perspectives are integrated into the curriculum – **Achieved and on-going.**
 - Implement the Triple S program into the school to support differentiation in curriculum – **Achieved and on-going.**
 - Utilise the Triple S program to more effectively use data to inform teaching practice – **Achieved and on-going.**
 - Integrate higher order thinking strategies in all subject areas – **Commenced and will be completed by the end of 2015.**
 - Lead the final preparations for the implementation of year 7 into the secondary sector – **Achieved.**
 - Implement the Calen Certificate of Junior Secondary for year 9 – **Commenced and will be completed by the end of 2015.**
 - Continue with the implementation of the "You Can Do It" program in the primary sector – **Achieved and on-going.**
 - Formalise the well-being program for Junior Secondary – **Achieved and on-going.** *Commenced implementation during semester 1 2015.*
 - Continue to provide moderation program for primary cluster - **Achieved and on-going.**
 - Develop moderation program for Junior Secondary with P-10/12 school – **Developing.** *To be fully completed by the end of 2015.*
 - Support smaller P-10 by providing a service in terms of on-line certificate courses. **As required by the smaller schools.** *Process and programs are ready to go.*

Future outlook

- To improve student learning outcomes in English and Mathematics with particular focus on writing and numeracy in 2015.
- To build teacher capacity and capability to analyse data to inform teaching and learning practices.
- To build teacher capacity and capability to identify and implement effective teaching practices that will lead to student improvement.
- To deliver a differentiated curriculum that meets the needs of individual learners and aligns with the P – 12 Framework.
- To provide successful transitions for students from kindergarten to primary; from primary to secondary; and from secondary to either further training or employment.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	205	91	114	87%
2013	197	96	101	88%
2014	177	86	91	94%

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. Forty percent of our 2014 senior cohort moved on to tertiary training. 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, teaching and vet science. 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. This is often a direct result of successful work experience placements. About 9% of our students are indigenous.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	24	21	23
Year 4 – Year 7 Primary	25	24	26
Year 7 Secondary – Year 10	17	16	17
Year 11 – Year 12	10	11	9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	3	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	1	1
Cancellations of Enrolment	0	0	0

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.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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. Senior secondary students also work with the early phase students on their sight words.
- 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 5 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.
- 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) Boot Camp training – before and after school
- (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 and 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) Wakakirri – primary students and with a secondary student assisting the specialist trainer as an assistant instructor.
- (k) 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 in the primary sector and the Student Wellbeing Program in the secondary sector as well as strategies provided by the Guidance Officer and the School Based Youth Health Nurse focus on developing students' resilience. We are fortunate in having a very proactive "Adopt-a-Cop" (the local senior constable) who works closely with the school and the students, delivering talks, conducting gym training and participating in all of the school's sporting events. 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 Responsible Behaviour Plan will be evaluated in 2015 and a new one developed. 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 100% of the surveyed parents stated that their children felt safe at Calen.

92% of the surveyed students stated that they liked to go to this school and 95% of the surveyed parents stated that their children liked attending Calen.

86% of the surveyed students expressed satisfaction at being fairly treated at this school and 90% of the surveyed parents expressed satisfaction that their children were being fairly treated.

82% of the surveyed students and 67% of the surveyed parents expressed satisfaction with the behavior and discipline at Calen.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	79%	80%	95%
this is a good school (S2035)	79%	88%	95%
their child likes being at this school* (S2001)	89%	91%	95%
their child feels safe at this school* (S2002)	89%	91%	100%
their child's learning needs are being met at this school* (S2003)	74%	77%	90%
their child is making good progress at this school* (S2004)	79%	86%	90%
teachers at this school expect their child to do his or her best* (S2005)	79%	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	74%	76%	90%
teachers at this school motivate their child to learn* (S2007)	72%	83%	90%
teachers at this school treat students fairly* (S2008)	74%	79%	90%
they can talk to their child's teachers about their concerns* (S2009)	84%	91%	95%
this school works with them to support their child's learning* (S2010)	84%	79%	100%
this school takes parents' opinions seriously* (S2011)	84%	82%	85%
student behaviour is well managed at this school* (S2012)	58%	71%	67%
this school looks for ways to improve* (S2013)	84%	85%	95%
this school is well maintained* (S2014)	95%	88%	90%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	76%	89%	95%
they like being at their school* (S2036)	77%	78%	92%
they feel safe at their school* (S2037)	85%	85%	87%
their teachers motivate them to learn* (S2038)	80%	87%	97%
their teachers expect them to do their best* (S2039)	93%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	86%	86%	98%
teachers treat students fairly at their school* (S2041)	61%	66%	86%
they can talk to their teachers about their concerns* (S2042)	66%	73%	85%
their school takes students' opinions seriously* (S2043)	60%	61%	83%
student behaviour is well managed at their school* (S2044)	65%	61%	82%
their school looks for ways to improve* (S2045)	81%	84%	91%
their school is well maintained* (S2046)	76%	79%	90%
their school gives them opportunities to do interesting things* (S2047)	75%	84%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		90%	91%
students are encouraged to do their best at their school (S2072)		97%	100%
students are treated fairly at their school (S2073)		97%	97%
student behaviour is well managed at their school (S2074)		87%	79%
staff are well supported at their school (S2075)		87%	91%
their school takes staff opinions seriously (S2076)		97%	88%
their school looks for ways to improve (S2077)		94%	97%
their school is well maintained (S2078)		97%	97%
their school gives them opportunities to do interesting things (S2079)		97%	94%

* 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

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 11 and 12 students are updated on their child's progress regarding achievement for a Queensland Certificate of Education.

Reducing the school's environmental footprint

It is pleasing to note that there is a trend towards the continuous decreasing of our water consumption since 2011. The electricity consumption for the 2013-2014 year while having decreased from the 2011-2012 year, actually showed an increased from the 2012-2013 year. This can be explained by the fact that the contractors who were constructing our new secondary toilets were using our power. Strategies which use to reduce the school's environmental footprint include encouraging the turning off of lights and air-conditioning, mulching and ensuring that there are no dripping taps. We have solar power and rain water tanks.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	172,678	3,953
2012-2013	161,960	3,414
2013-2014	165,580	1,963

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.

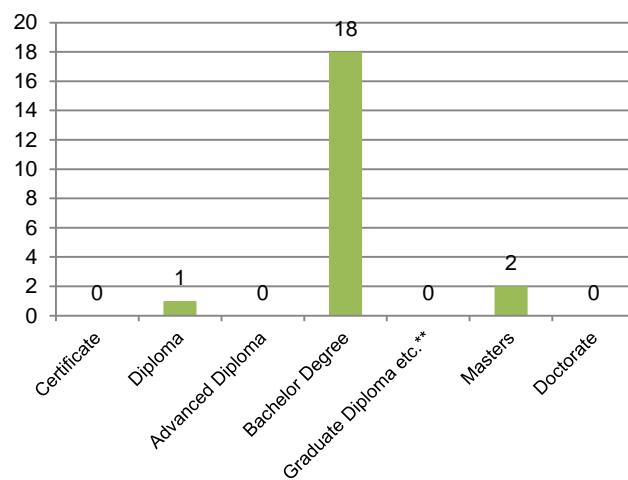
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	21	18	<5
Full-time equivalents	19	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
Total	21



*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 2014 were \$ 32,575.

The major professional development initiatives are as follows:

- Beating the NMS Beginning teachers' training;
- Coaching (Growth Coaching, Collegial Coaching, Mentoring);
- Data analysis including CQ3S.
- Discovering Aspergers;
- First Aid;
- Junior Secondary – Pedagogy, adolescent brain theory;
- Language learning;
- Reading;
- Subject specific workshops including both academic and vocational training.
- Textiles;

The proportion of the teaching staff involved in professional development activities during 2014 was 100%..

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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

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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	93%

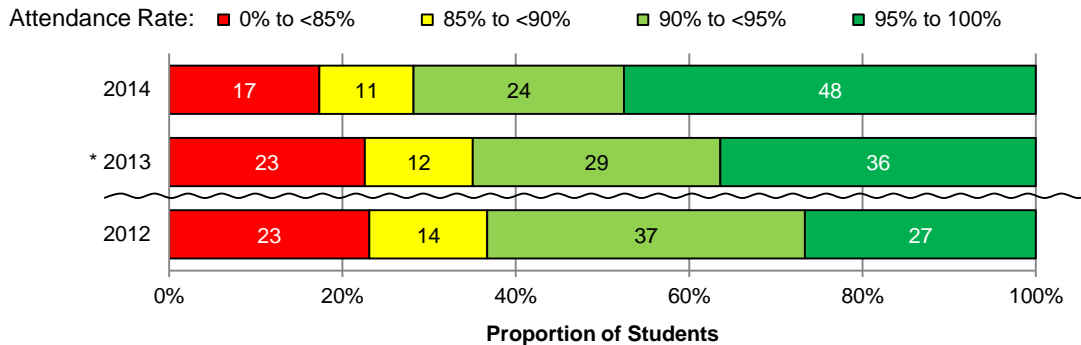
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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
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%
2014	94%	95%	87%	94%	94%	94%	91%	95%	96%	90%	94%	89%

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 after 2012 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 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.

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.

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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

The attendance rate for indigenous students at our school was 90.5% in 2014 which was an improvement from the 2013 rate of 82.6%. The apparent retention rate from year 10 to year 12 for indigenous students in 2014 was 100% which was greater than that for non-indigenous students. The gap therefore was -31.6%.

With only one or two indigenous students per year level, statistical comparisons between the performances on NAPLAN tests are therefore invalid. However our school is working to ensure that there is a minimal or no gap in their performances.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	44%	74%	70%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	9	17	16
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	1	7	8
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	4	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	9	16	15
Number of students awarded an Australian Qualification Framework Certificate II or above.	6	11	10
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	9	15	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%	88%
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%	94%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 19 February 2015. 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
2012	0	1	0	0	0
2013	0	4	2	1	0
2014	2	4	1	1	0

As at 19 February 2015. 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
2012	8	6	1
2013	14	11	0
2014	13	10	0

As at 19 February 2015. The above values exclude VISA students.

Certificate I courses which were undertaken by students who exited year 12 at Calen in 2014:

- **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 2014:

- **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 school 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.