

# Calen District State College Queensland State School Reporting 2015 School Annual Report



Postal address	c/- Post Office Calen 4798
Phone	(07) 4949 7333
Fax	(07) 4949 7300
Email	principal@calendsc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Brian O'Neill Principal, Calen District State College

## 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 2015 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 endeavour 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 2015

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

### Future outlook

We have identified a sharp and narrow focus as our 2016 school improvement agenda

:

- To improve student learning outcomes.
- To build teacher capacity and capability.

Specifically we have identified the following targets as part of our school improvement agenda as specified on the Annual Implementation Plan and the Explicit Improvement Agenda:

- 80% of our students achieve a “C” or better in English, Maths and Scienc;
- 90% of our students to achieve above National Minimum Standards on NAPLAN tests;
- 20% of students in years 3, 5, 7 and 9 are in the Upper Two Bands of NAPLAN,
- Our school's Mean Scale Score is statistically above or similar to Queensland State Schools;
- 100% of our senior students are awarded either a QCE, IBD or QCIA;
- 100% of our staff are involved in the monitoring and moderation of student work;
- 100% of staff are involved in the peer coaching;
- 100% of staff analyse data to inform teaching.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	197	96	101	10	88%
2014	177	86	91	9	94%
2015	208	102	106	13	93%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### 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. Twenty percent of our 2015 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. CQUniversity is a comprehensive university and there fore offers vocational (VET) certificates and diplomas in addition to the Bachelor and higher degrees. A number of our students elect to increase their skill set and qualifications by undertaking a range of VET qualifications through CQU 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		
	2013	2014	2015
Prep – Year 3	21	23	24
Year 4 – Year 7 Primary	24	26	28
Year 7 Secondary – Year 10	16	17	16
Year 11 – Year 12	11	9	11

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	2	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

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 take leadership roles with the primary students. Many are involved with the Sightwords program in the Early Phase students. Other distinctive programs:

- 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 Junior Secondary sector (years 7 to 9) participate in vertically timetabled Literacy and Numeracy classes for three periods each week. The vertical nature of L&N classes means that students can be clustered with others who have the same level of needs, either support or extension.
- 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 CQUniversity and through Queensland Agricultural Colleges..
- 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, 2014, 2015 and 2016 and an international symposium in 2013 and 2016.

### **Extra curricula activities**

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

- Boot Camp training – before and after school
- Gym training
- Sport – touch football, rugby league, netball, swimming, cross-country, athletics
- The annual Glenden exchange.
- Debating (primary and secondary) and public speaking
- Different Strokes - Radio Rocks – available to students in Junior Secondary and Senior Secondary
- Different Strokes – Mechanics Matter – available to Upper Primary, Junior Secondary and Senior Secondary
- Creative writing workshops and Literature Festivals
- Wakakirri – primary students and with a secondary student assisting the specialist trainer as an assistant instructor.

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 improve learning**

Every primary and secondary classroom has 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 years 7 and 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. In 2016 Calen will be a launch school for Digital Technologies and nine of Calen’s staff are involved in Science, Technology, Engineering and Maths (STEM) online courses. There will be trained STEM champions to cover all classes from prep through to year 10.

## 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 was evaluated in 2015 and a new one is in the process of being developed and implemented in 2016. The primary class teachers and secondary form teachers provide pastoral care programs to assist students' emotional and physical wellbeing.

91% of the surveyed students expressed that they felt safe at this school and 88% of the surveyed parents stated that their children felt safe at Calen.

85% of the surveyed students stated that they liked to go to this school and 88% of the surveyed parents stated that their children liked attending Calen.

78% of the surveyed students expressed satisfaction at being fairly treated at this school and 76% of the surveyed parents expressed satisfaction that their children were being fairly treated.

77% 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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	80%	95%	94%
this is a good school (S2035)	88%	95%	94%
their child likes being at this school (S2001)	91%	95%	88%
their child feels safe at this school (S2002)	91%	100%	88%
their child's learning needs are being met at this school (S2003)	77%	90%	94%
their child is making good progress at this school (S2004)	86%	90%	94%
teachers at this school expect their child to do his or her best (S2005)	89%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	76%	90%	94%
teachers at this school motivate their child to learn (S2007)	83%	90%	94%
teachers at this school treat students fairly (S2008)	79%	90%	76%
they can talk to their child's teachers about their concerns (S2009)	91%	95%	94%
this school works with them to support their child's learning (S2010)	79%	100%	88%
this school takes parents' opinions seriously (S2011)	82%	85%	88%
student behaviour is well managed at this school (S2012)	71%	67%	71%
this school looks for ways to improve (S2013)	85%	95%	88%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
this school is well maintained (S2014)	88%	90%	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	95%	91%
they like being at their school (S2036)	78%	92%	85%
they feel safe at their school (S2037)	85%	87%	91%
their teachers motivate them to learn (S2038)	87%	97%	91%
their teachers expect them to do their best (S2039)	95%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	86%	98%	87%
teachers treat students fairly at their school (S2041)	66%	86%	78%
they can talk to their teachers about their concerns (S2042)	73%	85%	77%
their school takes students' opinions seriously (S2043)	61%	83%	78%
student behaviour is well managed at their school (S2044)	61%	82%	77%
their school looks for ways to improve (S2045)	84%	91%	93%
their school is well maintained (S2046)	79%	90%	86%
their school gives them opportunities to do interesting things (S2047)	84%	88%	86%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	91%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	86%
students are encouraged to do their best at their school (S2072)	97%	100%	96%
students are treated fairly at their school (S2073)	97%	97%	93%
student behaviour is well managed at their school (S2074)	87%	79%	89%
staff are well supported at their school (S2075)	87%	91%	93%
their school takes staff opinions seriously (S2076)	97%	88%	93%
their school looks for ways to improve (S2077)	94%	97%	96%
their school is well maintained (S2078)	97%	97%	96%
their school gives them opportunities to do interesting things (S2079)	97%	94%	100%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

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.

We are proud of the partnerships which we have formed with industry and community groups and these relationships provide benefits to our students in terms of the provision of real life employment experiences. These partnerships include Cummins South Pacific (Mackay branch), 4CRM (Community Radio Mackay) and CQUniversity Australia. The Department of Education and Training's School Improvement Unit (SIU) produced a vignette about our partnerships as an exemplar to other schools. A copy of this documentary is also available on our website.

## Reducing the school's environmental footprint

Our electrical consumption for the 2014-2015 year has decreased from the previous twelve months and this was due to the focused effort on reducing our environmental footprint in terms of electrical consumption by turning off lights, fans and air-conditioning. However our water consumption has increased by almost 2,000 KL and this is a worrying trend. This can be explained through some plumbing issues but regardless we need to institute measures to ensure that this trend does not continue.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	161,960	3,414
2013-2014	165,580	1,963
2014-2015	156,109	3,816

\*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

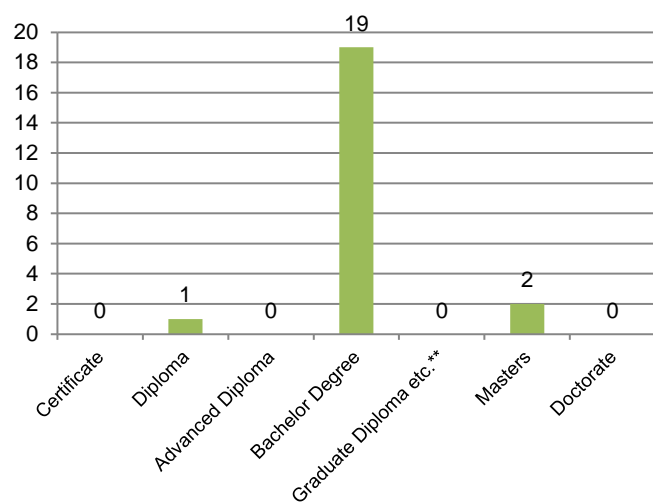
### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	19	<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	19
Graduate Diploma etc.**	0
Masters	2
Doctorate	0
<b>Total</b>	<b>22</b>



\*Teaching staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 47,791.41

The major professional development initiatives are as follows:

- Growth coaching
- Mentoring and peer coaching
- Child protection and code of conduct
- First aid
- Life saving
- Subject specific professional development
- Data analysis and the use of CQ3S.

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
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, 84% of staff was retained by the school for the entire 2015 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	91%	90%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

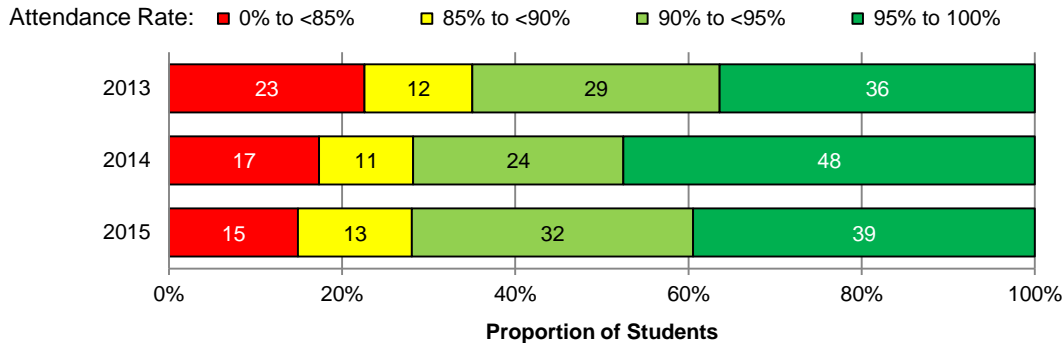
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	92%	89%	90%	89%	87%	87%	91%	93%	88%	90%	89%	88%
2014	90%	94%	95%	87%	94%	94%	94%	91%	95%	96%	90%	94%	89%
2015	91%	94%	90%	93%	88%	91%	94%	93%	90%	93%	92%	93%	92%

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



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

Non-attendance is managed in state schools in line with the 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 text messages/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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

<b>Apparent retention rates Year 10 to Year 12</b>	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	70%	123%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	100%	100%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	17	16	16
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	7	8	5
Percentage of Indigenous students receiving an Overall Position (OP)		100%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	1	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	15	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	11	10	15
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	15	15	16
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		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.	86%	88%	100%
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.	94%	94%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2013	0	4	2	1	0
2014	2	4	1	1	0
2015	0	3	2	0	0

As at 16 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
2013	14	11	0
2014	13	10	0
2015	12	15	0

As at 16 February 2016. The above values exclude VISA students.

In 2015, students were awarded the following certificates:

- Certificate I in Informational Technology
- Certificate I in Work Education
- Certificate II in Business
- Certificate II in Coaching
- Certificate II in Media
- Certificate II in Retail
- Certificate II in Visual Art.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

123% of the 2013 year 10 cohort completed year 12 in 2015, which means that all of the year 10 students completed senior at Calen and they were joined by students who transferred from other schools to complete senior at Calen. Any students who leave Calen in years 10, 11 or 12 before completing senior, do so because they have either moved residences with their parents or have taken up employment opportunities.