Calen District State College

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

The Calen District State College caters for students in the three phases of learning. It is our vision that students at this school will have been: engaged in a powerful and intellectually challenging learning environment; encouraged to become autonomous learners; provided with the opportunity to experience success; provided with the skills, processes and knowledge to achieve to their full potential; engaged in a wide range of experiences; engaged in a seamless, spiral and increasingly challenging curriculum; encouraged to become active and informed participants in society; and supported through the transition from the early to the middle and from the middle to the senior phases of learning. Students have the opportunity to be involved in a wide range of extracurricular activities including gym, active after schools program, rugby league, touch, netball, debating, public speaking, Rock Pop Mime, Student Council, Radio Rocks (Certificate II in Broadcasting) and the Different Strokes program (working on diesel motors). In 2015, the Department of Education and Training's School Improvement Unit (SIU) produced a documentary about Calen District State College's partnerships as an example for other schools in Queensland to follow. This documentary is on the websites of the school and the SIU.

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 2016 school year. It includes information such as NAPLAN performance for years 3, 5, 7 and 9; 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 school 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 state 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. Our school is involved in the Queensland State P-10 / P-12 School Administrators' Association, which provides us with a network to share ideas with other P-10 and P-12 schools and for our staff to mentor inexperienced staff in other P-10 and P-12 schools. We are very proud of the achievements of our students – academically, culturally and athletically. These achievements are the result of dedicated teachers, supportive parents, innovative programs and the terrific support which we receive from industry and the community.

The expectation for all students is that at all times their behaviour will align with the school's philosophy of:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner.

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 subjects. We aim to help our students to create aspirations and then establish pathways to turn those 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 also provide current students with advice pertaining to subject choice and possible pathways. This project is a work in progress and we are continually adding to it.

School Progress towards its goals in 2016

A sharp and narrow focus informed our priorities when developing our 2016 school improvement agenda. The two focus areas were:

- To improve student learning outcomes

- To build teacher capacity and capability.

Specifically we identified the following targets for the school improvement agenda on the Annual Implementation Plan and the Investing For Success Plan::

- 80% of our students to achieve a "C" or better in English, Maths and Science. - Significant progress was made in this area and the target was almost reached with 77.4% of the students achieving a "C" or better. Students in years 2, 5, 6, 7, 8, 9, 10, 11 and 12 achieved the 80% target.
- 90% of our students to achieve above National Minimum Standards (NMS) on NAPLAN tests in reading and writing. – Significant progress was made with this target with 100% of year 3 students achieving NMS in all areas. 94.4% of

year 5 students achieved at or above NMS in Writing and 92.2% of the year 7 students achieved at or above NMS. The groups which did not meet the target were – year 5 reading (83.3%); year 7 writing (80.8%); and year 9 writing (44.4%) and reading (75%).   .

- 20% of students in years 3, 5, 7 and 9 are in the upper two bands of NAPLAN in Reading and Writing – significant achievements were made towards achieving these targets, particularly with the year 3 cohort where 46.2% were in the upper two bands in writing and 38.5% were in the upper two bands in reading. 27.8% of the year 5 students were in the upper two bands in Reading and 26.9% of the year 7 students were in the upper two bands in reading.
- Our school's Mean Scale Score is statistically above or similar to Queensland State Schools – Year 3 reading was the only area in which we came close to achieving this target and this will continue to be a focus area.
- 100% of our senior students are awarded either a QCE, IBD or QCIA. – 100% of the senior cohort in 2016 achieved a QCE (16 students).
- 100% of our staff are involved in the monitoring and moderation of student work – 100% of the primary and the senior secondary staff were involved in monitoring and moderation. We are still developing processes for the Junior Secondary i.e. establishing online moderation with other P-10 and P-12 schools and/or with neighbouring secondary schools.
- 100% of staff are involved in peer coaching – This is an ongoing process and is partially implemented. This will continue in 2018.
- 100% of staff analyse data to inform teaching – 100% of the staff are involved in the analysis of data to inform their teaching. The master teacher has scheduled regular lessons where she works with individual teachers regarding the analysis of data.

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Future Outlook

We have identified a sharp and narrow focus for improvement in our Annual Implementation Plan. There are two overarching and two targeted specific Improvement Priorities.

Improvement Priority 1. Quality Teaching (Pedagogy).

Targets

- 100% of unit plans completed in same format (consistency);
- 100% of unit plans are up-to-date and aligned;
- 100% of staff to be involved in collaborative planning and data sessions;
- 100% of staff to be involved in peer observation, coaching and feedback sessions;
- 100% of primary staff involved in establishing communities of practice to deepen knowledge of THRASS.
- 100% involved in building teacher capacity in school signature pedagogical practices through modelling, team teaching, observation and feedback.

Strategies

- Building a culture of collaborative practice to enhance teacher capability.
- Embedding evidence-based effective teaching practices across the school.
- Using data to inform future teaching practices and reflect on all students' achievements and improvement.

Improvement Priority 2. Curriculum, Assessment and Reporting.

Target

- 100% of teachers to attend professional development and / or staff meetings where school strategic plans are discussed.

Strategies

- Embedding a deep understanding of the alignment between state schooling strategic plans, whole school strategic plan and classroom practice.
- Ensuring the ongoing quality assurance of whole school curriculum planning, assessment and reporting practices through collaborative practice.
- Building teacher understanding of the alignment between curriculum, assessment and reporting through collaborative practice.

Improvement Priority 3. Attendance.

Targets

- Attendance >92.2%
  1. <20% of students attending less than 85%
  2. <15% of indigenous students attending less than 85%.

Strategies

- Develop and implement the school attendance policy.
- Implement, monitor and review attendance strategies to ensure continuous improvement.

Improvement Priority 4. Behaviour

Targets

- Teachers at this school treat students fairly:

1. Parents – from 66.7% to 90%
2. Students – from 72.8% to 84%
- Student behaviour is well managed at this school:
    1. Parents – from 68.2% to >87%.
    2. Students – from 67.0% to >80%.
    3. Teachers – from 80.6% to >90%.

Strategies

- Embed Positive Behaviour for Learning (PBL) framework across all sectors of the school.
- Implement, monitor and review behaviour management strategies to ensure continuous improvement.

Our School at a Glance

School Profile

Coeducational or single sex: Co-educational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	177	86	91	9	94%
2015*	208	102	106	13	93%
2016	226	113	113	15	90%

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 2016, 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

Overview

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 sixteen years there has been an increase in the number of senior phase students (this has stabilised over the past six years) and in the number of tertiary bound students, although this fluctuates according to the students' career choices. Twenty-five percent of the 2016 senior cohort transitioned to tertiary courses either at CQUniversity or James Cook University to study such diverse courses as accounting, beauty therapy, business and law. 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 eleven years our students have moved into such diverse academic paths as accounting, aviation, business, engineering, graphic design, health and fitness, information technology, journalism, law, medical imaging, nursing, pharmacy, physiotherapy, teaching and vet science. CQUniversity is a comprehensive university and therefore 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 through CQU and a number of industry placements. Our students have been successful in obtaining either apprenticeships or traineeships and this often impacts on our retention rates as students leave to take up these employment opportunities during year 11.
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Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	23	24	20
Year 4 – Year 7	26	28	15
Year 8 – Year 10	17	15	14
Year 11 – Year 12	9	11	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.

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Curriculum Delivery

Our Approach to Curriculum Delivery
- A kindergarten, operated by the Creche and Kindergarten Association, has been constructed on the school's grounds and we have developed an excellent relationship with the kindergarten which has aided the kindergarten students' transition to prep.
- The Different Strokes – Mechanics Matter program which we deliver in partnership with Cummins Mackay provides those students in years 7 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 apprentice coordinator. Students in this program also develop their literacy, numeracy and technology skills while working in a workshop environment.
- The Different Strokes – Radio Rocks program provides students in the Junior and Senior Secondary sectors with the opportunity to attain on-air radio production and presentation experience and a nationally recognized 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 in addition to their year level English and Mathematics classes. 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 study through the Start Uni Now (SUN) program operated by CQUniversity Australia. Courses which our students have studied include accounting; creative writing; digital media; engineering; nursing; short stories; sonography; and teaching.
- In addition to these opportunities, students at Calen are able to access VET certificate courses at CQUniversity and the Queensland Agricultural College.
- In 2016 and 2017, Calen was awarded the Australian Rural Education Award and was in 2011, named the top secondary school in Queensland for senior students' outcomes and meeting their needs, according to Dr Smeed's "Tracking and Academic Management Index".
- As a result of these awards, the school has been invited to present papers and workshops at national conferences in 2012, 2014, 2015, 2016 and 2017 and international symposiums in 2013 and 2016. .

Co-curricular Activities
The following are the co-curricular activities which are offered at the school:
- Boot camp training – before and after school;
- Gym training;
- Sport – touch football, rugby league, netball, swimming, cross-country, athletics;
- The annual Glenden exchange;
- Debating and public speaking;
- Different Strokes – Radio Rocks;
- Different Strokes – Mechanics Matter;
- Creative writing workshops and Literature Festivals;
- NAIDOC or Multicultural Days.

How Information and Communication Technologies are used to Assist 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 teaching and learning at Calen District State College. In 2016, nine staff members took advantage of the online STEM training in digital technology, maths and science, which means that we have digital champions in each year level from prep through to year 10.

In addition to the digital projectors, computers are used in the primary and secondary classrooms (prep through to year 12) and in addition to the two computer laboratories, there are three laptop trollies and these are well utilized.

We are fortunate in having a Department of Education and Training Stem Champion in our school and she is also a CoderDojo champion and the organizer of the Café Sci Fi, activities which are designed to motivate and inspire our students about technology, the digital world and coding.

Social Climate

Overview
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 Health Nurse focus on developing the students' resilience. During 2016 the school conducted a review of the "Responsible Behaviour Plan" which was developed in 2012 and as a consequence the school has implemented "Positive Behaviour for Learning". PBL training for staff was undertaken in 2016.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	94%	91%
this is a good school (S2035)	95%	94%	91%
their child likes being at this school* (S2001)	95%	88%	91%
their child feels safe at this school* (S2002)	100%	88%	91%
their child's learning needs are being met at this school* (S2003)	90%	94%	91%
their child is making good progress at this school* (S2004)	90%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	90%
teachers at this school motivate their child to learn* (S2007)	90%	94%	91%
teachers at this school treat students fairly* (S2008)	90%	76%	67%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	86%
this school works with them to support their child's learning* (S2010)	100%	88%	95%
this school takes parents' opinions seriously* (S2011)	85%	88%	90%
student behaviour is well managed at this school* (S2012)	67%	71%	68%
this school looks for ways to improve* (S2013)	95%	88%	91%
this school is well maintained* (S2014)	90%	100%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	91%	90%
they like being at their school* (S2036)	92%	85%	87%
they feel safe at their school* (S2037)	87%	91%	93%
their teachers motivate them to learn* (S2038)	97%	91%	95%
their teachers expect them to do their best* (S2039)	98%	97%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98%	87%	91%
teachers treat students fairly at their school* (S2041)	86%	78%	73%
they can talk to their teachers about their concerns* (S2042)	85%	77%	87%
their school takes students' opinions seriously* (S2043)	83%	78%	79%
student behaviour is well managed at their school* (S2044)	82%	77%	67%
their school looks for ways to improve* (S2045)	91%	93%	93%
their school is well maintained* (S2046)	90%	86%	96%
their school gives them opportunities to do interesting things* (S2047)	88%	86%	91%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	97%
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)	91%	93%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	86%	83%
students are encouraged to do their best at their school (S2072)	100%	96%	94%
students are treated fairly at their school (S2073)	97%	93%	92%
student behaviour is well managed at their school (S2074)	79%	89%	81%
staff are well supported at their school (S2075)	91%	93%	92%
their school takes staff opinions seriously (S2076)	88%	93%	89%
their school looks for ways to improve (S2077)	97%	96%	94%
their school is well maintained (S2078)	97%	96%	97%
their school gives them opportunities to do interesting things (S2079)	94%	100%	94%

* Nationally agreed student and parent/caregiver items
\# '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 were invited to attend twoTHRASS training workshops in 2016, so that they had the skills to support their children at home with THRASS strategies. Parents and community members were invited to attend a coding workshop which was held on a weekend. Parents are invited to participate in their child's education. There are information sessions at the start of each semester as well as formal parent/teacher interviews. Parents are invited to be with reading groups.
We have a very active P&C and a fundraising committee and they have planned excellent community events such as a casino Night, Go Kart Derby and fete.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
In addition to the Child Protection and Code of Conduct training, staff members are also made aware of the need to ensure that any suspicions regarding trauma or harm are reported.
The school has developed and is in the process of implementing a program to create an awareness of the need for respectful relations and this is aimed primarily at students in Junior Secondary. "The Guide to Appropriate Language" is an important component of this.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	2	2	13
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	1	0	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.

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Environmental Footprint

Reducing the school's environmental footprint

Despite the fact that we have more air-conditioners and digital technology items in our school, we are proud of the fact that we have overall, reduced our consumption of electricity. There has been a downward trend in consumption since 2013. We have made a conscious effort to ensure that electrical items are turned off when they are not in use and that air-conditioners are set at the most efficient levels.

Although our water consumption was reduced from the 2014 – 2015 period, it is still much higher than the 2013 – 2014 period and a concerted effort will be made in 2017 to continue to reduce the consumption of water.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	165,580	1,963
2014-2015	156,109	3,816
2015-2016	127,421	3,611

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	18	<5
Full-time Equivalents	21	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1
Bachelor degree	19
Diploma	1
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $ 67,582.11.

The major professional development initiatives are as follows:

- THRASS – Foundation Level Training;
- THRASS – Foundation to Proficient;
- 7 Steps to Writing;
- Classroom Profiling (Mentor Teachers);
- Essential Skills for Classroom Management;
- Positive Behaviour for Learning (PBL);
- Age Appropriate Pedagogies;
- Collaborative Planning Days;
- Senior Assessment and Tertiary Entrance (SATE) training and information;
- Queensland Curriculum and Assessment Authority syllabus training.
- Online Science, Technology, Engineering, Maths (STEM) modules – digital technology, Senior and Junior Maths, Physics.
- STEM – digital technologies – Coding.

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

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
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, 97% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	90%	87%

*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.

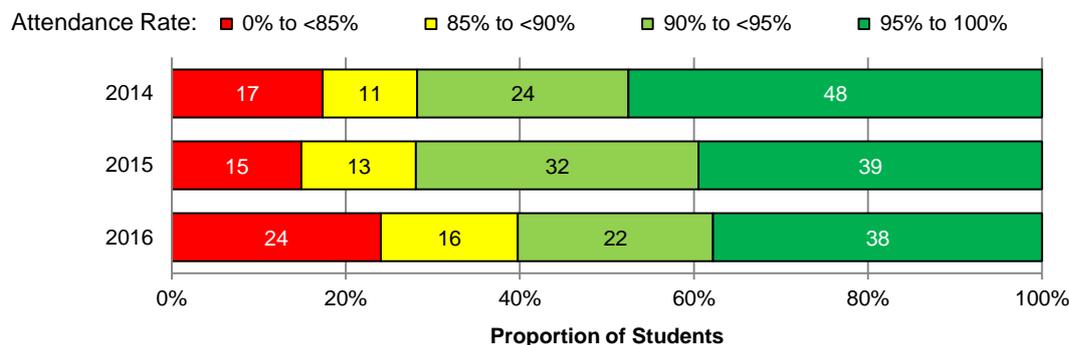The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
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%
2016	86%	90%	94%	92%	94%	86%	93%	93%	91%	83%	88%	87%	85%

*Attendance rates effectively count 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.

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Student Attendance Distribution
The proportions of students by attendance range:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	17	11	24	48
2015	15	13	32	39
2016	24	16	22	38

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance Procedures

Administration Officer

- Run roll monitoring report from OneSchool to check that all class rolls have been marked

- Chase up staff to complete unmarked rolls or enter rolls manually marked

- Record information into OneSchool from Late Arrivals and Early Departures Register.

- Run OneSchool Reports
  - o Roll Marking Absence
  - o Student Official Absence

- Create PDF version of both reports. Print hard copy of Roll Marking Absence Report only

- File Roll Marking Absence Report in folder for use in emergencies

- Send the PDF version of both reports to the Guidance Officer on a daily basis

- Run OneSchool Absence Data Import report for AM Roll

- Use SMS4Schools to send SMS to parents of all unexplained absent students for AM Roll

- Run OneSchool SMS/Text Message Export report for PM Roll

- Use SMS4School to record SMS sent/received from parents of all unexplained absent students

- Run OneSchool Unexplained Absences report for consecutive absences (looking over a 2 week period) – look for any 2 day absences in the fortnight.

- Make phone calls to parents for consecutive unexplained absences, keep a written note on the report and record contact in OneSchool.

- Email Principal if no response after 3 days or if student is already on the 'watch list – previous record of high absenteeism'

- Continue to email Principal with daily update until child returns to school.

Principal

Begin Enforcement of Attendance procedure in OneSchool - Manage Incidents/Insert Child's Name/ Enforcement of Attendance

Monitor attendance tracking program and notify Principal of any students who are displaying worrying trends (falling below 95% attendance without responsible explanation).

Principal to make follow-up phone calls to parents and begin Enforcement of Attendance procedures.

NAPLAN

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.**

Where it states **'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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	16	16	17
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	8	5	4
Percentage of Indigenous students receiving an Overall Position (OP)	100%		
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	4	4

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	15	16	16
Number of students awarded an Australian Qualification Framework Certificate II or above.	10	15	10
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	15	16	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.	88%	100%	75%
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%	100%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	4	1	1	0
2015	0	3	2	0	0
2016	0	0	3	1	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	13	10	0
2015	12	15	0
2016	13	10	0

As at 3rd February 2017. The above values exclude VISA students.

Students completed Certificate II qualifications in Business, Coaching and Visual Arts..

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	123%	113%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	

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

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

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The report will be available at:
http://www.calendsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.
The three students who left Calen in either year 10 or 11 prior to completing year 12 moved to another school as their families had either relocated to another part of Queensland or interstate. One student left to take up employment.

Conclusion

As principal of the Calen District State College I am very proud of the achievements of our students (past and present) and staff. I trust that you have enjoyed reading this report and join with me in applauding and celebrating the achievements. I invite you to discuss aspects of this report with me and would love to hear of your ideas for future developments.

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