**Clifford Park Special School**

**Queensland State School Reporting**

**2015 School Annual Report**

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**Principal’s foreword**

## Introduction

The 2015 Clifford Park Special School Annual Report outlines:

* the progress made in 2015 towards achieving our key improvement priorities;
* the future explicit improvement priorities for 2016;
* our school student profile;
* the school’s curriculum offerings;
* social climate;
* parent, student and staff satisfaction;
* parent involvement;
* our environmental footprint;
* our staff profile; and
* the performance of our students.

## School progress towards its goals in 2015

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| --- | --- |
| *AIP Priorities 2015* | *Progress* |
| Teachers write and teach Individual Curriculum Plans (ICPs) for all students on One School | Completed – All students at Clifford Park Special School had an Individual Curriculum Plan documented on OneSchool. ICP plans were written with parent involvement and were implemented as part of the curriculum cycle. Two ICP plans were recorded and reported on for each student - one for each semester. |
| Implement the new approach to Senior Secondary Curriculum at Clifford Park aligned to the QCAA Guide to Individual Learning | Clifford Park successfully aligned their new Senior Secondary Curriculum to the QCAA Guide to Individual Learning (GIL). Modified SAS units were written and implemented in the senior secondary cohort of students. |
| Teachers in Junior Secondary and Senior Secondary Teams implement Maths programs using the YuMi Deadly Mathematics Program. | Training of key staff regarding YuMi Deadly Mathematics Program continued in 2015. Teachers in both junior and senior cohorts of students implemented a RAMR cycle within a numeracy teaching block. Most students had a numeracy expectation recorded on their Individual Curriculum Plan. Appropriate assessment processes for students with disabilities were starting to be developed by key staff ready for implementation in 2016. |
| Continue to implement the Positive Behaviour for Learning Program and imbed positive behaviour systems at the Clifford Park Campus. | Positive Behaviour for Learning Program Tier 1 implementation processes mostly completed in 2015. PBL team had regular meetings to complete data requirements and review PBL implementation. Teaching staff taught weekly lessons. LIKES system was implemented within the school and rewards shop is fully functional.  Student Support Team guidelines were developed to support positive behavior systems. |
| Peer Coaches provide feedback to classroom teachers about their pedagogy when teaching literacy and/or numeracy | A journey of defining the roles of peer coaches and the implementation of coaches within the teaching and learning process was developed through a collegial process using regional support. An outcome from the process was the development of the Clifford Park Lookfors. These were based on the 16 Elements of Explicit Instruction, but focused on our unique community circumstances. Peer coaches began supporting teachers within the reading cycle by modelling lessons, providing feedback using the regional model ‘three positives, one polisher’, and supporting curriculum planning. |

## Future outlook

|  |  |
| --- | --- |
| *2016 Explicit Improvement Agenda* | |
| Explicit Improvement Agenda | Strategies |
| 1.Increase the use of Explicit Instruction Elements in every classroom | -Use of Peer Feedback Coaches to establish stronger practises regarding Explicit Instruction  - Implement professional development for teachers  - Continue modelling the elements of Explicit Instruction through other school wide forums |
| 2. Strengthen Mathematics processes | - Implement school modified CDA Maths assessment tools in every classroom  -Align our approach to the learning area of Mathematics to the flowchart of the Australian Curriculum to meet the learning needs of all students |
| 3. Strengthen Positive Behaviour Support practises for students and staff | - Implement Positive Behaviour for Learning (PBL) practices  - The Workplace Health and Safety Committee leads a school wide approach to improve staff physical and mental health |
| *The Clifford Park Special School Investing For Schools (I4S) document outlines specific timelines and targets associated with the 2016 Explicit Improvement Agenda* | |

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| Our school at a glance |
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## School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Year 7 - Year 12**

**Student enrolments for this school:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total | Girls | Boys | Indigenous | Enrolment Continuity  (Feb – Nov) |
| 2013 | 100 | 30 | 70 | 12 | 92% |
| 2014 | 106 | 37 | 69 | 13 | 95% |
| 2015 | 113 | 39 | 74 | 20 | 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:

Clifford Park Special School is a co-educational state senior special school. It has two campuses, one at 19 Rob Street Toowoomba and the second at 58 Ramsay Street Toowoomba. The Rob Street Campus provides programs for young people with disabilities between the ages of 12 and 18. Our Student population is diverse with all students having an Intellectual Disability which can vary across our student population from mild Intellectual disability to profound Intellectual Disability. Approximately 40% of the student population have a second or multiple disability such as Autistic Spectrum Disorder, Physical Impairment, Hearing Impairment and Visual Impairment. Some students also have a mental health diagnosis and behavioural difficulties. Students at the school require high levels of support with their educational programs. Just over 15 % of our students are in the Care of the State and approximately 20% are Indigenous. Some of our students require complex case management. The school works closely with Disability Services, Child Safety, Child Youth Mental Health Services and the Evolve Team to cater for their complex educational and personal requirements. Most students live in the Toowoomba metropolitan area but others travel daily to school from as far as Goombungee in the north, Oakey in the west and Pittsworth in the south.

The Denise Kable Campus (DKC) houses the Denise Kable Special Education Program (SEP), the school-wide Behaviour Coach Team (BCT) and the Positive Learning Centre (PLC). Although there are three distinct programs at the Denise Kable Campus, the staff work as one integrated team with the Head of Special Education Services leading the team. The SEP provides short term courses and residential programs to students with disabilities from state primary and secondary schools across southwest Queensland. The BCT supports state schools by providing proactive support to students and teachers in schools. The PLC provides a part time alternative placement for students who are currently exhibiting complex and challenging behaviours and are finding it difficult to attend their regular schools on a full time basis.

## Average class sizes

| Phase | Average Class Size | | |
| --- | --- | --- | --- |
| 2013 | 2014 | 2015 |
| Prep – Year 3 |  |  |  |
| Year 4 – Year 7 Primary |  |  |  |
| Year 7 Secondary – Year 10 | Classes vary in size | according to individual educational | and behavioural support needs |
| Year 11 – Year 12 | Classes vary in size | according to individual educational | and behavioural support needs |

\*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 | 6 | 28 | 25 |
| Long Suspensions - 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 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.

## Curriculum delivery

**Our distinctive curriculum offerings**

The Australian Curriculum defines the curriculum for all cohorts of students at Clifford Park Special School.

-All students have an Individual Curriculum Plan that documents where they engage in the Australian Curriculum.

- All teachers write a term unit, set in a age-equivalent Learning Area from the Australian Curriculum.

-These units are integrated and contain core content from the English Learning Area (Prep to Year 2) or from the Literacy General Capabilities (Levels 1a to 1d). A different Learning Area other than English is selected each term to provide the learning area context for each term unit.

- Classroom teachers are also required to write a term reading cycle or a term literacy cycle designed to outline the reading or literacy emphases that will be the class focus for teaching and learning during the term.

- All teachers who have students who engage in the Numeracy Literacy Continuum 1a and above, or Prep to Year Three, write a YuMi RAMR cycle for their students.

- The school’s pedagogical systems are framed on Pearson’s Gradual Release of Responsibility, First Steps in Reading and RAMR (Reality, Abstraction, Maths and Reflection). Other pedagogies such as Intensive Interaction, or specific communication systems such as PECS (Picture Exchange Communication System) or PODD (Pragmatic Organisational Dynamic Display) are employed for individual students as required.

- The school leadership team have developed flowcharts which describe agreed school planning and teaching processes for term units and reading/ literacy cycles for the three learning cohorts at Clifford Park Special School.

-Students in the senior secondary cohort can access other curriculum based programs based on their PATH (Planning Alternate Tomorrows with Hope) Plan. These include work experience programs, access to certificate courses through TAFE, school based work programs, and the Post School Sampling Program.

**Extra curricula activities**

In 2015 students were able to engage in a number of extra curricula activities including:

* swimming programs in the school’s own heated swimming pool;
* music therapy, delivered by a qualified music therapist for students in the Interactions learning cohort;
* Horse Riding for the Disabled;
* paper delivery program for students in the junior secondary cohort; and
* recreational electives including mechanics, music, dance and drama, art, cooking, computer, and sporting activities.

**How Information and Communication Technologies are used to improve learning**

In 2015 Clifford Park Special School had the following Information Communication Technology hardware:

- at least one Desk Top Computer in each of the 23 classrooms;

- a small computer laboratory with 10 networked desktop computers enabling a class of students to engage with digital learning activities at the same time;

- four class sets of laptops enabling four classes of six students to access laptops (i.e. a total of 24 laptops);

- forty iPads and a small number of iPods are available for use by students with priority access given to students with limited verbal and communication skills;

-all classrooms are connected to the school network with wireless connection available in all teaching blocks and non teaching blocks; and

- fifteen of our 23 classrooms are fitted with Interactive Projectors, as well as the multipurpose room and meeting rooms.

In addition the school purchased a large number of Proloquo2Go licences, and accessed the Communication Matrix and Boardmaker online for students with profound communication difficulties who require specific ICT input.

**Social Climate**

Our school engagement with the Positive Behaviour for Learning (PBL) Program through 2015 has continued the close reviewing and enhancing of positive behaviour support systems operating at the school. Our emphasis on Positive Behaviour Support means there is a school wide focus on proactive strategies to deal with Contextually Inappropriate Behaviour. Positive Behaviour Support focuses mainly on implementing ecological strategies, using reinforcers to reward appropriate and positive behaviours, and individual strategies to decrease the incidences of difficult behaviours occurring. Students have weekly lessons based on our Human Relationships Program. Included in this program is explicit teaching regarding bullying with a focus on well being.

Our Responsible Behaviour Plan for Students was reviewed and rewritten to include our new emphasis on Positive Behaviour for Learning. There is also a growing emphasis on recording behavioural data on OneSchool accurately and then using the data to improve problem areas and therefore improve social climate. The instigation of the Student Support Team is an endeavor to focus on students that require complex management using a collegial framework to support both students and teachers. Students with mental health difficulties are highly supported within our school, by individual and specialised services when appropriate.

Our social climate is influenced by our overall school vision and a strong belief that all students can learn and should have equitable access to educational services. This positive social climate at Clifford Park Special School is reflected in the 2015 School Opinion Survey where 100% of parents surveyed felt that their child felt safe at school, was treated fairly at school and that behaviour is well managed at school.

**Parent, student and staff satisfaction with the school**

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | | 2015 | |
| their child is getting a good education at school (S2016) | 96% | 92% | | 100% | |
| this is a good school (S2035) | 100% | 100% | | 100% | |
| their child likes being at this school (S2001) | 100% | 100% | | 100% | |
| their child feels safe at this school (S2002) | 96% | 100% | | 100% | |
| their child's learning needs are being met at this school (S2003) | 96% | 100% | | 100% | |
| their child is making good progress at this school (S2004) | 96% | 100% | | 100% | |
| teachers at this school expect their child to do his or her best (S2005) | 96% | 100% | | 100% | |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 96% | 100% | | 100% | |
| teachers at this school motivate their child to learn (S2007) | 100% | 100% | | 100% | |
| teachers at this school treat students fairly (S2008) | 100% | 100% | | 100% | |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 100% | | 100% | |
| this school works with them to support their child's learning (S2010) | 96% | 92% | | 100% | |
| this school takes parents' opinions seriously (S2011) | 96% | 100% | | 100% | |
| student behaviour is well managed at this school (S2012) | 96% | 100% | | 100% | |
| this school looks for ways to improve (S2013) | 96% | 92% | | 100% | |
| this school is well maintained (S2014) | 100% | 100% | | 100% | |

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of students who agree# that: | 2013 | 2014 | | 2015 | |
| they are getting a good education at school (S2048) | 93% |  | |  | |
| they like being at their school (S2036) | 93% |  | |  | |
| they feel safe at their school (S2037) | 87% |  | |  | |
| their teachers motivate them to learn (S2038) | 100% |  | |  | |
| their teachers expect them to do their best (S2039) | 100% |  | |  | |
| their teachers provide them with useful feedback about their school work (S2040) | 100% |  | |  | |
| teachers treat students fairly at their school (S2041) | 100% |  | |  | |
| they can talk to their teachers about their concerns (S2042) | 93% |  | |  | |
| their school takes students' opinions seriously (S2043) | 100% |  | |  | |
| student behaviour is well managed at their school (S2044) | 92% |  | |  | |
| their school looks for ways to improve (S2045) | 100% |  | |  | |
| their school is well maintained (S2046) | 100% |  | |  | |
| their school gives them opportunities to do interesting things (S2047) | 100% |  | |  | |

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of school staff who agree# that: | 2013 | 2014 | | 2015 | |
| they enjoy working at their school (S2069) | 93% | 100% | | 100% | |
| they feel that their school is a safe place in which to work (S2070) | 89% | 80% | | 86% | |
| they receive useful feedback about their work at their school (S2071) | 98% | 85% | | 85% | |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89% | 78% | | 79% | |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | | 100% | |
| students are treated fairly at their school (S2073) | 100% | 95% | | 100% | |
| student behaviour is well managed at their school (S2074) | 89% | 85% | | 82% | |
| staff are well supported at their school (S2075) | 93% | 90% | | 93% | |
| their school takes staff opinions seriously (S2076) | 87% | 85% | | 81% | |
| their school looks for ways to improve (S2077) | 98% | 100% | | 100% | |
| their school is well maintained (S2078) | 98% | 90% | | 96% | |
| their school gives them opportunities to do interesting things (S2079) | 93% | 95% | | 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 and carers had the opportunity to attend an information evening to hear about the school and what it has to offer, and to meet their child’s teacher early in Term One. Parent/Teacher meetings occured in Term One and Term Three, giving parents the opportunity to have input into their child’s Individual Support Plan and and to discuss their child’s progress at school. Parents of students in the senior secondary phase of schooling had the opportunity to participate in a PATH (Planning Alternate Tomorrows with Hope) meeting with their child, community and school representatives.

The school encourages open communication systems between teachers and parents/carers. Most students have a communication book, or teachers have email contact with many parents.

The school had strong links with the comummunity during with 2015. As well as engaging strongly with the business community through work and volunteer placements, furthering educational opportunities through TAFE was also apparent. The school engaged consistently with the Department of Communities Disability Services and Child Safety, Disability Service Providers, and Child Youth Mental Health Services to provide a holistic service, particularly for students who have complex needs.

A parent support group was in place with a focus on supporting parents of students in their last year of schooling making the transition to post school options easier.

The school had a small but very active P&C Association that initiated fundraising opportunities as well as providing support of school structures and procedures.

**Reducing the school’s environmental footprint**

An additional classroom block was built for the 2015 school year, to cater for enrolment growth. Increase in utilities is most likely a reflection of increased student and staff growth. Good management of the school’s heated pool was essential to maintain utility usage at its lowest level possible. In addition reverse cycle air conditioners in classrooms are being preset on more economical temperature settings.

|  |  |  |
| --- | --- | --- |
|  | **Environmental footprint indicators** | |
| Years | Electricity  kWh | Water kL |
| 2012-2013 | 236,495 | 808 |
| 2013-2014 | 217,725 | 233 |
| 2014-2015 | 239,296 | 781 |

\*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.

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| Our staff profile |
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**Staff composition, including Indigenous staff**

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| --- | --- | --- | --- |
| **2015 Workforce Composition** | Teaching Staff\* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 46 | 55 | <5 |
| Full-time equivalents | 39 | 33 | <5 |

**Qualification of all teachers**



\*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 $58 671.

The major professional development initiatives were:

- Coaching and Feedback

- Update CPR, First Aide and Austwim qualifications

- Positive Behaviour for Learning training

- YuMi Deadly Maths

-Leadership initiatives

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. | 95% | 95% | 95% |

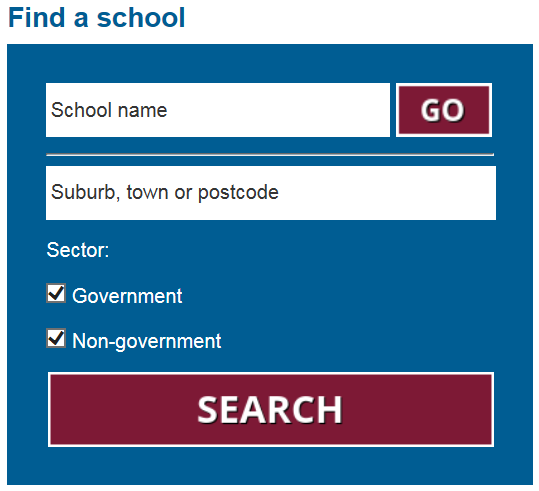
**Proportion of staff retained from the previous school year**

From the end of the previous school year, 96% 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.**



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.

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| Performance of our students |
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**Key student outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student attendance** | 2013 | 2014 | 2015 |
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 90% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 81% | 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 attendance rate in 2015 for all Queensland Special schools was 89%.

| **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 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2014 |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2015 |  |  |  |  |  |  |  | 88% | 94% | 89% | 89% | 88% | 85% |

\*From 2013, themethodology 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 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.

In 2015 Clifford Park Special School began to maintain student attendance using the OneSchool electronic system. All teachers refer to the Absence Codes when marking class rolls and are also expected to fill in the reason for absence by using the Absence Reason Codes. Teachers enter attendance data daily. Manual rolls are still used when substitute teachers are employed.

Teachers are asked to follow up with parents/carers if there are unexplained absentees or if a student absence has continued for a longer period. This is because teachers often have an excellent rapport with parents. If this is not successful, the prinicipal contacts the home, and attempts to find the reasons for non-attendance. Each student is considered individually if absenteeism becomes an issue and a plan regarding classroom or break time re-integration is deliberated.

**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.**

All students at Clifford Park Special School have an Intellectual Disabillity. Students did not participate in the National Assessment Program in 2015.

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|  |  |  |  |
| --- | --- | --- | --- |
| **Apparent retention rates Year 10 to Year 12** | 2013 | 2014 | 2015 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. |  |  |  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. |  |  |  |

| **Outcomes for our Year 12 cohorts** | 2013 | 2014 | 2015 |
| --- | --- | --- | --- |
| Number of students receiving a Senior Statement | 19 | 26 | 19 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 18 | 25 | 18 |
| Number of students receiving an Overall Position (OP) | 0 | 0 | 0 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 0% | 0% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 0 | 0 | 0 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 5 | 7 | 3 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 0 | 0 | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 0 | 0 | 0 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 0% | 0% | 0% |
| 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. |  |  |  |
| 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. | 26% | 27% | 16% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. |  |  |  |

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

| **Overall Position Bands (OP)** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | Number of students in each Band for OP 1 to 25 | | | | |
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2013 | 0 | 0 | 0 | 0 | 0 |
| 2014 | 0 | 0 | 0 | 0 | 0 |
| 2015 | 0 | 0 | 0 | 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 | 5 | 0 | 0 |
| 2014 | 7 | 0 | 0 |
| 2015 | 4 | 1 | 0 |

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

Students accessed TAFE to engage in a number of Certificate Courses. Four students accomplished a Certificate 1 in Agrifoods and one student gained a Certificate 2 in Hospitality.

**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.

In 2015 there were only three students who left prior to their completion of Year 12. All students moved to different locations due to family reasons.