



Innisfail State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Innisfail State College comprises a year 7 to 12 high school and a P-12 diverse learning centre. We are co-located together with a day care centre and TAFE campus on 26 magnificent hectares of land in the stunning wet tropics town of Innisfail. The college provides opportunities for all learners to grow and develop....

School progress towards its goals in 2018

	Individual Success	Community Pride
Teaching and Learning	High Yield Teaching Strategies	
	<ul style="list-style-type: none"> Every teacher can access quality in-house ET coaching Every teacher participates in PD around inquiry learning Every teacher receives coaching and feedback from a HOD Every student receives feedback on every formative and summative assessment task, including drafts 	Every teacher in every class expertly uses Explicit Teaching strategies. Students use inquiry learning, complemented by a range of 21st century skills to gain deeper understanding. Every student is explicitly taught cognitive processes, especially higher order cognitive processes. Teachers provide timely, purposeful feedback specific to each set task, to guide student learning.
	Writing	
	<ul style="list-style-type: none"> Every year 7,8,9,10, 11 and 12 English class explicitly teaches and assesses spelling and linguistic morphology weekly Every class teacher 7-12 assigns vocabulary and spelling tasks weekly Every class teacher 7-12 collects, corrects, returns weekly "Quick Write" (PEEL) paragraphs and other texts 	Every student capably writes PEEL paragraphs and other text types regularly in every class. Every student learns to correctly spell and use common and specialist vocabulary relevant to each subject.
Positive School Culture	Attendance & Engagement	
	<ul style="list-style-type: none"> Every absence is notified to parents daily Cumulative attendance rates are notified every five weeks Every major OneSchool behaviour report, and every minor after the second in each term is made known to parents 	Every student is supported to achieve 95% attendance. Student behaviour meets consistent, high, agreed expectations of staff and community.
	Growth Mindset	
	<ul style="list-style-type: none"> Every student in 7, 8, 9, 11, 12 has a GM lesson weekly Staff model their own GM for community and students 	Students are resilient, determined, life-long learners. Staff and community truly believe every student can learn.
Curriculum	Aligned Curriculum and Assessment	
	<ul style="list-style-type: none"> All 7-12 subjects have unit plans aligning content knowledge development, assessment modes and cognitive skills Curriculum range is flexible to meet student interest and need 	A clearly aligned curriculum plan supports 7 to 12 progress. A broad curriculum range meets community needs.
	New QCE System	
	<ul style="list-style-type: none"> Monitoring and coaching is provided to students to gain 100% QCE attainment 	Every student is eligible and supported to achieve a QCE.

Priority	Focus	Progress	Future planning
Teaching and Learning	<i>High yield teaching strategies</i>	ET embedded across the school New and beginning teachers coached explicitly in ET. Two 0.5 HOD positions are allocated specifically to this role. Teachers continue to provide focused and precise feedback to students on assessment and drafts	Review impact of ET HODs in context of maintaining the structure and programs, and or adjusting to yield further augmented outcomes. Review of nature, timing and consistency of approach to feedback in line with new QCAA policies

	<i>Writing</i>	<p>Writing opportunities in the curriculum mapped as ACV8 is aligned and assessment reviewed, for connected consolidation possibilities.</p> <p>Students in years 7 and 8 have a designated lesson per week on the mechanics of writing: grammar, punctuation and spelling.</p> <p>Nominated school paragraph structure – PEEL- continues to be implemented across the school.</p> <p>Subject areas develop individual glossary of terms and conduct regular spelling tests on key vocabulary</p>	<p>Explore further opportunities for cross-curricular teaching of writing genres and structures for consolidation.</p> <p>Review current program and class allocation as variables in student outcomes. Adjust as required.</p> <p>Continue to make model visible in classrooms and readily accessible as a learning tool</p> <p>Ensure that recommended spelling lists are prepared and attached to new units of work as they are developed.</p>
Positive school culture	Attendance and engagement	<p>Attendance targets are proactively supported through immediate contact with parents/carers to advise of absence, and written notification mid-term in addition to report cards</p> <p>Role of Attendance Officer under review to facilitate more focused intervention and follow up of students, including those who truant.</p>	<p>Continue thorough and tenacious follow up, engaging PLO and external agencies as additional support where appropriate.</p> <p>Finalise AO role and publish for all staff for collective understanding. Review against targets, including individual, year level cohort and school-wide outcomes.</p>
	Growth Mindset	Program facilitated across all year levels to develop consistency across the College in developing resilient and lifelong learners.	Review supporting infrastructure such as scheduling and staffing to ensure maximum desired outcomes for all participants and program leaders.
Curriculum	Aligned curriculum and assessment	Designated HOD Curriculum to align all KLA curriculum and assessment with ACV8 requirements.	Develop whole school curriculum plan and develop seamless teaching and learning plans across all KLA from years 7 to 12.
	New QCE system	<p>TLAPS for year 11 unit 1 developed.</p> <p>IA1 and IA2 prepared and implemented.</p> <p>Exam blocks scheduled to mimic year 12 2020.</p> <p>Three staff confirmed as endorsers of assessment; one staff member confirmed as lead endorser of assessment.</p>	<p>Review TLAPs and assessment instruments through data lens.</p> <p>Monitor effectiveness of SET planning with subject change data and adjust as required.</p>

Future outlook

Improvement priority	Performance targets	Strategy/ies	Timeline/s
Teaching and learning	Improve A-C data and sustain upward trajectory	<p>Curriculum, assessment and pedagogy review to ensure alignment and impact in meeting student needs.</p> <p>Further upskilling and professional support for differentiation.</p> <p>Academic case management of cohort and</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

	<p>Increase NAPLAN U2B% in reading and writing specifically</p> <p>100% QCE / QCIA</p> <p>100% Year 12 exit with qualification and or pathway.</p>	<p>individuals to determine where focused intervention is required to augment student outcomes. This includes review of teaching and learning sequence as well as scaffolding etc.</p> <p>Consistent implementation of agreed reading and writing strategies across the school.</p> <p>Focused support and intervention.</p> <p>Academic case management and support for student well-being.</p>	Ongoing
Attendance and engagement	<p>Each student achieves 95% attendance.</p> <p>Percentage of students attending increases within the > = 85% attendance range</p> <p>Significant reduction in short and long term SDAs</p>	<p>Regular and timely communication with parents / carers to notify of absences</p> <p>Periodic written notification</p> <p>Proactive support and intervention from Attendance Officer including monitoring books etc.</p> <p>Close case management process for students at risk of disengaging and or being removed from school due to behaviour.</p> <p>Proactive programs of support through SWAT.</p>	Ongoing

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Early Childhood - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	865	852	892
Girls	417	414	419
Boys	448	438	473
Indigenous	281	283	285
Enrolment continuity (Feb. – Nov.)	89%	89%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our students represent families who, together, give our college an ICSEA value of 881. Of these, 56% fall in the bottom quartile and only 3% in the top quartile. One-third of our enrolment brings the added richness of indigeneity to our college. This proportion is growing, as is the enrolment of students with an Indian heritage. 9% of our students have a verified disability, and this proportion is increasing. 13% of our student body are students from an EAL/D background. Our students are boisterous, happy, rural students with a passion for the outdoors..

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	22
Year 11 – Year 12	20	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

In the junior secondary years, our college delivers at-level learning, with students grouped three ways for optimal academic and social development:

1. Ability groups for Maths, English, Science and Social Science (including accelerated classes)
2. Interest groups for Arts and Technology (students choose what they love from these KLAs)
3. Same-age groups for HPE (students are all from the same year group, expanding social contacts)

In senior years, students select their pathways from the myriad options available at ISC, including VET, TAFE, SATs and OP / ATAR pathways.

Students enjoy the full range of the eight key learning areas in years 7 and 8, and as they progress from year 9 through to year 12, they are able to customise their learning plans by selecting elective subjects to complement the core requirements. All curriculum, and assessment, in years 7-10 is aligned to the Australian Curriculum and reflects strong

local influence. Learning experiences are authentic and are designed to develop student knowledge, skills and understandings specific to the respective KLAs.

At ISC we strive to empower our students, through learning, to take their place as global citizens in a technology driven world. The use of contemporary digital tools and techniques is deliberately embedded in both teaching and learning, and this ensures our graduates are highly skilled and equipped for future e-living.

Intentional collaboration in planning curriculum allows subject teams to design, develop and deliver learning programs that provide for consolidation of knowledge and skills, and facilitate opportunities for higher order thinking. Moderation processes ensure consistency in assessment outcomes, and create a platform for professional sharing that supports comprehensive feedback and guidance to students.

Co-curricular activities

The range of opportunities available to students in co-curricular activities at Innisfail State College is enormous!

- **Public speaking**
 - ✓ Lions Youth of the Year
 - ✓ We will remember forum

- **On stage**
 - ✓ School musical – *The Addams Family*
 - ✓ Instrumental Music program
 - ✓ Various productions and performances from Dance, Drama and Music

- **In the lab....**
 - ✓ STEM opportunities through CSIRO and JCU partnerships
 - ✓ Questacon
 - ✓ Brain bee

- **Calculated events...**
 - ✓ Maths quizzes at school, district and regional level

- **On the track..**
 - ✓ Students facilitating primary school athletics events
 - ✓ Small school sports, Netball and Soccer
 - ✓ Range of local, district and regional sports
 - ✓ Athletics, Swimming and cross country events

- **Out and about**
 - ✓ Geography excursions to local areas

- **Serving it up..**
- ✓ Peppertree licensed restaurant
- ✓ Need for a feed and Tucker Tools
- ✓ Feast of the senses
- ✓ Innisfail Show domestic and woodwork categories
- ✓ McCormick Flavour Forecast Design Challenge
- ✓ Intensive skills workshops: community business- fish filleting, pastry

How information and communication technologies are used to assist learning

ICT is used in our school as e-pedagogy as well as vehicles for learning. From sophisticated software programs used to create, design and produce student work, to programs developed that **are** the student work, and the use of devices that enable students to research, word process and present material, our students are highly accomplished e-learners! The use of ICT is embedded across the school in all aspects of our operations: administration, communicating (email, message, website, facebook etc), teaching and learning, and for staff and students alike a data projector or interactive white board is far less challenging than operating a piece of chalk!

Social climate

Overview

The 7-12 campus has a strong focus on expectations with our four pillars well known and understood by staff and students alike. Parents are supportive of our processes. We are a Positive Behaviour for Learning (PBL) school. Our guidance officer, school nurse, school chaplain and community education counsellors provide extra support for students as and when required. Every family in junior secondary has a mentor, who supports the family and the student from enrolment in mid-year 6 to exit at the end of year 10. Our school has good “school spirit” with students and staff enjoying a strong sense of “team”.

The prevalence of bullying in schools across the globe is growing exponentially. At ISC we are proudly *zero tolerance* of this behaviour. Incidents are thoroughly investigated and appropriate support for well-being enacted for all involved. Unfortunately in some cases serious and significant consequences may be warranted for the perpetrator/s of bullying behaviours and this action is taken to ensure we maintain our safe and supportive school environment.

As a college, we embrace inclusive education and work deliberately to provide all students access to learning. Focused and targeted academic intervention, initiatives that support student emotional well-being and mental health, as well as broad use of learning assistive technologies are amongst many strategies we employ to meet the needs of our diverse cohort.

1. whole school inclusive approaches:

- programs to support access to the curriculum of students of all background, identities and abilities
- pastoral care programs to support wellbeing
- other support programs (if applicable)
- strategies that engage parents and the community in the life of your school.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	96%	94%
• this is a good school (S2035)	85%	89%	94%
• their child likes being at this school* (S2001)	97%	96%	81%
• their child feels safe at this school* (S2002)	100%	89%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	89%	89%	94%
• their child is making good progress at this school* (S2004)	89%	94%	100%
• teachers at this school expect their child to do his or her best* (S2005)	91%	96%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	87%	88%
• teachers at this school motivate their child to learn* (S2007)	91%	87%	88%
• teachers at this school treat students fairly* (S2008)	88%	85%	87%
• they can talk to their child's teachers about their concerns* (S2009)	86%	91%	100%
• this school works with them to support their child's learning* (S2010)	86%	85%	94%
• this school takes parents' opinions seriously* (S2011)	85%	85%	88%
• student behaviour is well managed at this school* (S2012)	71%	67%	81%
• this school looks for ways to improve* (S2013)	88%	87%	88%
• this school is well maintained* (S2014)	100%	89%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	90%	93%
• they like being at their school* (S2036)	87%	84%	88%
• they feel safe at their school* (S2037)	95%	84%	86%
• their teachers motivate them to learn* (S2038)	91%	86%	91%
• their teachers expect them to do their best* (S2039)	97%	91%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	92%
• teachers treat students fairly at their school* (S2041)	81%	78%	81%
• they can talk to their teachers about their concerns* (S2042)	85%	70%	78%
• their school takes students' opinions seriously* (S2043)	82%	73%	75%
• student behaviour is well managed at their school* (S2044)	78%	67%	64%
• their school looks for ways to improve* (S2045)	92%	88%	92%
• their school is well maintained* (S2046)	95%	86%	81%
• their school gives them opportunities to do interesting things* (S2047)	95%	88%	89%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	92%	93%
• they feel that their school is a safe place in which to work (S2070)	86%	91%	90%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	81%	77%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	89%	92%
• students are encouraged to do their best at their school (S2072)	90%	91%	91%
• students are treated fairly at their school (S2073)	82%	87%	91%
• student behaviour is well managed at their school (S2074)	54%	63%	63%
• staff are well supported at their school (S2075)	69%	82%	82%
• their school takes staff opinions seriously (S2076)	75%	79%	83%
• their school looks for ways to improve (S2077)	86%	89%	88%
• their school is well maintained (S2078)	91%	93%	97%
• their school gives them opportunities to do interesting things (S2079)	88%	88%	91%

* 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

The 7-12 campus works hard to increase parent engagement. Our P&C association is relentlessly positive and supportive of our school. Parents and community are very welcome at ISC. Our students and staff also go out into the community to contribute positively to community-school relationships. In the junior secondary years, parents and students meet regularly with mentors to review progress and set goals for future focus. In the senior years, the year coordinators and head of senior schooling maintain contact with families of students at risk in their studies. An area of future focus is to expand this to include all senior students.

The 7-12 campus has various ways of including students with disabilities. These include the provision of at-level, just-in-time learning for specific areas of development, and inclusive groupings supported by a Response to Intervention (RTI) model of targeted in-class assistance in other areas of development. Our Head of Inclusive Practices works with special education program teachers and aides to identify which model is applied to particular situations and students.

Respectful relationships education programs

Respectful Relationships programs are embedded into the curriculum for all year levels in a variety of ways.

Within junior schooling, educational programs are taught through the HPE curriculum teaching students about circle of influence, and the values of relationships focusing on bullying and peer pressure.

The SBYHN also offers support by providing sexual health programs which are also revisited in both years 11 and 12. In 2017 the Love Bites program was delivered by trained facilitators from the school (SBYHN and Chaplain) and community members (Police, MAMU Elders) to years 11 and 12 students with parental consent. This program focuses on personal safety and awareness, including identifying and responding to abuse and violence, with specific reference to preventing and responding to domestic and family violence and abuse; increasing gender equality, developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

Targeted programs also run by staff including chaplain, SBYHN, CECs and Heads of Year for students (with parental consent). These include focusing on anger management (ART program), self-confidence (SHINE program), communication building (ASDAN program) and building friendships (A to B program).

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. 10

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	212	258	240
Long suspensions – 11 to 20 days	14	15	41
Exclusions	3	6	13
Cancellations of enrolment	10	6	13

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Water and Electricity: - we undertook upgrades to air conditioners and regular cleaning maintenance has reduced electricity usage of the 12 months. Reduced hosing of concrete areas and reduced amount of water pressure cleaning due to prolonged dry season reduced water usage.

In 2018 the student council embarked on an initiative to provide all students with a water bottle that can be filled from chilled bubblers that they purchased. The school tuckshop no longer sells single use water bottles, and this program substantially reduced the volume of plastic waste.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	434,594		1,089,074
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	88	57	<5
Full-time equivalents	85	42	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	
Bachelor degree	77
Diploma	3
Certificate	

*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 2018 were \$152367

The major professional development initiatives are as follows:

- Improve Writing
- Leadership
- Growth Mindset

- Indigenous Education and Culture
- Timetabling
- Beginning Teacher Mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	87%	86%
Attendance rate for Indigenous** students at this school	90%	82%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

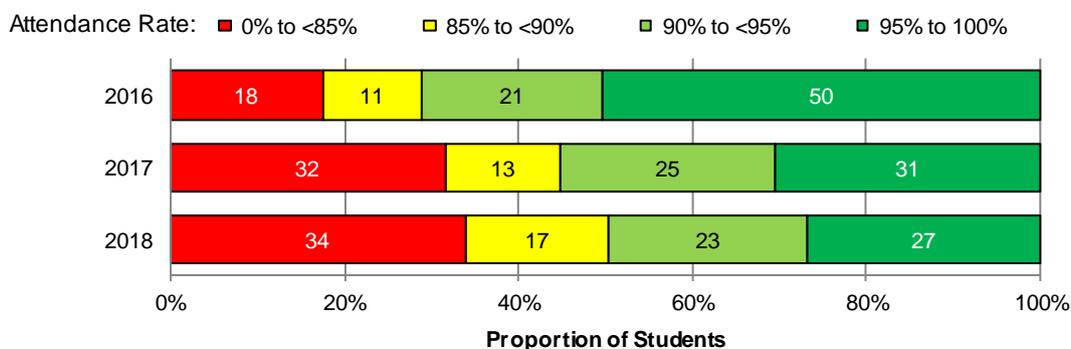
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	DW	90%		Year 7	94%	91%	92%
Year 1		DW	92%	Year 8	93%	88%	86%
Year 2	82%	DW		Year 9	91%	87%	84%
Year 3	97%	89%	DW	Year 10	90%	83%	83%
Year 4		85%	84%	Year 11	92%	85%	83%
Year 5			85%	Year 12	91%	85%	87%
Year 6	88%	89%	84%				

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 is an area of continuous focus at ISC. In the 7-12 campus, rolls are marked at least five times per day, ie in every lesson. This is recorded on OneSchool. Students who are not in attendance by 11am trigger a text to parent/carer. This is followed up by phone calls and home visits to secure school attendance.

Attendance for males and females in each year level are recorded and shared every week on parades. There is a strong message in constant communication with students that attendance and learning outcomes are inextricably linked and this resonates with students and families.

An Attendance Officer is employed to specifically work with poor attenders, truants and school refusers as part of his role.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	110	119	105
Number of students awarded a QCIA	1	9	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	108	110	102
Percentage of Indigenous students awarded a QCE at the end of Year 12	97%	100%	97%
Number of students who received an OP	42	40	32
Percentage of Indigenous students who received an OP	10%	21%	3%
Number of students awarded one or more VET qualifications (including SAT)	97	110	101
Number of students awarded a VET Certificate II or above	96	110	101
Number of students who were completing/continuing a SAT	12	13	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	55%	58%	75%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	95%	99%
Percentage of QTAC applicants who received a tertiary offer.	100%	90%	89%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	6	3	3
6-10	9	8	8
11-15	8	12	13
16-20	18	15	8
21-25	1	2	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	4	1	1
Certificate II	94	110	101
Certificate III or above	13	11	14

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Cert II IMD; Cert II SAR; Cert III Fitness

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	88%	77%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	79%	69%	76%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who left early took one of several pathways. Some moved to another town due to family commitments, some accessed alternative educational pathways such as VPG others pursued either part time or full time employment.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.innisfailsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>