Innisfail State College
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This Annual Report outlines the goals and achievements of the Innisfail State College 7-12 campus and Diverse Learning Centre (DLC) in 2015. The information pertaining to the 7-12 campus is in black and the that which relates to the DLC is in green.

School progress towards its goals in 2015

School Improvement Priorities and Strategies for 2015	Our accomplishments in the 7 – 12 campus
Priority 1: Improving Teaching and High Yield Pedagogy Strategy 1.1: Every teacher will implement Explicit Teaching practices in all lessons Strategy 1.2: Every teacher of Year 7 English, maths, science and social science plus every teacher of year 8 and 9 English and maths will be coached to improve delivery of Explicit Teaching and classroom routines Strategy 1.3: Every teacher will participate in classroom walk-throughs to promote implementation of ISC Standards of Practice Strategy 1.4: The Master Teacher and the Explicit Teaching Coach will work together to implement coaching to teachers of years 7, 8 and 9 and will measure improvement in teaching practice as per AITSL standards	⟹ Explicit Teaching coaching was provided by two HOCs and one Master Teacher, working specifically with teachers of year 7 maths, English, science, social science, year 8 English and maths and year 9 English and maths ⟹ Skill new teachers in Explicit Teaching through weekly sessions. This was co-ordinated and delivered by the Beginning Teacher Mentor. ⟹ Provided professional learning in Explicit Teaching at every full staff meeting and twilight session ⟹ All classes 7—12 were conducted using core elements of Explicit Instruction ⟹ All core 7, 8 and 9 teachers self-assessed using capability continuum; intensive support to those not reaching proficiency. This was provided by the coaches and master teacher. ⟹ Yr 7, 8 & 9 maths and English classes tested and monitored to ensure student class placement optimised at-level learning opportunity ⟹ Yr 7, 8 & 9 maths and English core and foundation classes provided at-level learning with teacher aide support (GRG & CTG) ⟹ Yr 7, 8 & 9 maths and English acceleration and extension classes provided at-level learning for high achieving students ⟹ Australian curriculum was taught in all available disciplines ⟹ Teachers produced and taught exemplars for all assessments, cross-marked and internally moderated all assessments
Priority 2: Refining and embedding data based decision making. Strategy 2.1: Every teacher will use an assessment ladder with every class taught Strategy 2.2: Every teacher will discuss assessment ladders with students and HOD once per term Strategy 2.3: HODs will meet with the principal each semester to discuss student data	⟹ HODs conducted data review meetings with every teacher each term with conversation based upon assessment laddesa, student outcomes, differentiation planning, goal setting ⟹ Principal conducted data review meeting with curriculum HODs each semester ⟹ Teachers, departments and school set stretch targets for student achievement ⟹ Class profile (triangulating PAT, LOA and NAPLAN data) was used by classroom teachers to better inform teaching

Priority 3: Reading Strategy 3.1: Cluster Reading Standard is adopted and maintained Strategy 3.2: ISC reading standard of practice is developed and implemented	⟹ NGRT reading age data was entered into OneSchool for each of two semesters per year from year 4 to year 8; data was used at school and cluster levels ⟹ monitored % of students in year 7 and year 8 achieving target reading ages ⟹ **Reading requires greater focus in 2016**
Priority 4: Writing Strategy 4.1: continue to teach PEEL structure as *minimum* written response	⟹ PEEL remained minimum standard for written responses in all year levels and all subjects
Priority 5: Numeracy Strategy 5.1: Students receive at-level mathematics instruction in Accelerated, Core, Foundation classes Strategy 5.2: Lessons in years 7 and 8 are stranded to teach metalanguage and skills of maths	⟹ year 7 and 8 mathematics taught successfully in strands ⟹ students taught in at-level classes
Priority 6: Science Strategy 6.1: Students receive instruction in science, scientific literacy and scientific numeracy to learn the specific base skills of science in years 7 and 8	⟹ timetables of 7 and 8 science students clearly showed science literacy and science numeracy lessons, which were taught explicity by science teachers
Priority 7: Attendance Strategy 7.1: Daily attendance target is 95% minimum Strategy 7.2: Number of less-than-85% attenders will be halved	⟹ Student attendance dramatically increased and headline indicator benchmarks were surpassed
Priority 8: Transition Strategy 8.1: Cluster 6 to 7 transition plan is implemented Strategy 8.2: Mentoring of all students 7 to 9 radically reduces early leavers	⟹ Cluster transition plan was embraced by all cluster primary schools and all students participated ⟹ Junior Secondary HODs and DP provided mentoring to all 7, 8 and 9 students and families
Priority 9: Connecting parents and caregivers with their children's learning. Strategy 4.1: Parents of students in years 7, 8 and 9 will be involved in case management of these students, meeting with mentor and student at least every term (once per semester with parents/carers) to review progress and set goals and complete JET planning Strategy 4.2: Parents of students in year 10 are involved in SET planning in semester two Strategy 4.3: Parents of students at risk in years 11 and 12 are involved in case management to support students to successful graduation and achievement of Service Commitment Strategy 4.4: Maintain and promote ISC's SWPBS plan	⟹ Every year 7, 8 and 9 student was interviewed every term by the Mentor with JET planning, progress review and goal setting the focus areas ⟹ Every year 7, 8 and 9 student and their parent/carer was interviewed each semester by the Mentor with JET planning, progress review and goal setting the focus areas ⟹ Every year 10 student and their parent is interviewed in sem 2 by a member of senior schooling team to review progress and identify senior pathway ⟹ Students at risk of not achieving a QCE or a Service Commitment outcome were identified from 2014 semester two results and the student together with parent/carer was interviewed by senior schooling team member every 5 weeks with progress review and goal setting the focus ⟹ Year 11 and 12 students at risk of not maintaining positive trajectory in achievement results was mentored and coached by one of the two Youth Support Coordinators or Year 10 Aide => 95% QCE attainment **Greater focus on Year 10 students required in 2016** ⟹ SWPBS was followed by all staff and promoted to all students => reduction in SDAs as noted by headline indicators
Priority 10: Construction and Operationalization of Innisfail Health Trade Skill Centre Strategy 6.1: Liaison with TSC team, comprising architects, project management and EQ to construct centre to best meet training needs Strategy 6.2: Identify curriculum and secure staffing partnerships Strategy 6.3: Open and operationalize centre	⟹ Trade skill centre was constructed on time and on budget to meet identified needs ⟹ Partnerships to provide curriculum and staffing were established (TAFE, JCU) ⟹ Trade skill centre was not operational on time. **Negotiations with TAFE to continue to ensure appropriate courses commence in 2016.**

DLC:
ICPs were developed for all students using the OneSchool Student Plan template. Staff required training and support to prepare these documents for endorsement. Case Managers met with parents to explain the new processes. Because the teachers were already using the Australian Curriculum to develop their programs, the transition to the new documentation was relatively smooth. Assessment processes will be developed in 2016.

Future outlook

The 7-12 campus staff remain focused on improving teaching. We are committed to refining our high-yield pedagogy across the college with special attention to the junior secondary years. We are closely monitoring classroom data to review our progress. We are also focused on improving reading.
DLC:
The DLC is working towards ensuring that each student has a curriculum delivered that is appropriate and authentic for them. Development of assessment processes requires further development and will be a focus in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Early Childhood - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	693	344	349	200	89%
2014	711	358	353	212	92%
2015	852	410	442	272	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 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:

Our students represent families who, together, give our college an ICSEA value of 889. Of these, 51% fall in the bottom quartile and only 4% 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. Our students are boisterous, happy, country students with a passion for the outdoors.
DLC:
One third of the students come from an indigenous background.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 4 – Year 7 Primary			6
Year 7 Secondary – Year 10	22	21	21
Year 11 – Year 12	18	19	19

*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	166	160	232
Long Suspensions - 6 to 20 days	37	12	18

Exclusions	6	4	4
Cancellations of Enrolment	1	4	1

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

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

Curriculum delivery

Our approach to curriculum delivery

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. Chronological groups for HPE (students are all from the same year group, expanding their social contacts)

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

DLC:
*   Students engage in curriculum programs using the Australian Curriculum in English, Mathematics, Science, Geography, History, Music and Visual Art
*   The focus is on building the students' communication using authentic and appropriate programs to build their independent or interdependent skills
*   Pedagogy in classrooms is around explicit teaching – I can, We can and You can as much as possible. Intensive Interaction has also been introduced as a teaching strategy for identified students who are yet to develop their own communication abilities.

Extra curricula activities

In 2015 the 7-12 campus presented a hit school musical "Back to the Eighties". Our instrumental music program continued to grow with a real focus on improving rigour around both content and pedagogy, raising expectations and achievements in both areas. Our students continued to excel in a wide variety of sports including rugby league, athletics and netball.

DLC:
Each term the DLC focuses on one celebratory day – Harmony Day, Environment Day, Art Gallery and Book Fair and Disco in Term IV. Afternoon sessions are constructed to work towards these days with a range of activities planned by teachers. Older students are encouraged to be leaders and help with the preparation for these days. Parents attend and join in our celebrations.

How Information and Communication Technologies are used to improve learning

The 7-12 campus continued to use ICTs where appropriate to support curriculum delivery, but not to overshadow it. Computer labs are available for class use and most classrooms include a half-class set of laptops for incidental use to complement learning.

DLC:
ICTs are totally embedded in all our students learning in a variety of ways:
*   Each classroom has a touch 55 inch monitor with access to internet and with the ability for teachers to prepare their own material
*   Each classroom has a set of iPads which are used individually with students and also connected to the large screens with Apple TV units in each classroom
*   Each classroom also has a 23 inch touch PC for student individual access
*   Several students also have iPads as personal communication devices which are used for the non-verbal student to communicate with staff and classmates – in and outside the classroom

Social Climate

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 two 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 9. Our school has good "school spirit" with students and staff enjoying a strong sense of "team".

DLC:
Each student has a teacher appointed as a case manager. This teacher is also the student's form teacher who has the student in the morning and afternoon session as well as a subject class during the week. This teacher completes a communication book each afternoon to go home to the parents and parents respond in the book or by telephone. Communication between parents and staff is very open. Students are not suspended for their behaviour which is often caused by a difficulty to express their needs themselves. Staff Meetings are held weekly and students who have been demonstrating difficulties are discussed and a whole school approach to their management is confirmed and followed through with reviews highlighted by the case managers.

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%	94%	91%
this is a good school (S2035)	96%	89%	88%
their child likes being at this school (S2001)	96%	94%	97%
their child feels safe at this school (S2002)	96%	94%	87%
their child's learning needs are being met at this school (S2003)	96%	93%	91%
their child is making good progress at this school (S2004)	96%	92%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	93%	91%
teachers at this school motivate their child to learn (S2007)	85%	85%	91%
teachers at this school treat students fairly (S2008)	93%	83%	90%
they can talk to their child's teachers about their concerns (S2009)	96%	91%	90%
this school works with them to support their child's learning (S2010)	96%	87%	90%
this school takes parents' opinions seriously (S2011)	92%	83%	93%
student behaviour is well managed at this school (S2012)	81%	72%	84%
this school looks for ways to improve (S2013)	100%	89%	94%
this school is well maintained (S2014)	100%	94%	97%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	91%	94%
they like being at their school (S2036)	93%	84%	93%
they feel safe at their school (S2037)	93%	95%	90%
their teachers motivate them to learn (S2038)	89%	88%	93%
their teachers expect them to do their best (S2039)	98%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	93%	90%	91%
teachers treat students fairly at their school (S2041)	86%	82%	84%
they can talk to their teachers about their concerns (S2042)	87%	77%	78%
their school takes students' opinions seriously (S2043)	84%	75%	84%
student behaviour is well managed at their school (S2044)	72%	75%	70%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school looks for ways to improve (S2045)	97%	90%	94%
their school is well maintained (S2046)	94%	91%	90%
their school gives them opportunities to do interesting things (S2047)	93%	80%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	90%	98%
they feel that their school is a safe place in which to work (S2070)	90%	98%	98%
they receive useful feedback about their work at their school (S2071)	78%	78%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	83%	86%
students are encouraged to do their best at their school (S2072)	90%	93%	99%
students are treated fairly at their school (S2073)	93%	88%	99%
student behaviour is well managed at their school (S2074)	62%	70%	81%
staff are well supported at their school (S2075)	79%	75%	80%
their school takes staff opinions seriously (S2076)	75%	73%	90%
their school looks for ways to improve (S2077)	87%	90%	97%
their school is well maintained (S2078)	95%	98%	99%
their school gives them opportunities to do interesting things (S2079)	87%	88%	97%

# '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.

DLC:
The DLC has an open door policy for parents. Case Managers meet with parents twice a year (usually in the first six weeks of a semester) to discuss what we as teachers and teacher aides will be working on from the Australian Curriculum and in addition, a set of personal goals mutually agreed upon are also included. 100% of parents/carers are involved in this process. In addition, celebratory days are identified each term with parents invited to attend.

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.

DLC:
All our students have very diverse needs and teachers and teacher aides ensure that each student is able to participate in learning at their level – no help required, verbal cues, physical assistance, sensory needs and simply experiencing the activitiy happening in the classroom – a sense of being included – not just sitting to the side.
DLC students are also able to be involved in the College Swimming Carnival, Cross Country, Athletics Carnival, Anzac Day commemoration.

Reducing the school's environmental footprint

2015 was significantly hotter than the previous year, which cost our college an increased useage of electricity to run air conditioners. A conscious effort was made to reduce water useage, and this was successful with the investigation and repair of a leaking fire hydrant and a reduction in routine water blasting of concrete around the college. This is now scheduled twice per year instead of three times per year.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	541,973	3,507
2013-2014	995,974	5,125
2014-2015	1,046,446	4, 313

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

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	81	64	<5
Full-time equivalents	77	45	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	67
Graduate Diploma etc.**	18
Masters	3
Doctorate	0
Total	**88**
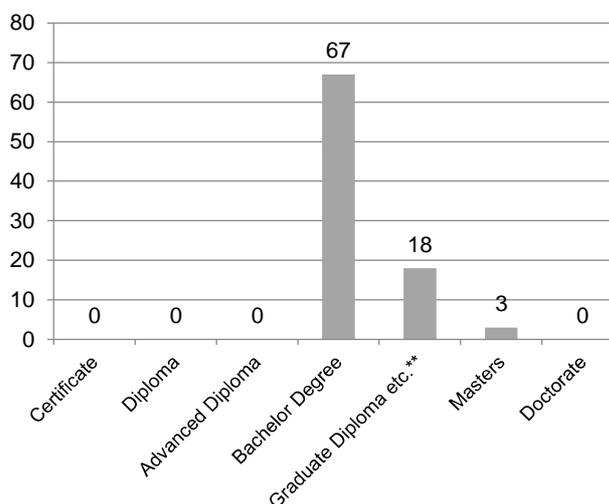
*Teaching staff includes School Leaders

**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 $57,129 with an additional $28,495 in salary payment to our Beginning Teacher Mentor, whose specific role it was to mentor and coach our significant numbers of beginning teachers in all aspects of their professional development.

The major professional development initiatives are as follows:

Significant funds were expended on building the professional skills of our young staff. Explicit Direct Instruction was a key focus, and of lesser investment but equal importance was building the contect skills of our teachers.

DLC
- First Aid qualifications
- ICP and OneSchool applications for unit planning
- Australian Curriculum particularly General Capabilities
- Disability specific inservice eg autism

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	88%	90%

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

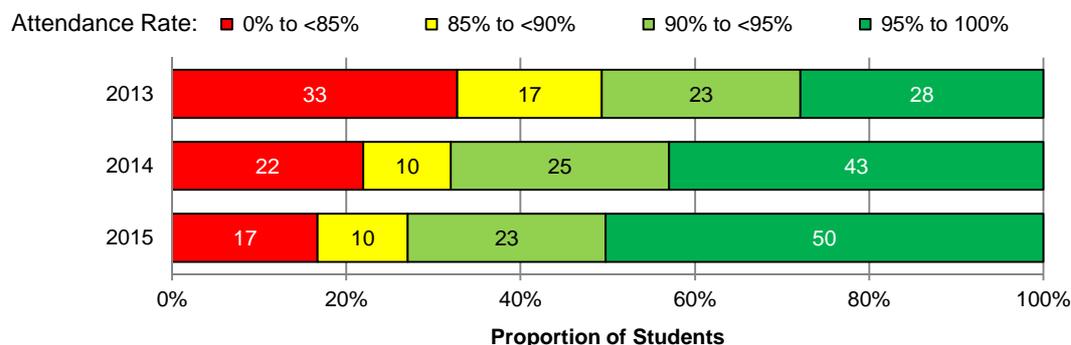The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013			89%	88%	85%	83%	84%
2014			92%	90%	91%	90%	90%
2015	92%	94%	94%	92%	90%	92%	91%

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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%
2013	33	17	23	28
2014	22	10	25	43
2015	17	10	23	50

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 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 for more than two days are contacted at home. 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.

DLC:
- Parents ring the school or make a note in the student's communication book.
- If a parent hasn't rung the school by the second day, they are contacted. This is a rare occasion.

Department of Education and Training

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	86%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	100%	90%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	104	109	128
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	8
Number of students receiving an Overall Position (OP)	29	38	39
Percentage of Indigenous students receiving an Overall Position (OP)	16%	9%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	8	6	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	96	52	64

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded an Australian Qualification Framework Certificate II or above.	76	50	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	87	99	113
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	64%	91%	82%
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.	72%	68%	67%
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%	91%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	86%

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	2	12	7	5	3
2014	5	6	15	11	1
2015	5	9	12	9	4

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	74	76	4
2014	2	43	19
2015	2	57	14

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

ISC no longer offers Certificate I courses. 16 students received the Cert II Community Activities, 10 Cert II Hospitality and 31 Cert II Information and Digital Media. 14 students completed the Cert III in Sport and Fitness.

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.

DLC:
No graduates in 2015.

Early school leavers information

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

Some of our students in the 7-12 campus transiton to good work opportunities before the completion of year 12. We strive to ensure that students leaving prior to the end of year 12 and transitioning to other learning or earning opportunities and we regularly make contact with left students to check on their progress or bring training or work opportunities to their attention.