



# Capalaba State College

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

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Department of Education and Training



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## School Overview

Capalaba State College pursues a mission of nurturing positive values and a strong sense of self-worth in our students, enabling them to step into their future communities equipped as knowledgeable, resilient young people with a strong ethical foundation. The College offers a comprehensive, innovative and inclusive educational program from Prep to Year 12 in a disciplined learning environment that is coupled with the expectation of the highest standards. Our distinctive curriculum is delivered from Prep to Year 9 through the Essential Learnings organised by the eight Key Learning Areas with Year 10 structured as a preparatory year for Senior Phase. In Senior Phase (Years 11 and 12) a broad range of Authority and Authority Registered subjects are offered to support academic and vocational pathways. Our College has a proud tradition of sporting success and participates in a wide range of seasonal competitions. We also offer a wide range of extra-curricular activities including dance, music and chess. As a College we endeavour to form partnerships between students, parents and the community to provide the highest level of individual care and educational achievement.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

2016 marks the start of the 2016-2019 Strategic Plan. The purpose of the Strategic Plan is to engage students in a learning climate to achieve academic success. Over the next four years the College will focus on achievement, engagement and climate to achieve the vision of the College of Choice in the Redlands.

The College has focused on Reading as part of the whole College Literacy plan. Staff have been trained in reading strategies and the College continues to engage with Reading Egg, CARS and STARS and other literacy resources. The College also looks to foster a strong connection between school and home and offers opportunities for parents to engage with the College. The College has achieved success in the short term with improved NAPLAN and A-E results. The College has also focused on students in the Upper Two Bands and provide opportunities for enrichment within and out of class programs. In addition to all classes focusing on higher order thinking the College has introduced Scholar's classes and High Performing Sport. The College has enjoyed sporting and academic success as a result of these two programs.

The College continues to focus on engaging with digital pedagogy and supporting participation in BYOD. Additionally the College has upgraded two computer labs and has purchased interactive TV and ipads for the Junior Campus. Technology is an integral part of life and the College promotes technology engagement as a compliment to learning.

## Future Outlook

Capalaba State College is the best kept secret in the Redlands. In 2017 and beyond the College will continue to focused on Reading, Higher Order Thinking and Technology. In particular the College is working on building staff capacity with text dependent questionig and text complexity to continue the Reading adenda. We will continue to build a high level of expertise in our College and in the wider College community in the teaching of reading, particularly in the early years, and recognize and support the notion of parents as the first teachers of reading. This will connect with our early learning focus working with partner Early Learning Centres. Additionally, the College supports staff professional development in the area of HOT and technology engagement. During 2017 the College will be identified as the best kept secret in the Redlands.

It is our ambition to deliver sustainable extra-curricular programs of excellence in Sport, the Arts, technology and Literacy to complement the vast array of highly successful curricular and extra-curricular activities which currently exist at the College. Student achievement is the key objective, staff continue to look for opportunites for students to achieve and be recognised beyond the college. In the first half of the year the college is already enjoying significant sporting, academic and cultural success.

In the Senior phase of learning we will introduce a Health Academy in, the only facility of its kind in the Redlands to provide student with foundational qualifications and learning experiences that will allow them to move seamlessly into the health profession.

Our SAT have grown over the last 2 years and we will continue to strive to improve pathways for our students through improved access to school based apprenticeships and traineeships, Vocational Education and Training options and improving opportunities for further tertiary study. We will continue to ensure that Capalaba remains a great place to be a learner by continuing to implement the

Positive Behaviour for Learning process and renewing our wellbeing programs. The dress code for the College and the way students present themselves will continue to be a priority.

The future outlook for Capalaba State College is a very positive and exciting one with so many wonderful initiatives occurring across the entire College.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	878	424	454	67	90%
<b>2015*</b>	859	411	448	67	90%
<b>2016</b>	819	394	425	67	90%

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

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

In 2016, there were no students enrolled in a pre-Prep\*\* program.

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

## Characteristics of the Student Body

### Overview

Capalaba State College has a dynamic student body that is supportive and inclusive. The College has 8% of students who identify as Indigenous and 1% who identify as coming from a language background other than English. Strong friendships form in the student body as they enjoy a complete education from Prep to Year 12.

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	21	21	20
Year 4 – Year 7	24	23	25
Year 8 – Year 10	24	23	24
Year 11 – Year 12	17	15	16

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Capalaba State College offers the Australian Curriculum in English, Mathematics, Science and History from P -10 and continues to offer the Queensland Curriculum, Assessment and Reporting Framework in the Key Learning Areas of Health and PE, The Arts, Technology, and Languages whilst the remainder of the Australian Curriculum is being developed. Also offered in the Senior School (10 -12) are Queensland Studies Authority and Authority Registered subjects, which support academic and vocational pathways.

The Junior Campus (Prep-Year 6) features distinctive curriculum offerings in the following areas:



The Literacy Program for early years is managed by our Speech Pathologist. This program focuses on ensuring that our children have the best possible start to their learning through the development of pre-literacy and oral language skills. The Literacy Program provides early intervention for children in Years 1 and 2 with a focus on learning metalanguage and phonics. Specialist literacy teacher-aides have been trained to work in classrooms with children and their teachers in the literacy block sessions.

All classrooms focus on Reading and use high yield strategies to ensure reading success.

The Junior Secondary program (Year 7- Year 9) offers:

A unique middle phase curriculum designed to prepare students for the Senior phase of learning; Experienced Junior Secondary teachers equipped with the skills to encourage and engage adolescents with learning and achieving; and intervention and support programs.

The Senior School (Year 10- Year 12) offers distinctive curriculum programs in:

The Arts - Dance, Drama, Music, Media and Visual arts;

RTO partnership programs; and

The Futures Program - one day a week where students access work placement, apprenticeship/traineeship, university and TAFE links, a tutorial program, Queensland Core Skills Test practice sessions and home and school study.

## Co-curricular Activities

The Arts:

Dance classes, drama performances, media and technical crew development, Dance Eisteddfods, Concert and Big Bands, jazz festival, choirs and art exhibitions.

Sporting:

Volleyball, Soccer, Rugby League, Swimming and a wide range of seasonal competitive sports

Cultural pursuits:

Chess Club, Book Club, Computer Club, Debating, organised lunch time activities, Peer Mediation,

Public Speaking.

Leadership:

Student Leadership Camps, Student Management Team activities, Interact, student leadership conventions Competitions:

Mathematics, Science, Technology, English, Spelling, and a range of Humanities competitions.

## How Information and Communication Technologies are used to Assist Learning

At Capalaba State College we see technology as a compliment to our work and learning. Students are encouraged to bring their own device (primarily ipad) to school to assist with their learning.

More than 130 students from years 4 – 12 participated in the College's BYOD and teaching staff have engaged in professional development activities to enhance their skills to be able to provide high quality eLearning experiences for their students.

Additionally, all P-3 classroom have a class set of ipads to assist with classroom learning activities. Junior classrooms have interactive TVs to allow for group learning across all subject areas.

Teachers also access the Curriculum into the Classroom materials as a compliment to unit preparation and classroom lesson delivery.

College wide subscriptions to learning sites such as Mathletics and Reading eggs further provide opportunities for students to self-pace through learning or learning extension activities.

A number of teachers have also commenced trailing the notion of the flipped classroom whereby students are involved with prepared learning tutorials at home and then confirming, consolidating and extending this learning in the classroom.

## Social Climate

### Overview

Capalaba has a very supportive school environment which caters for the full range of students. The policy of inclusion with involvement for all students in classrooms, sporting and cultural activities is a strong feature of the College. The Responsible Behaviour Plan is supported by well-structured and consistent processes for classroom and playground participation.

To support students in achieving success, the You Can Do It program is taught across P – 9. Students learn the keys to success through weekly lessons from the You Can Do It Program. These keys – Organisation, Confidence, Persistence, Getting Along and Resilience – provide students with explicit knowledge and ways of thinking to support them on their journey through life.

Pastoral care programs are delivered through form groups and the Futures program in Year 10, 11 & 12. Capalaba State College also offers a Chaplaincy service to students for three days a week.



The College has developed, through our participation in the Positive Behaviour for Learning Program, five core expectations for all students:

Be Responsible – In my life and learning I make good choices;

Be Respectful – In my life and learning I am considerate and tolerant of others;

Be Safe – In my life and learning I recognise the importance of the health and wellbeing of myself and others;

Be Positive – In my life and learning I approach challenges with courage and persistence; and

Be a Learner – In my life and learning I seek opportunities to learn and improve. The College also has implemented an extensive Action Against Bullying strategy to support students and their families to combat bullying in all of its forms. Explicit lessons are taught to combat bullying in the Junior and Middle

Schools College.

We are very pleased with the high levels of confidence that the students have in the College and this result reinforces that our strong focus on student discipline and support, action against bullying and social and emotional development are having a great impact in terms of ensuring a positive, safe and respectful learning environment.

This is also reflected in our School Opinion Survey results where our students feel safe and acknowledge that teachers expect them to do their best.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	94%	98%
this is a good school (S2035)	89%	94%	85%
their child likes being at this school* (S2001)	95%	94%	96%
their child feels safe at this school* (S2002)	95%	89%	98%
their child's learning needs are being met at this school* (S2003)	84%	89%	94%
their child is making good progress at this school* (S2004)	89%	89%	96%
teachers at this school expect their child to do his or her best* (S2005)	95%	89%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	89%	89%
teachers at this school motivate their child to learn* (S2007)	89%	89%	94%
teachers at this school treat students fairly* (S2008)	79%	83%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	94%	96%
this school works with them to support their child's learning* (S2010)	89%	94%	94%
this school takes parents' opinions seriously* (S2011)	74%	81%	83%
student behaviour is well managed at this school* (S2012)	67%	72%	78%
this school looks for ways to improve* (S2013)	84%	83%	83%
this school is well maintained* (S2014)	79%	78%	85%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	84%	93%	88%
they like being at their school* (S2036)	80%	88%	83%
they feel safe at their school* (S2037)	88%	91%	86%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	83%	92%	85%
their teachers expect them to do their best* (S2039)	91%	97%	94%
their teachers provide them with useful feedback about their school work* (S2040)	83%	91%	86%
teachers treat students fairly at their school* (S2041)	73%	85%	74%
they can talk to their teachers about their concerns* (S2042)	70%	78%	73%
their school takes students' opinions seriously* (S2043)	73%	84%	76%
student behaviour is well managed at their school* (S2044)	64%	75%	66%
their school looks for ways to improve* (S2045)	91%	93%	86%
their school is well maintained* (S2046)	78%	86%	76%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	84%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	94%	99%
they feel that their school is a safe place in which to work (S2070)	96%	94%	95%
they receive useful feedback about their work at their school (S2071)	83%	84%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	77%	81%
students are encouraged to do their best at their school (S2072)	94%	96%	96%
students are treated fairly at their school (S2073)	96%	91%	94%
student behaviour is well managed at their school (S2074)	83%	72%	85%
staff are well supported at their school (S2075)	87%	82%	87%
their school takes staff opinions seriously (S2076)	89%	88%	88%
their school looks for ways to improve (S2077)	96%	98%	99%
their school is well maintained (S2078)	93%	84%	89%
their school gives them opportunities to do interesting things (S2079)	89%	80%	85%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

Parents are welcomed and encouraged to become involved in their child's education wherever possible.

Involvement in your child's education at Capalaba State College can take many forms; assisting in classrooms, excursions, being a member of a wide range of College support groups or committees such as the P&C, swimming club, Dance or helping out on sports days, the tuck-shop or other College events.

The P&C meets monthly and assists with College strategic planning, policy formulation and fundraising activities.

Parent teacher interviews are conducted each semester and all parents are invited to meet with their child's teacher/s to ensure they are well informed about how their child is progressing with their studies and other aspects of school life.

The College newsletter is available by hard copy or by email on a monthly basis and helps to keep families connected to College happenings and events and also helps us to celebrate special achievements publicly. The College also connects with the community via facebook and twitter to celebrate student and staff success.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Capalaba State College is a Positive Behaviour for Learning school. To support students in achieving success, the You Can Do It program is taught across P – 9. Students learn the keys to success through weekly lessons from the You Can Do It Program. These keys – Organisation, Confidence, Persistence, Getting Along and Resilience – provide students with explicit knowledge and ways of thinking to support them on their journey through life.

Pastoral care programs are delivered through form groups and the Futures program in Year 10, 11 & 12. Capalaba State College also offers a Chaplaincy service to students for three days a week.

### School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	271	190	261
Long Suspensions – 6 to 20 days	4	4	1
Exclusions	9	13	10
Cancellations of Enrolment	6	5	7

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	453,002	7,940
2014-2015	399,413	5,758
2015-2016	273,105	3,901

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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



## Find a school

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Sector:

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SEARCH

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	77	52	<5
Full-time Equivalents	69	36	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	7
Graduate Diploma etc.**	7
Bachelor degree	60
Diploma	3
Certificate	-

\*Teaching staff includes School Leaders

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

## Professional Development

### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$22486.00.

The major professional development initiatives are as follows:

Subject specialist professional development, Executive coaching, Literacy professional development, Data Analysis workshops, OneSchool workshops and First Aide Training.

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

Planning ensures all staff are involved in professional development throughout the year.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	86%

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

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

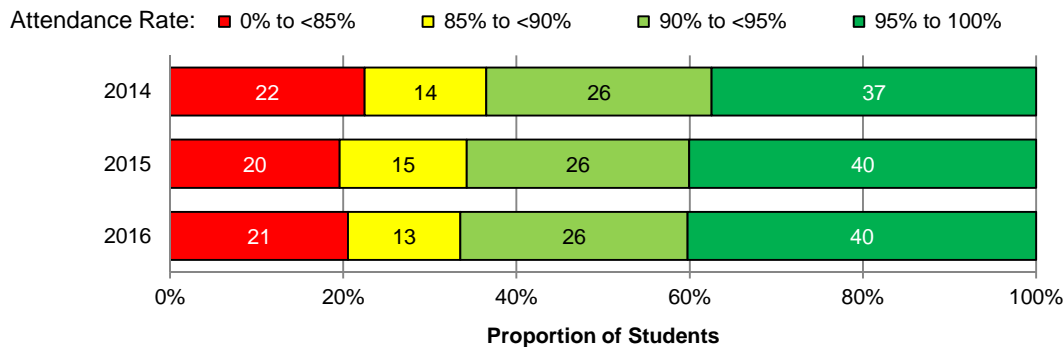
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	93%	92%	94%	93%	92%	91%	94%	88%	89%	80%	84%	89%
2015	92%	90%	93%	91%	93%	93%	92%	92%	91%	88%	89%	85%	90%
2016	93%	93%	92%	93%	91%	93%	91%	92%	89%	86%	90%	88%	91%

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

DW = Data withheld to ensure confidentiality.

### 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.

On Junior Campus (Prep-Year 6) attendance rolls are marked electronically twice daily, at the commencement of school and after the lunch break. Parents of students who are absent from school are required to provide a reason for the student absence. If students are absent for more than three consecutive days, the parent is contacted by the school to obtain a reason for their absence. Details of any unexplained absences are sent to parents by mail with request for explanation. Parents of students with high level absenteeism are invited to meet with an administrator to discuss strategies for improvement. If the high level of absenteeism continues, the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

On the Senior Campus, roll marking is conducted daily during form class by the form teacher and subject class roll marking also occurs every lesson by the class teacher. Senior Campus teachers also use an electronic roll marking system. Parents are advised by text message by the end of period 1 if their child is absent without explanation. Students with unexplained class absences are called to the office the following morning to meet with a Deputy Principal to account for their reported absence.

If a student is absent without explanation for two consecutive days an absence letter is sent to parents. The Deputy Principals monitor extended absences to determine if absences warrant the enforcement of the Compulsory School and Compulsory Participation provisions.

If truancy continues the Principal commences enforcement of the Compulsory School and Compulsory Participation provisions process.

Students are acknowledged and rewarded each term for high attendance.

Our student body has responded positively to our high attendance expectations.

## NAPLAN

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

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



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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	80	80	56
Number of students awarded a Queensland Certificate of Individual Achievement.	1	4	2
Number of students receiving an Overall Position (OP)	19	24	14
Percentage of Indigenous students receiving an Overall Position (OP)	33%	20%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	16	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	80	79	55
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	78	55
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	79	75	54
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	60%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	89%	79%	93%
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.	100%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	92%	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	6	9	2	0
2015	5	7	7	5	0
2016	2	3	8	1	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	43	78	14
2015	27	78	13
2016	15	55	10

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

During 2016, students had the opportunity to engage in a variety of VET qualifications. The College offered courses in Furnishing, Business, Hospitality and Work Place Practices. Additionally, students could enrol in TAFE courses through the partnership program. Furthermore, students also has the opportunity to complete qualifications through a School Based Apprenticeship or Traineeship.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	74%	77%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	71%	57%	

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

## Student Destinations

### Post-school destination information

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

The report will be available at:

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

### Early leavers information

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

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

Students who leave the College early (generally in the Senior Years of schooling) usually exit the College to participate in another eligible option for example fulltime employment or vocational education and training which may involve a course, apprenticeship or traineeship under the VETE Act. Any other early leavers do so under an approved exemption from the compulsory schooling or compulsory participation phase of learning and are monitored on a term by term basis from the South East Regional Office.

## Conclusion