



Capalaba 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

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, philosophy 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.

School progress towards its goals in 2018

Capalaba State College made significant gains in reading, and has shifted the focus to writing. Access to technology has increased with the purchase of drone equipment and raspberry pi equipment. The College's High Performing Sports program continues to achieve national recognition.

Future outlook

Capalaba State College is the best kept secret in the Redlands. In 2019, the College will continue to focus on Writing. In particular the College is working on building staff capacity on the features of good quality writing, using VCOP programs and PEEL programs. We will continue to build a high level of expertise in our College and in the wider College community in the teaching of writing, particularly in the early years, and recognize and support the notion of parents as the first teachers of oral language. This will connect with our early learning focus working with partner Early Learning Centres. During 2019 the College will sharpen our focus on Explicit Direct Instruction in every classroom to achieve academic success.

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 opportunities 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 the Health Academy continues to offer students qualifications that lead to direct employment in the Health field. It is the only facility of its kind in the Redlands to provide students with foundational qualifications and learning experiences that allow them to move seamlessly into the health profession.

Our SAT have grown over the last 3 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 goal is to move from Good to Great!

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	819	782	782
Girls	394	385	370
Boys	425	397	412
Indigenous	67	57	60
Enrolment continuity (Feb. – Nov.)	90%	92%	90%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	18
Year 4 – Year 6	25	21	22
Year 7 – Year 10	24	22	22
Year 11 – Year 12	16	16	15

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

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 Junor 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

Information and Communication Technologies are used as a tool to complement teaching and learning. Some subjects, based on the Australian Curriculum, rely heavily on technology, while other subjects allow opportunities for devices to be used as a tool for writing, reading or researching.

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 of the College. The Respectful Relationships Program is taught in Prep to year 2.

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

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)	98%	94%	100%
• this is a good school (S2035)	85%	94%	100%
• their child likes being at this school* (S2001)	96%	92%	94%
• their child feels safe at this school* (S2002)	98%	96%	94%
• their child's learning needs are being met at this school* (S2003)	94%	90%	98%
• their child is making good progress at this school* (S2004)	96%	92%	96%
• teachers at this school expect their child to do his or her best* (S2005)	96%	96%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	91%	93%
• teachers at this school motivate their child to learn* (S2007)	94%	89%	96%
• teachers at this school treat students fairly* (S2008)	91%	83%	89%
• they can talk to their child's teachers about their concerns* (S2009)	96%	90%	94%
• this school works with them to support their child's learning* (S2010)	94%	92%	93%
• this school takes parents' opinions seriously* (S2011)	83%	83%	91%
• student behaviour is well managed at this school* (S2012)	78%	83%	85%
• this school looks for ways to improve* (S2013)	83%	96%	91%
• this school is well maintained* (S2014)	85%	96%	98%

* 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)	88%	86%	93%
• they like being at their school* (S2036)	83%	81%	88%
• they feel safe at their school* (S2037)	86%	88%	85%
• their teachers motivate them to learn* (S2038)	85%	85%	84%
• their teachers expect them to do their best* (S2039)	94%	92%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	87%	84%
• teachers treat students fairly at their school* (S2041)	74%	75%	73%
• they can talk to their teachers about their concerns* (S2042)	73%	73%	69%
• their school takes students' opinions seriously* (S2043)	76%	78%	70%
• student behaviour is well managed at their school* (S2044)	66%	70%	69%
• their school looks for ways to improve* (S2045)	86%	85%	90%
• their school is well maintained* (S2046)	76%	80%	87%
• their school gives them opportunities to do interesting things* (S2047)	84%	83%	86%

Percentage of students who agree# that:	2016	2017	2018
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* 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)	99%	91%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	92%	96%
• they receive useful feedback about their work at their school (S2071)	85%	82%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	89%	88%
• students are encouraged to do their best at their school (S2072)	96%	94%	98%
• students are treated fairly at their school (S2073)	94%	97%	93%
• student behaviour is well managed at their school (S2074)	85%	77%	84%
• staff are well supported at their school (S2075)	87%	83%	86%
• their school takes staff opinions seriously (S2076)	88%	88%	86%
• their school looks for ways to improve (S2077)	99%	96%	96%
• their school is well maintained (S2078)	89%	91%	90%
• their school gives them opportunities to do interesting things (S2079)	85%	85%	94%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 education programs

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.

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

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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 of the College. The Respectful Relationships Program is taught in Prep to year 2.

The College also focuses on appropriate, respectful, equitable and healthy relationships throughout the curriculum.

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	261	202	202
Long suspensions – 11 to 20 days	1	7	12
Exclusions	10	5	16
Cancellations of enrolment	7	4	5

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

The College took an active approach to reducing its environmental footprint in 2018. The College's energy needs and usage was audited and an action plan developed. During that time all lighting across the College were replaced with energy efficient bulbs. A significant number of old fans, refrigerators and air conditioners were also replaced. The College also contracted a new waste disposal company. Staff are regularly reminded to reduce paper wastage, increase recycling and turn off devices when not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	273,105	303,240	364,563
Water (kL)	3,901	6,643	6,313

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

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	77	45	<5
Full-time equivalents	70	33	<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	
Masters	11
Graduate Diploma etc.*	9
Bachelor degree	54
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 \$71,000.

The major professional development initiatives are as follows:

- Subject specialist professional development,
- Executive coaching, Literacy professional development,
- Data Analysis workshops,

- OneSchool workshops,
- Teacher Aide training
- First Aide Training.

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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 P-10/P-12 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	91%	90%	90%
Attendance rate for Indigenous** students at this school	86%	86%	86%

* 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
Prep	93%	94%	92%
Year 1	93%	94%	92%
Year 2	92%	93%	92%
Year 3	93%	93%	91%
Year 4	91%	92%	93%
Year 5	93%	90%	93%
Year 6	91%	93%	93%

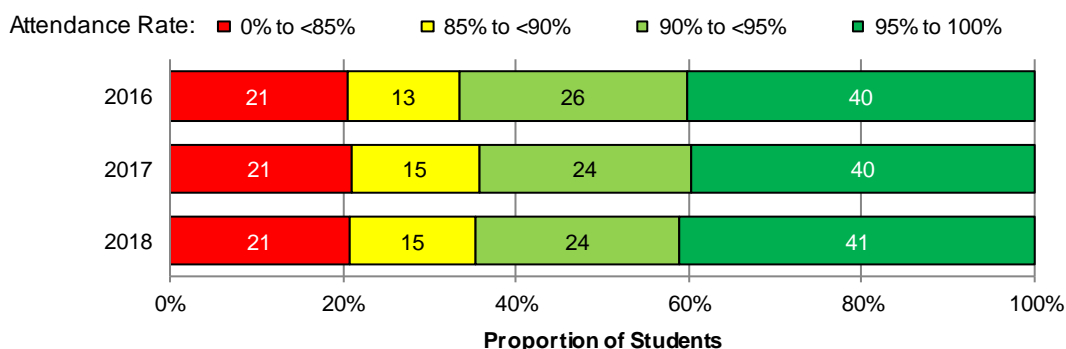
Year level	2016	2017	2018
Year 7	92%	90%	92%
Year 8	89%	89%	88%
Year 9	86%	88%	87%
Year 10	90%	88%	86%
Year 11	88%	83%	88%
Year 12	91%	89%	92%

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.

- 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 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	56	67	61
Number of students awarded a QCIA	2	0	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	54	67	59
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	14	26	18
Percentage of Indigenous students who received an OP	25%	0%	25%
Number of students awarded one or more VET qualifications (including SAT)	55	67	61
Number of students awarded a VET Certificate II or above	55	67	61
Number of students who were completing/continuing a SAT	17	20	17
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	93%	58%	67%
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	98%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	87%

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	2	2	2
6-10	3	4	4
11-15	8	9	6
16-20	1	6	6
21-25	0	5	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	15	2	2
Certificate II	55	65	59
Certificate III or above	10	13	7

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).

During 2018, students had the opportunity to engage in a variety of VET qualifications. The College offered courses in Health, 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

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	77%	84%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	75%	80%

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.

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.capalabasc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>