



Kuranda District State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Kuranda District State College, with just over 300 students from Preparatory Year to Year 12, is the perfect size for teachers and students to form effective relationships and partnerships. Despite our small enrolment size, we currently offer a subject range equivalent to that offered by much larger schools. The college is well provisioned to meet the academic learning needs of students in an inclusive and supportive environment. In addition, the college has a strong student well-being program which is underpinned by the Positive Behaviour for Learning approach. The vision of Kuranda District State College is to promote academic achievement and active citizenship in a climate of tolerance and responsibility. Our underlying values of respect, safety and learning underpin all school relationships. A key component of our school is our Service Commitment for the students at our College. Kuranda District State College will commit to ensure every student who participates in their education will achieve: An OP score for successful University entrance, an apprenticeship or traineeship, further training or full time work. Our commitment to student monitoring and tracking ensures that students meet with success as they transition from Secondary Schooling to life beyond.

School progress towards its goals in 2018

Priorities & Strategies	Targets	Progress Statement
<p>Embed Pedagogical framework with a focus on:</p> <ul style="list-style-type: none"> Assessment, moderation, feedback, goal setting (DP's) Essential classroom management skills (DP's) <p>Develop</p> <ul style="list-style-type: none"> Capability development framework for Teachers and TA's (HoC) Professional learning plan (P) Data to inform learning standard of practice (DP Primary) Missed assessment system (HoD) Student lead conferencing system in secondary (DP) PDP's for all staff 	<ul style="list-style-type: none"> Cohort targets to be collaboratively developed 100% of teachers engaged in moderation 100% of students identified as needing a plan to have a tier 2 or tier 3 intervention 95% of students submitting assessment items on time 100% of staff engaging in ESCM Professional Development 	<p>Reading goals for students were developed for students with consistent practice occurring in Primary.</p> <p>There is some evidence that teachers engaged in moderation</p> <p>Intervention plans are evident on One School</p> <p>The percentage of staff who engaged in professional development relating to Essential Skills for Classroom management was 100%</p>
<p>Embed:</p> <ul style="list-style-type: none"> Whole school approach to teaching of literacy Diagnostic assessment plan (WSAR) to inform teaching <p>Develop</p> <ul style="list-style-type: none"> Kuranda Community Early Years action plan Whole school approach for supporting EALD learners 	<ul style="list-style-type: none"> 100% of P- 10 staff include literacy into their planning sessions 100% of P – 10 students have reading level targets 	<p>There is some evidence that this was occurring in 2018, however this practice was predominantly isolated to the primary campus.</p>
<p>Embed</p> <ul style="list-style-type: none"> Head Start Program for Seniors (DP Secondary) <p>Develop</p> <ul style="list-style-type: none"> Community engagement strategy Review attendance strategy Develop SEL plans (primary) 	<ul style="list-style-type: none"> Attendance – 90% overall Close the gap for Indigenous attendance Maintain, increase and explore actions as identified in 2017 100% QCE/QCIA 100% of Seniors with identified career path 	<ul style="list-style-type: none"> Work on attendance is on-going as a College with the attendance rate of 79.7% A significant gap between Indigenous and non-indigenous students stills exists 100% of Year 12 students received a QCE/QCIA SEL was implemented in Primary

Future outlook

Although the teaching staff remained relatively unchanged from 2018 to 2019 there were a number of changes that occurred across the leadership structure of the College. In 2018 the College had three Principals. Sharon Jones started the year, followed by two acting Principals, Leanne Fox for term 2 & 3 and then Kirk Findlay for term 4. Steven Moore was appointed as the permanent College Principal from the start of 2019. At the start of 2019 there was also two new acting deputy principals welcomed to the College Adrian Hooper as the deputy principal for secondary and Rebecca Forgie as the deputy principal for Primary.

Despite the challenges of a completely new executive leadership team the following three explicit improvement areas were agreed upon for 2019:

Focus Area 1: Engagement (ABC): Attendance, Behaviour and Community

Focus Area 2: Curriculum

Focus Area 3: Pedagogy

With the current quadrennial school plan expiring at the end of 2019, and with a school review occurring in term 2, 2019 this will form the impetus for consultation and collaboration with staff, students, parents and community members on the new four year strategic plan for the school.

Kuranda District State College – 2019 Explicit Improvement Agenda (DRAFT)

Focus Areas	Key Tasks and Activities	Goals and Targets	Who?
Engagement (ABC)	Attendance	<ul style="list-style-type: none"> Reduce the number of students attending < 85% by a minimum of 20% by the end of 2019 Increase the number of students attending >95% to a minimum of 20% 	Principal Deputy Principals Head of Inclusion Guidance Officer Head of Department Teachers Teacher Aides Well-being team Parents Carers
	Behaviour	<ul style="list-style-type: none"> Decrease the number of suspensions by 30% over 12 months to bring the total amount of short-suspensions to below 100 PBL is consistently implemented throughout the College and this evidenced through explicit lessons being taught, symbols, common language throughout the school. A social skills initiative is identified and implementation has commenced across P – 12. Students are regularly celebrated and rewarded for demonstrating positive behavioural choices at school. 	Principal Deputy Principals Head of Inclusion Guidance Officer Head of Department Teachers Teacher Aides Well-being team Parents Carers
	Community	<ul style="list-style-type: none"> PACE calendar released from Term 2, 2019 and for each subsequent term. New initiatives have been introduced to provide and promote opportunities for parents and carers to engage with the College. 	Principal Deputy Principal P & C Committee Community members
Curriculum	<ul style="list-style-type: none"> Leadership team to lead the process of ensuring compliance with the P – 12 CARF Ensure three levels of planning are evident across P - 12 Development a Language Other Than English (LOTE) plan focusing on a local Indigenous Language or identify a language through community consultation Implement Digital Technologies P - 9 Cognitive verbs are explicitly taught in Years 7 – 12 with a plan for implementation into primary in 2020 developed. Deep Learning units are developed collaboratively in semester 1 with a trial in semester 2. Implement regular collaborative planning meetings led by a member of the leadership team. Systems, protocols and expectations are clearly established and communicated to staff. Provide opportunities for staff to engage with on-going professional learning opportunities through internal or external initiatives or professional development opportunities. 	<ul style="list-style-type: none"> Yearly and termly curriculum and assessment plans have been developed in consultation with staff and finalised before 2020. A multi-age plan for primary has been completed. A LOTE implementation is completed by Week 5, Term 4 Digital Technologies P – 9 is implemented and reported on in 2019 Collaborative planning meetings occur a minimum of twice a term in 2019. A minimum of 3 Deep Learning Units of work / Projects have been completed by the end of semester 1. Implementation has occurred in semester 2. The PATL has worked with members of the leadership team and identified teachers a minimum of twice a term in 2019 100% of staff have engaged in professional learning related to the implementation of the Australian curriculum. 	Principal Deputy Principals Head of Inclusion Head of Department Teachers Teacher Aides PATL
Pedagogy	<ul style="list-style-type: none"> Pedagogical models for: Explicit, Direct, Digital, Inquiry and Consolidations are established. Implement a consistent approach to the teaching of Reading P – 9 Establish Develop a coaching system that supports the professional development of teachers and teacher aides External coaches are engaged to support teachers where required. 	<ul style="list-style-type: none"> 100% of teaching staff have a LI and SC that links clearly to what is being taught and assessed. Students know what is being taught and what they need to demonstrate in order to be successful. 100% of staff are proficient in Explicit Instruction Spelling Mastery (Direct instruction) is implemented in P – 6 (Prep to commence in Semester 2, 2019) Teaching staff are identified to implement the Deep Learning units in Semester 2 and are supported with the inquiry/project based pedagogical approach. Protocols and ways of working are established. A College coaching model has been established, with formal lesson observations occurring for consolidation lessons and explicit instruction once a term. 	Principal Deputy Principals Head of Inclusion Head of Department Teachers

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	355	366	312
Girls	164	171	150
Boys	191	195	162
Indigenous	164	169	153
Enrolment continuity (Feb. – Nov.)	82%	81%	85%

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

There are five major communities that make up the Kuranda District with the majority of students using buses as the main means of coming and leaving school. The student population of the College has been in decline for the last couple of years. From the start of 2019, this trend has turned around and enrolments have increased to 327 students with further projected growth into 2020 and beyond.

The percentage of students who identify as Indigenous Australian is at 49% with the other 51% of students identifying as non-indigenous or from another background. 6.7% of students have a verified disability, with some of these students accessing the fully inclusive educational model that exists at the College.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	20	18
Year 4 – Year 6	24	27	24
Year 7 – Year 10	20	18	20
Year 11 – Year 12	15	17	10

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

- C2C resources are utilised from P – 10 to implement the Australian Curriculum
- Annual review and recalibration of units to ensure alignment with the Australian Curriculum
- Structured, collaborative planning
- Senior subject offerings that align with and support career pathways for all students
- Classroom delivery and distance education opportunities
- Inclusion of students with a disability in classrooms
- A balance of academic and vocational subject offerings
- Elective classrooms with pathways to senior secondary

Co-curricular activities

- Instrumental Music
- Internal and external sporting opportunities
- Arts enrichment and performance evenings
- Cheer squad

- Student leadership programs
- Lunchtime activities
- Student council

How information and communication technologies are used to assist learning

The College has a continued commitment to ensure all staff and students utilise information technology to improve communication, teaching and learning. Students have access to technology through computer labs, library, classrooms and laptops. Computer to student ratios are high with a range of desktops and computer labs available for use. Classrooms are fitted with electronic whiteboards which support teachers to deliver the curriculum in an engaging way. Sound Field systems have been installed in most classrooms to enable students with hearing loss and/or otitis media to engage more fully in learning.

Social climate

Overview

The organisational structure of the school has seen a strong student well-being team and PBL team develop universal strategies to support students to successfully progress through their school journey. These teams embed proactive support and intervention strategies. Our chaplains, school-community liaison officer, Guidance Officer and well-being officers work closely with students and their families to support their physical and emotional well-being as well as their career aspirations.

Our open door policy provides parents the opportunity to participate actively in their child's learning and are viewed as an integral part of the school community. Clear expectations for connecting with parents facilitates positive feedback and on-going inclusion of parents and carers in their child's learning.

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)	86%	85%	78%
• this is a good school (S2035)	92%	81%	78%
• their child likes being at this school* (S2001)	86%	74%	80%
• their child feels safe at this school* (S2002)	93%	70%	70%
• their child's learning needs are being met at this school* (S2003)	93%	85%	89%
• their child is making good progress at this school* (S2004)	93%	89%	78%
• teachers at this school expect their child to do his or her best* (S2005)	93%	93%	88%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	88%
• teachers at this school motivate their child to learn* (S2007)	93%	88%	89%
• teachers at this school treat students fairly* (S2008)	93%	89%	67%
• they can talk to their child's teachers about their concerns* (S2009)	93%	96%	89%
• this school works with them to support their child's learning* (S2010)	93%	92%	89%
• this school takes parents' opinions seriously* (S2011)	85%	76%	67%
• student behaviour is well managed at this school* (S2012)	71%	60%	56%
• this school looks for ways to improve* (S2013)	85%	81%	89%
• this school is well maintained* (S2014)	79%	96%	88%

* 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)	91%	84%	81%
• they like being at their school* (S2036)	81%	76%	79%
• they feel safe at their school* (S2037)	85%	70%	75%
• their teachers motivate them to learn* (S2038)	90%	86%	80%
• their teachers expect them to do their best* (S2039)	99%	95%	88%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	83%	82%
• teachers treat students fairly at their school* (S2041)	78%	68%	65%
• they can talk to their teachers about their concerns* (S2042)	75%	76%	65%
• their school takes students' opinions seriously* (S2043)	77%	55%	61%
• student behaviour is well managed at their school* (S2044)	57%	45%	48%
• their school looks for ways to improve* (S2045)	87%	80%	77%
• their school is well maintained* (S2046)	83%	72%	72%
• their school gives them opportunities to do interesting things* (S2047)	80%	76%	70%

* 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)	97%	96%	91%
• they feel that their school is a safe place in which to work (S2070)	94%	88%	93%
• they receive useful feedback about their work at their school (S2071)	94%	83%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	90%	100%
• students are encouraged to do their best at their school (S2072)	100%	98%	100%
• students are treated fairly at their school (S2073)	94%	94%	95%
• student behaviour is well managed at their school (S2074)	66%	71%	80%
• staff are well supported at their school (S2075)	77%	79%	79%
• their school takes staff opinions seriously (S2076)	85%	83%	81%
• their school looks for ways to improve (S2077)	97%	91%	98%
• their school is well maintained (S2078)	88%	94%	98%
• their school gives them opportunities to do interesting things (S2079)	83%	88%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The College provides various opportunities for parents and caregivers to be involved in their children's education. Encouraging and welcoming parents into our school is a firmly held value and staff continually seek opportunities for this. Many parents are involved through volunteering as members of our P & C committee or School Council.

Both of these bodies provide opportunities for parents and caregivers to be actively involved in school decision-making processes. Some ways in which the College has engaged parents and the community are through the following initiatives:

- Parent-teacher interviews
- Performance evenings
- NAIDOC celebrations
- Community breakfasts
- Sporting events
- Presentation and Award evenings
- Graduation ceremonies
- Under 8s Day

Respectful relationships education programs

The College has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These include the continued implementation of Positive Behaviour for Learning (PBL). The school rules of Be Safe, Be Respectful and Be a Learner are displayed throughout the school with focus lessons occurring regularly. The Well-being Officer, Guidance Officer and leadership team members work with individuals providing support or facilitating restorative justice sessions. Policy, procedure and mandatory reporting requirements are adhered to when issues relating to student harm are suspected.

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	157	168	71
Long suspensions – 11 to 20 days	4	1	1
Exclusions	2	4	1
Cancellations of enrolment	3	2	1

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 makes every effort to limit and reduce electricity consumption by encouraging the use of natural lighting and ventilation with less reliance on air-conditioning. The College has previously installed solar panels to produce electricity. Students and staff engaged in the sustainability program lead the school to model environmentally safe and friendly practices wherever possible. The introduction of a monitoring program has seen a reduction in reprographic costs and usage as has the distribution of reports and newsletters using technology.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	303,130	395,851	298,342
Water (kL)	7,861	8,889	9,002

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.

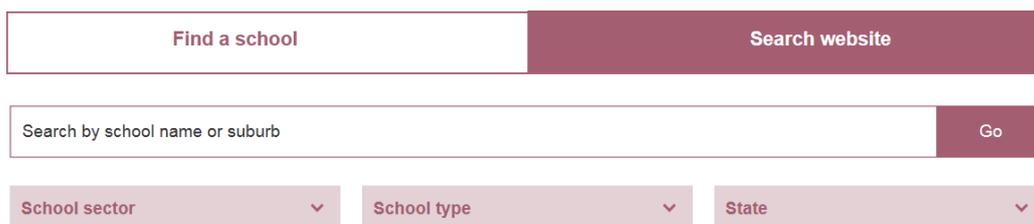
School funding

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](http://www.myschool.edu.au) website at.

How to access our income details

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



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



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



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	35	34	<5
Full-time equivalents	32	24	<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	5
Graduate Diploma etc.*	2
Bachelor degree	28
Diploma	
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 \$ 35 925

The major professional development initiatives are as follows:

- Collaborative planning
- QCE planning and preparation
- Literacy and numeracy pedagogical practices
- Deep Learning Pedagogical Framework

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%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% 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	85%	83%	81%
Attendance rate for Indigenous** students at this school	77%	76%	73%

* 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	90%	79%	81%
Year 1	84%	87%	80%
Year 2	83%	89%	86%
Year 3	84%	86%	83%
Year 4	84%	82%	83%
Year 5	87%	86%	79%
Year 6	84%	88%	84%

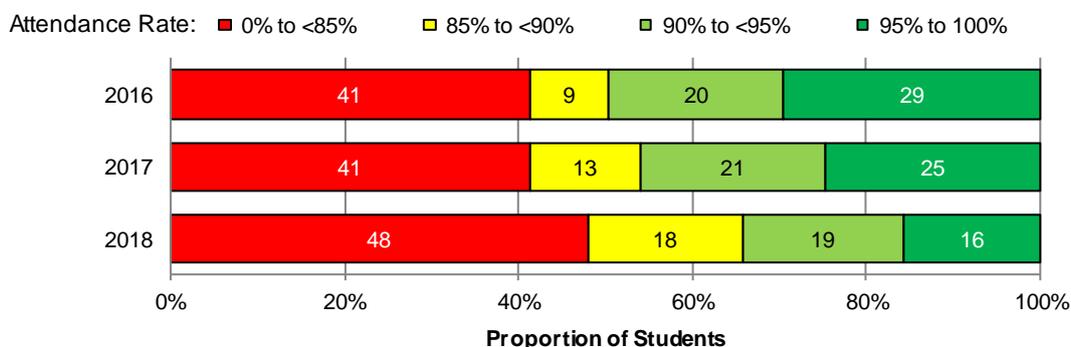
Year level	2016	2017	2018
Year 7	85%	82%	84%
Year 8	85%	76%	76%
Year 9	79%	81%	82%
Year 10	90%	78%	79%
Year 11	81%	78%	73%
Year 12	79%	80%	79%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

Kuranda District State College applied to the following strategies to support student attendance at school:

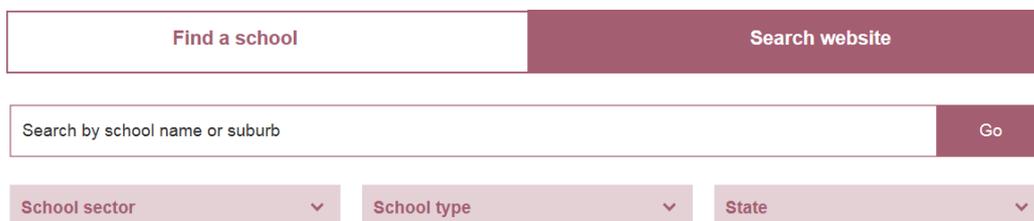
- Employed an Indigenous school-community liaison officer
- Employed an A02 attendance officer
- Department letters regarding unacceptable attendance mailed to parents and carers
- Electronic roll-marking through ID Attend and same day SMS alerts
- Telephone contacts and meetings with parents and carers.
- Positive rewards and incentives for students.

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.



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



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



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	8	18	23
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	8	18	23
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	1	8	6
Percentage of Indigenous students who received an OP	0%	20%	0%
Number of students awarded one or more VET qualifications (including SAT)	7	17	22
Number of students awarded a VET Certificate II or above	7	16	22

Description	2016	2017	2018
Number of students who were completing/continuing a SAT	1	3	4
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	88%	100%
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	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.		100%	100%

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	0	3	4
6-10	0	3	2
11-15	1	1	0
16-20	0	1	0
21-25	0	0	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	0	2	5
Certificate II	7	16	22
Certificate III or above	4	2	3

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).

The following Vocational Education and Training (VET) qualifications were on the College's scope of registration:

Certificate II in Skills for Work and Vocational Pathways

Certificate II in Sport and Recreation

Certificate II in Visual Arts

Certificate III in Visual Arts

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	50%	65%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	86%	58%	113%

Notes:

1. 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%).
2. *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.

Not applicable.

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