

North Lakes State College

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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# School Overview

The vision of North Lakes State College is to inspire our students to dream and succeed now and in the future.

The College is at the heart of a modern, urban community. Our Prep to Year 12 college organisation provides a seamless transition through learning for our students. Continuity of learning across all facets of student life enables students to strive for and achieve excellent outcomes. Our continued commitment to excellence and high expectations across all phases of the College is reflected in the variety of opportunities available to all students, both within and outside the classroom.

This report provides a snapshot of these opportunities, our achievements for 2016 and how we continue to live our vision.

North Lakes State College is an Independent Public School with a College Council established in 2014.

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2016**

North Lakes State College had four identified priority areas in 2016.

#### **Whole of College Attendance rates**

The college implemented strategies to monitor and support attendance P-12 and to send clear and consistent messages to the community regarding attendance. Through setting the aspirational target of 94% attendance, the development of new structures and processes to monitor attendance, and regular reporting through college communications such as newsletters, the website and Facebook site, school attendance has become a priority in the school community.

The college has since maintained its focus on attendance and in 2017 attendance rates continue to increase.

#### **Student learning outcomes for all students P-12**

Focussing on student learning outcomes from Prep to Year 12, the college developed internal monitoring processes to support the collection of student performance data to track individual students and to inform differentiated teaching.

#### **Strengthening senior schooling outcomes**

*Investing for Success* resources were utilised to refine the monitoring of student progress towards 100% achievement of QCE/QCIA achievement. Engagement with external consultants has complemented the already rigorous QCS preparation program, and has enhanced the vocational pathways options for senior students.

#### **Articulating and embedding a consistent P-12 approach to pedagogical practices**

The college introduced the IMPACT teaching model to enhance the NLSC Pedagogical Framework, hosting professional development workshops for all teaching staff and appointing pedagogical coaches to support teaching capacity across the college.

In 2016 the college received \$881 587 under the *Investing for Success* funding arrangement. This was used to support the college improvement agenda including:

- The appointment of an Attendance and Engagement Officer to assist staff and work with the community to build capacity in raising attendance standards;
- Resourcing the tracking and monitoring of student progress;
- Appointing school leaders in key areas of the college to enhance coaching and to monitor student progress.

## Future Outlook

In 2017 the college continues its sharp and narrow focus on improving student attendance and improving learning outcomes.

The target for college attendance is 94% Prep to Year 12. This will be achieved by implementing and embedding strategies to send a clear and consistent message to the community about attendance and to refine processes to monitor and support attendance Prep to Year 12.

Improved student learning outcomes for students will be achieved by implementing an extended approach to pedagogical coaching through the appointment of pedagogical coaches P-12 and the development of a whole of college coaching model and insistent improvement in teaching capacity.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	2888	1461	1427	64	95%
<b>2015*</b>	2962	1487	1475	73	93%
<b>2016</b>	2973	1493	1480	65	93%

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

North Lakes State College provides a seamless transition through learning, from Prep to Year 12. The College values of choice, courage and respect underpin all that staff, students and parents do.

The College is at the heart of a modern, urban community and was master planned to grow with the community. The Urban Learning Centre provides state-of-the-art facilities for Years 10, 11 and 12 in the busy heart of the North Lakes' commercial hub.

North Lakes State College has established a reputation for achieving consistently high literacy and numeracy results through early intervention practices, purposeful extension programs from Prep to Year 9, a junior secondary philosophy centred on the individual child and a commitment to Whole of College literacy and numeracy programs.

North Lakes State College has a culture of parent involvement exemplified by a joint staff/parent space operating within the college, Cafe Bella Bean. The very active Parents' and Citizens' Association run a College Carnival each year and contribute funds raised to many facets of the College's development.

At North Lakes State College, student voices are valued and contribute to the College's strategic direction.

The Student Representative Council has elected members representing the four College houses - Anzac, Halpine, Kinsellas and Discovery - from each of the Years 6 to 12.

The College remains committed to its vision to inspire our students to dream and succeed now and in the future.

### 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	22	24	23
Year 4 – Year 7	26	27	26
Year 8 – Year 10	26	26	26
Year 11 – Year 12	21	21	20

\*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

North Lakes State College strives to continuously provide innovative and inclusive curriculum catering to the needs of all students across our College. In partnership with other local schools, collaborative teacher planning and clear assessment practices, including moderation of tasks, are vital elements of curriculum planning and implementation.

Strong alignment of teaching and learning to both the Australian National Curriculum and the Queensland Curriculum Assessment and Reporting Framework underpins all curriculum offerings at the College. Individual, year level and faculty planning activities are utilised to ensure curriculum is differentiated to meet the needs of individual students.

North Lakes State College proudly offers Italian language programs from Prep to Year 12 and in 2016, introduced Chinese in Prep to Year 3. In Years 8, 9 and 10 students can opt to undertake their core



subjects through an Italian Immersion program. The College has a number of signature programs: Dance; Robotics; Basketball and Golf, which offer students an enriched program of learning and performance.

Students in Year 4 to Year 7 are benefiting greatly from the Prep to Year 12 advantages of our College. Students in these year levels are able to access a semester of explicit teaching in Drama, Music, Dance and Visual Arts. Students in Year 7 also study Food Technology, Materials Technology Coding and Graphics.

The College planning model focuses on aligning teaching practices with student needs. Teachers identify individual students' strengths and weaknesses to support differentiation of classroom programs. Key support staff including the Advancement Team, Support Teachers: Literacy and Numeracy and teacher aides play a vital role. Our teachers also liaise with visiting advisory teachers and outside agencies to ensure their planning meets the needs of students in their classes.

The College offers a suite of Signature Programs to enhance individual skills of students. In 2015, our College offered Signature Programs in Dance, Golf, Basketball and Robotics.

With a continued focus on improving student performance in the pursuit of excellence, North Lakes State College has a suite of quality excellence programs offered to students from Prep to Year 9. Our Honours classes in Year 8 and Year 9, are just one way we extend students in Mathematics, English, Humanities and Science. To enter Honours classes, students complete a day of testing, accompanied by a one on one interview with our College Administrators. This process ensures students are fully aware of the commitment the Honours classes requires.

### **Co-curricular Activities**

Robo Club is available to all students in the middle and senior phases of learning and consistently competes at the highest level at local and state competitions. The College team competes very successfully each year at state and national levels.

Opportunities in the Arts are provided for students through Dance Troupe, College Theatre Sports, choirs, ensembles and bands. An expanding instrumental music program is raising the quality and membership of all bands and ensembles. Our ensembles perform highly in Fanfare, a regional showcase of the high standard of musical talent and teaching in state school ensembles.

The college provides a comprehensive outdoor education program with a range of day activities and camps in all year levels from Prep to Year 12. Students have the opportunity for individual development and to enhance personal skills including resilience and responsibility, organisational skills and the ability to cope with change.

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

Digital technology is an integral part of teaching and learning at North Lakes State College. Curriculum units across all year levels feature an array of digital components, such as web quests, PowerPoint, digitally recorded student presentations and virtual classrooms. In the Upper Middle and Senior Schools students have the opportunity to study specialised multimedia subjects.

Our Bring Your Own Device (BYOD) program was embedded in 2016, with students able to access the college network and safe secure internet using their own device, laptop or tablet. This program continues to expand in 2017 with greater enhancements to wireless connectivity and the ubiquitous use of ICT for learning.

The use of the Learning Place is now an integral feature of learning across the college, with all learning areas across all years have a virtual presence. This allows students to connect to learning materials outside of classroom time.

In 2016 the college trialled an innovative implementation using GSuite, a core suite of productivity applications that Google offers to schools and educational institutions, promoting communication

collaboration and the ability to engage students anytime, anywhere on any device. The students had access to Chromebooks, lean, low-cost laptop-like devices that run Google's Chrome operating system, which is designed to seamlessly integrate with the suite of cloud applications. GSuite supported new teaching practices and innovative pedagogy such as real time feedback to students, streamlining work and assessment as well as students being able to collaborate across multiple key learning areas while engaging in classroom activities inside and outside of the classroom.

## Social Climate

### Overview

North Lakes State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

In 2016, we continued to embed positive student behaviour through student understanding of the meaning of our College values of Choice, Courage and Respect. Classroom protocols continued to be a focus throughout the year. North Lakes State College strives to embrace inclusiveness, encouraging all students to have the courage to reach their potential and realise their aspirations.

North Lakes State College promotes a supportive and safe school environment in a variety of ways. Parents of Years Prep to 6 students are invited to participate in class Learning Celebrations at the end of each semester. Parents of all students are invited to attend a variety of events celebrating The Arts and physical education and sports, throughout the year. The school enjoys the services of a Chaplain, who promotes the values of kindness and respect amongst students.

In Years P-3 there is a Reflection Room for students in need of social and emotional support, while in Years 4 to Year 6 there are a Reflection Room and Games Factory, proactive programs to support appropriate social behaviour. Students from Year 7 to Year 12 utilise Team class to further develop effective study habits.

Many strategies are used by our school to provide appropriate behaviour consequences for unacceptable student behaviour.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	91%	88%
this is a good school (S2035)	94%	90%	83%
their child likes being at this school* (S2001)	89%	87%	88%
their child feels safe at this school* (S2002)	93%	89%	86%
their child's learning needs are being met at this school* (S2003)	87%	87%	85%
their child is making good progress at this school* (S2004)	90%	88%	86%
teachers at this school expect their child to	96%	94%	92%

<b>Performance measure</b>			
<b>Percentage of parents/caregivers who agree# that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
do his or her best* (S2005)			
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	81%
teachers at this school motivate their child to learn* (S2007)	89%	87%	82%
teachers at this school treat students fairly* (S2008)	81%	81%	72%
they can talk to their child's teachers about their concerns* (S2009)	92%	90%	90%
this school works with them to support their child's learning* (S2010)	85%	84%	81%
this school takes parents' opinions seriously* (S2011)	78%	80%	68%
student behaviour is well managed at this school* (S2012)	85%	79%	55%
this school looks for ways to improve* (S2013)	93%	90%	74%
this school is well maintained* (S2014)	96%	94%	81%

### Student opinion survey

<b>Performance measure</b>			
<b>Percentage of students who agree# that:</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
they are getting a good education at school (S2048)	94%	95%	93%
they like being at their school* (S2036)	88%	88%	89%
they feel safe at their school* (S2037)	94%	91%	90%
their teachers motivate them to learn* (S2038)	91%	92%	90%
their teachers expect them to do their best* (S2039)	98%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	88%	94%
teachers treat students fairly at their school* (S2041)	85%	81%	86%
they can talk to their teachers about their concerns* (S2042)	82%	79%	81%
their school takes students' opinions seriously* (S2043)	82%	76%	80%
student behaviour is well managed at their school* (S2044)	75%	72%	75%
their school looks for ways to improve* (S2045)	97%	90%	89%
their school is well maintained* (S2046)	92%	88%	87%
their school gives them opportunities to do interesting things* (S2047)	91%	86%	89%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	94%	76%
they feel that their school is a safe place in which to work (S2070)	98%	97%	88%
they receive useful feedback about their work at their school (S2071)	87%	86%	56%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	91%	82%
students are encouraged to do their best at their school (S2072)	98%	97%	94%
students are treated fairly at their school (S2073)	95%	93%	85%
student behaviour is well managed at their school (S2074)	86%	83%	56%
staff are well supported at their school (S2075)	92%	84%	46%
their school takes staff opinions seriously (S2076)	85%	84%	43%
their school looks for ways to improve (S2077)	97%	96%	72%
their school is well maintained (S2078)	97%	95%	87%
their school gives them opportunities to do interesting things (S2079)	91%	89%	62%

\* 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

Parent involvement at North Lakes State College is welcomed and encouraged. Parents support student learning in classrooms through regular or short term volunteer work. Parents are also invited to attend monthly meetings of the Parents' and Citizens' Association and to meet their child's teachers at parent/teacher interviews twice a year. The College Facebook page, web site and the "HERMES" email system are efficiently and effectively used to engage and communicate with our parent community.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Health curriculum from Prep to Year 12 focusses student learning on personal safety and awareness, developing students' knowledge and skills to be able to resolve conflict without violence.

In 2016 the college took a strong stand against domestic violence, inviting community and business leaders to join us in celebrating White Ribbon day, at which students and staff publicly committed to speaking up about violence. The college has clear processes for students to recognise, react and report when they, or others, are unsafe.

## 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	232	236	298
Long Suspensions – 6 to 20 days	7	11	16
Exclusions	5	12	6
Cancellations of Enrolment	4	1	27

\* 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

North Lakes State College is working towards a commitment to reduce our environmental footprint. Through the continued development of our College's Environmental Management Plan, we are empowering our students to become environmental leaders. With the support of community partnerships, the students and teachers of North Lakes State College value and respect the environment which they live.

We have planted many native trees throughout the main campus which will support our native wildlife.

The students and teachers of North Lakes State College are annual participants in Clean Up Australia Day. We work closely with state and local governments to keep our community one of the tidiest in Queensland.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	1,177,664	31,286
2014-2015	1,300,168	18,889
2015-2016	1,118,422	37,792

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:

Government

Non-government

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	220	80	<5
Full-time Equivalents	202	58	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	69
Bachelor degree	146
Diploma	9
Certificate	0

\*Teaching staff includes School Leaders

## TEACHER\* QUALIFICATIONS

Highest level of qualification	Number of classroom teachers and school leaders at the school
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\*\*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 \$265,435.

The major professional development initiatives are as follows:

- Critical and creative thinking
- Digital pedagogy
- Adolescent learning
- Leadership development.

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 97% 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).	91%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	85%

\*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%.

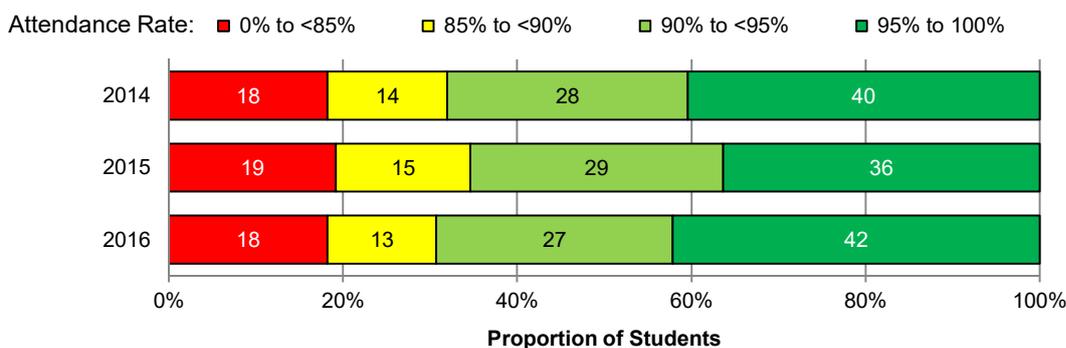
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Yea r 1	Yea r 2	Yea r 3	Yea r 4	Yea r 5	Yea r 6	Yea r 7	Yea r 8	Yea r 9	Yea r 10	Yea r 11	Yea r 12
2014	94%	94%	95%	94%	94%	94%	94%	93%	92%	91%	88%	88%	87%
2015	92%	93%	94%	93%	93%	93%	93%	92%	91%	90%	88%	86%	86%
2016	92%	92%	94%	93%	94%	93%	93%	92%	92%	90%	89%	85%	86%

\*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.

North Lakes State College:

- Is committed to promoting the key strategies of DETE's Every Day Counts policy.
- Supports all children to be enrolled at school and attend school all day, every school day.
- Monitors, communicates and implements strategies to improve regular school attendance.
- Believes truanting can place a student in unsafe situations and impact on their future employability and life choices.
- Believes attendance at school is the responsibility of everyone in the community.

### **SCHOOL RESPONSIBILITIES**

- Provide information and education to parents and community about our school attendance policy and targets.
- Inform parents of their legal obligations in regard to enrolment and attendance.
- Implement strategies to manage student enrolment, absences, chronic absenteeism, school refusal and truancy using the guidelines set out in the Every Day Counts policy.
- Monitor student absences and identify when a student is absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student's attendance rate is reasonably considered unsatisfactory.
- Take reasonable steps to follow up unexplained absences as soon as possible or ideally within three days of the absence.
- Continue to work with regional and other local resources to re-engage students and their families with the aim of returning the students to school.
- Follow established processes for enforcing parental obligation in regard to: enrolment, attendance, compulsory participation. These are undertaken through process within OneSchool.

At our school we promote 100% attendance by including Every Day Counts information and discussing the importance of attendance with every new family upon enrolment displaying Every Day Counts material within the school. As a school we are committed to surpassing the state average of 90% attendance rate for Prep to Year 12 schools.

### **RESPONSES TO ABSENCES**

When a student is absent without explanation for 3 days or a pattern of absences has been identified, the College will take the following actions to monitor attendance:

- Absences are actioned daily via SMS text messaging to parents and phone calls to non-SMS parents.
- An email is sent weekly to parents to seek an explanation for absences.

- Weekly monitoring of three or more unexplained absences is conducted by sub-school principals.
- Regular monitoring of all absences is conducted by classified officers utilising percentage reports and validating all students with less than 80% attendance rate.

Where there is a persistent pattern of unexplained absences or absences without reasonable justification, a student's attendance can be considered unsatisfactory. The principal will commence compulsory schooling and compulsory participation processes.

## STRATEGIES TO INCREASE ATTENDANCE

NLSC has implemented a range of strategies to acknowledge the positive attendance of classes and year level cohorts. Class teachers display their class attendance weekly on an attendance tracking chart which is consistent from Prep to year 12. Assemblies are utilised to celebrate classes who have reached the College goal of 94% or above for 4 or more weeks. The College newsletter is used to provide regular updates to the community of the attendance data and celebration of year levels who have met the target. Through tracking attendance each day of the week the College has been able to respond and plan activities that encourage students to engage and attend on those days when attendance is less than other days.

## 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**.

### Find a school

The image shows a search form titled "Find a school" with a blue background. It includes a text input field for "School name" with a red "GO" button to its right. Below this is another text input field for "Suburb, town or postcode". Underneath, the "Sector:" is listed with two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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 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

<b>OUTCOMES FOR OUR YEAR 12 COHORTS</b>			
Description	2014	2015	2016
Number of students receiving a Senior Statement	287	310	321
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	123	141	148
Percentage of Indigenous students receiving an Overall Position (OP)	44%	17%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	25	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	260	267	269
Number of students awarded an Australian Qualification Framework Certificate II or above.	191	215	230
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	286	310	321
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	89%	100%	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.	81%	81%	74%
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%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	96%	96%

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

<b>OVERALL POSITION BANDS (OP)</b>					
<b>Number of students in each band for OP 1 - 25</b>					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	23	24	53	21	2
2015	14	52	48	27	0
2016	21	40	49	37	1

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

<b>VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)</b>			
<b>Number of students awarded certificates under the Australian Qualification Framework (AQF)</b>			
Years	Certificate I	Certificate II	Certificate III or above
2014	203	124	127
2015	204	154	132
2016	194	152	146

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

VET qualifications completed by North Lakes State College students in 2016:

- Certificate I in Business
- Certificate II in Business
- Certificate III in Business Administration
- Certificate I in Dance
- Certificate II in Dance
- Certificate I in Information, Digital Media and Technology
- Certificate III Media
- Certificate II in Engineering
- Certificate I in Manufacturing (Pathways)
- Certificate II in Outdoor Recreation
- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate III in Fitness
- Certificate III in Early Childhood Education and Care.

### 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.	94%	97%	91%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	82%	100%	100%	

\* 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.northlakescollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

## **Early leavers information**

For students who cannot engage in the pathways offered at school, North Lakes State College supports them to identify and engage in a pathway that is meaningful for them and leads them to a successful future. North Lakes State College supports these students through a range of structures including individual case management, support through a Guidance Officer or Senior Schooling Head of Department or other support personnel.

Students are connected to programs including tertiary preparation programs, external employment agencies, TAFE certificate courses and external support agencies as appropriate.

