



North Lakes State College

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

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 improvement priorities are enacted to support this vision. This report is designed to make explicit the growth and development of the school throughout 2019. The report provides a snapshot of the successes and progress towards the improvement priorities of 2019, including a review of student performance results, teacher professional development, and school opinion survey data.

Students at North Lakes State College engage in a rich and rewarding schooling experience that assists them to Learn, Lead and Succeed, now and in the future.

Our Prep - Year 12 College organisation provides a seamless transition through learning for our students, provided across two neighbouring campuses. Located in the heart of a modern and urban community, the College was master planned to grow with the community. In 2019, our state of the art facility on the Year 10 -12 Campus, locally known as the Endeavour Building, was officially opened. This building includes a number of innovative learning spaces that accommodate for 21st century learning outcomes.

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.

North Lakes State College is an Independent Public School with a College Council established in 2014. The Parents and Citizens' Association is welcoming and provides valuable input into school decision making and additional resources to support student success. A Student Representative Council has elected members representing the four College houses – Anzac, Halpine, Kinsellas and Discovery, from each of Year 6 – 12. North Lakes State College is an enrolment managed school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	2997	2942	2903
Girls	1485	1466	1448
Boys	1512	1476	1455
Indigenous	85	90	100
Enrolment continuity (Feb. – Nov.)	93%	92%	93%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	23	23
Year 4 – Year 6	27	26	25
Year 7 – Year 10	24	24	25
Year 11 – Year 12	19	20	19

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 implementation

North Lakes State College strives to continuously provide innovative and inclusive curriculum catering to the needs of all students Prep – Year 12. Strong alignment of teaching and learning to the Australian Curriculum Prep – Year 10, the Queensland Curriculum and Assessment Authority accredited programs, Vocational Education and Training packages and the P-12 Queensland Curriculum Assessment and Reporting Framework, underpin all curriculum offerings at the College. Individual, year level and faculty planning activities are utilised to ensure the curriculum is differentiated to meet the needs of all students.

Extra-curricular activities

The College has an extensive range of co-curricular activities that enhance students learning opportunities at North Lakes State College. These include Signature Programs in Dance (Year 1 - 12), Basketball (Year 6 – 12), Rugby (Year 7 - 12) and Golf (Year 8 - 12), which offer students an enriched program of learning and performance.

Further 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.

STEM Initiatives continued to be promoted throughout 2018 with students engaging in a range of in house and external opportunities. Roboclub is available to all students from Year 5 - 12 and in 2018 teams continued to represent the College at local, state and national competitions.

Extracurricular sporting opportunities are valued at the College and provided Prep - Year 12. This includes outdoor education excursions and incursions across Prep - Year 6 and participation in Brisbane Outer Schools League,

Year 7- 12. The College also provides a comprehensive outdoor education program with a range of day activities and camps across Prep - Year 12.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area.

All classroom teachers have a departmental laptop and all classrooms have access to a data projector or interactive whiteboard to assist teaching and learning. The College continues to review infrastructure to support the productive use of information and communication technologies for teaching and learning across Prep – Year 12.

North Lakes State College introduced Bring Your Own Device (BYOD) in 2017 and uptake by the student community has been progressively increasing throughout implementation. The College has a dedicated ICT Coach who works with the HODs and classroom teachers in Prep - Year 6 on supporting the effective use of embedded ICT in teaching and learning. Faculty areas across Years 7 -12 have progressively increased the use of 'virtual classrooms' for student access and engagement with learning materials.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

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. Underpinned by the principals of Positive Behaviour for Learning, shared expectations for student behaviour enables the College to maintain and create a positive, productive learning and teaching environment.

In 2019, we continued to embed positive student behaviour through student understanding of the meaning of our values of Choice, Courage and Respect. Classroom discussions, student notices and student assemblies were used to support engagement of all students with these values, and student positive behaviour was celebrated regularly through champion slips, postcards, certificates and the Students of Good Standing Award.

The College provides a range of support services and structures to assist students throughout their learning journey to access curriculum and support wellbeing. These include:

- Learning Support program providing in class and small group intensive support;
- Special Education Program locally known as Advancement, catering to students with a verified disability;
- English as an Additional Language or Dialect (EAL/D), with specialist teachers providing timetabled support across P-12 to support and track progress in English-language acquisition;
- Indigenous Student Mentors for Aboriginal and Torres Strait Islander students, working with students to develop personalised learning plans and track student progress;
- QUT Pacifika Liaison Officer, working with Maori and Pacific Islander students. The project is supported by a partnership between QUT and Moreton Bay secondary schools, and aims to increase avenues for students to access information about post-secondary school pathways.
- International Student Support including Academic Advisors, providing ongoing monitoring of student academic achievement; and an International Student Coordinator, monitoring student welfare and coordinating an International Student Engagement Program;
- Student support services including three Guidance Officers, a Chaplain and School Based Youth Health Nurse;
- Prep - Year 6 social and emotional programs including Reflection Room, and Games Factory/Room, supporting appropriate social behaviour.

A copy of our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology is available on our school website.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	85%	81%
• this is a good school (S2035)	87%	79%	74%
• their child likes being at this school* (S2001)	87%	87%	79%
• their child feels safe at this school* (S2002)	85%	85%	79%
• their child's learning needs are being met at this school* (S2003)	80%	79%	75%
• their child is making good progress at this school* (S2004)	92%	83%	80%
• teachers at this school expect their child to do his or her best* (S2005)	93%	95%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	79%	77%
• teachers at this school motivate their child to learn* (S2007)	83%	78%	78%
• teachers at this school treat students fairly* (S2008)	78%	78%	76%
• they can talk to their child's teachers about their concerns* (S2009)	93%	86%	85%
• this school works with them to support their child's learning* (S2010)	85%	82%	79%
• this school takes parents' opinions seriously* (S2011)	76%	68%	66%
• student behaviour is well managed at this school* (S2012)	62%	56%	53%
• this school looks for ways to improve* (S2013)	83%	75%	67%
• this school is well maintained* (S2014)	89%	83%	81%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	92%	93%	90%
• they like being at their school* (S2036)	88%	88%	83%
• they feel safe at their school* (S2037)	90%	88%	81%
• their teachers motivate them to learn* (S2038)	89%	87%	84%
• their teachers expect them to do their best* (S2039)	97%	95%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	85%	86%
• teachers treat students fairly at their school* (S2041)	79%	82%	79%
• they can talk to their teachers about their concerns* (S2042)	74%	79%	69%
• their school takes students' opinions seriously* (S2043)	73%	74%	67%
• student behaviour is well managed at their school* (S2044)	68%	62%	56%
• their school looks for ways to improve* (S2045)	85%	86%	83%
• their school is well maintained* (S2046)	82%	84%	74%
• their school gives them opportunities to do interesting things* (S2047)	82%	85%	85%

Percentage of students who agree# that:	2017	2018	2019
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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:	2017	2018	2019
• they enjoy working at their school (S2069)	87%	78%	75%
• they feel that their school is a safe place in which to work (S2070)	89%	84%	79%
• they receive useful feedback about their work at their school (S2071)	67%	60%	55%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	81%	80%
• students are encouraged to do their best at their school (S2072)	91%	88%	87%
• students are treated fairly at their school (S2073)	81%	83%	77%
• student behaviour is well managed at their school (S2074)	53%	45%	40%
• staff are well supported at their school (S2075)	46%	41%	42%
• their school takes staff opinions seriously (S2076)	52%	36%	36%
• their school looks for ways to improve (S2077)	74%	56%	57%
• their school is well maintained (S2078)	87%	77%	82%
• their school gives them opportunities to do interesting things (S2079)	68%	63%	57%

* 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, email system, QSchools and QParents applications, and electronic sign are efficiently and effectively used to engage and communicate with our parent community.

Families of students with diverse needs are encouraged to work in partnership with their students' case manager/support staff, Year Level Coordinator and/or Year Level Deputy Principal, to address the needs of their student. Adjustments are planned and supports are put in place to ensure all students have full access to participate in the curriculum.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	438	386	385
Long suspensions – 11 to 20 days	11	16	6
Exclusions	9	9	6
Cancellations of enrolment	25	7	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

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 and staff to become environmental leaders. With the support of community partnerships, the staff and students of North Lakes State College value and respect the environment in which they work and learn.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	1,558,889	1,117,492	1,441,497
Water (kL)	28,726	57,950	43,864

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



The screenshot shows a rectangular button with the text 'View School Profile' in a light purple font.

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



The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and '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	220	86	5
Full-time equivalents	204	62	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third week of Term 4 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
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, 96% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state P-10/P-12 schools was 88%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	91%	89%	90%
Attendance rate for Indigenous** students at this school	85%	83%	81%

* 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	2017	2018	2019
Prep	94%	93%	94%
Year 1	92%	93%	93%
Year 2	93%	92%	94%
Year 3	93%	91%	92%
Year 4	94%	91%	93%
Year 5	93%	91%	92%
Year 6	93%	92%	92%

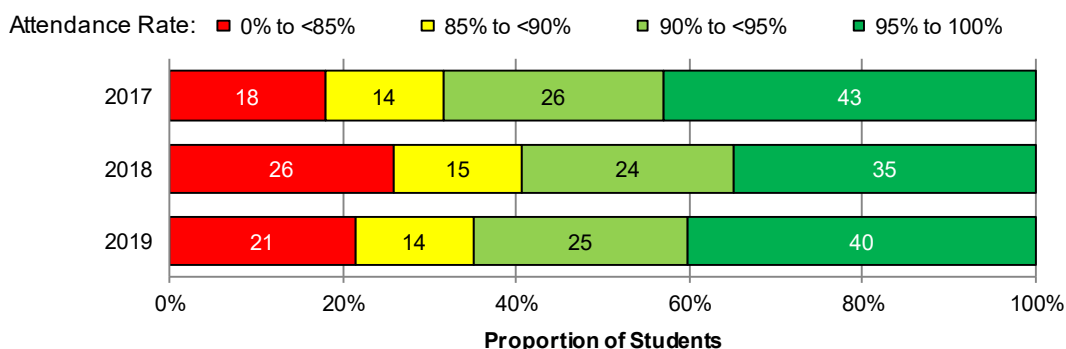
Year level	2017	2018	2019
Year 7	92%	89%	90%
Year 8	91%	88%	90%
Year 9	89%	86%	87%
Year 10	90%	87%	88%
Year 11	88%	88%	87%
Year 12	86%	86%	88%

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.

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 processes 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, and displaying Every Day Counts material within the school. As a school we are committed to surpassing a 94% attendance rate for Prep - Year 12, with attendance being a key priority of the College Strategic Plan 2015-2018.

The school uses an electronic roll-marking system (ID Attend) and all class rolls are marked throughout the day. Rolls in P – 6 occur twice daily (morning and afternoon). Rolls in Year 7-12 are marked each lesson. Late arrival and early departure are recorded by school staff on this system.

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;

- 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

North Lakes State College has implemented a range of strategies to acknowledge the positive attendance of classes and year level cohorts. Class and cohort attendance is monitored weekly and communicated to staff, students and the community. Assemblies are utilised to celebrate classes who have reached the College goal of 94% or above and to reflect on attendance rates of the cohort. 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 regular monitoring of daily attendance by class teachers, TEAM teachers, Year Level Coordinators and Year Level Deputy Principals, the College has been able to respond to and plan supports that encourage group and individual attendance.

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	2017	2018	2019
Number of students who received a Senior Statement	250	278	197
Number of students awarded a QCIA	0	3	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	250	275	193
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	83%
Number of students who received an OP	123	140	94
Percentage of Indigenous students who received an OP	29%	0%	33%
Number of students awarded one or more VET qualifications (including SbAT)	213	226	189
Number of students awarded a VET Certificate II or above	166	178	136
Number of students who were completing/continuing a SbAT	26	33	16
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	85%	76%	78%
Percentage of Year 12 students who were completing or completed a SbAT 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.	98%	96%	98%

Notes:

- The values above:
 - are as at 05 February 2020
 - 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	2017	2018	2019
1-5	19	22	15
6-10	51	44	21
11-15	35	40	37
16-20	18	31	20
21-25	0	3	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	161	157	140
Certificate II	100	114	76
Certificate III or above	106	111	96

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

North Lakes State College is a Registered Training Organisation (RTO) for 16 qualifications. In addition to this, the College engages with external RTO's for three qualifications offered in Year 11 and 12.

In 2018, North Lakes State College students completed VET Qualifications in:

- 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 Screen and Media
- Certificate II in Engineering (Pathways) *External RTO*
- Certificate I in Manufacturing (Pathways)
- Certificate II in Outdoor Recreation
- Certificate I in Sport and Recreation
- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate III in Fitness *External RTO*
- Certificate III in Early Childhood Education and Care *External RTO*
- Certificate IV in Crime and Justice *External RTO*
- Certificate II in Logistics *External RTO*
- Certificate III in Tourism

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	87%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	117%	86%

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 during 2019 included transitioning interstate or overseas 1.9%; attending a Registered Training Organisation 0%; entering employment 0.77% ; attending an alternate learning environment 0.55%; and early entry into further education 1.5%.

Schools work 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.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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:

<https://northlakescollege.eq.edu.au/supportandresources/formsanddocuments/documents/next-step-summary-report.pdf>