Narangba Valley State High School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

We intend that in partnership with our parents and community, Narangba Valley State High School provides all students with access to high quality education that equips them with the knowledge, skills and attributes needed for the future and enables them to participate in and contribute to a culturally, socially and economically vibrant society. We believe that each individual should have every opportunity to optimise his/her potential, our school is a safe and caring family environment,traditional values associated with discipline, presentation, manners, civic responsibility, leadership, should underpin our many structures and programs and high quality teaching should utilise, where appropriate, the latest technologies to yield high quality learning outcomes. We are differentiated by Academy programs in the arts, Languages Other Than English and sport ,also accelerated programs in Math, Science and English. We have a proud record as one of the highest performing secondary schools in the district which is clearly evidenced by student performance in all areas of endeavour including preparation for tertiary education and the world of work.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Our 2017 Explicit School Improvement Agenda presented a strong focus on excellence in teaching and learning providing every student with access to the highest quality education. .

The School Improvement Priorities for 2016 focused heavily on:
- Improved learning outcomes in Junior Secondary including:
    - o Improved attendance rates – continue enhanced support staff services and processes in the current management of student attendance - ongoing
    - o Improving student results in literacy (specifically reading) and numeracy in NAPLAN through continued and new strategies from Investing For Success action plan (see website for full copy of I4S strategy) – targets achieved with focus ongoing
    - o Improved results for higher ability students – improvements demonstrated with focus ongoing
- Improved outcomes in Senior Secondary including:
    - o Maximising OP results – targets achieved and focus ongoing
    - o Maximising VET and other pathways - ongoing
- Pedagogical excellence including:
    - o Further embedding the strategies of ASoT as the pedagogical framework - - significant progress made during 2016 - ongoing
    - o Effective use of BYOX devices in classroom teaching - ongoing
    - o Annual Teacher Performance Review – embedded and ongoing
- Sustainability and responsiveness including:

      o   Reflection and response to 2016 student opinion survey – new house structure developed for implementation 2018

      o   Whole school reflection and review - Engage with Australian Schools Accreditation Agency (ASAA) to conduct a full school self-assessment process

- Maintaining enrolment market share – natural decline but increased share; enhanced marketing - ongoing
- Facilities enhancement – several projects completed – ongoing

Future Outlook

School Improvement Priorities for 2018

Improvement priority: Improved outcomes in Senior Secondary

Strategy: Maximising OP and QCE results			
Actions	Targets	Timelines	Responsible Officer/s
Combination of internal and external strategies for QCS preparation and other OP-focussed work	OP 1-15 –88% QCS A – 20% QCS D - <10%	All year	HOD SS and DP – Sen. Sec. performance (OP/QCE)
Engage in QCAA trial of external assessment for Yr 11	Assessment completion	All year	Relevant HODs
Continue to embed CCEs in all assessment and refer to them explicitly	All faculties engaged	All year	All HODs
Continue to ensure that Student Performance Data Assessment meetings identify every student at risk in years 11 and 12 and deliver immediate intervention	100% QCE	All year	All HODs and GOs
Early preparations for new SATE process – information gathering and staff awareness, Senior Leadership Team planning, some possible models for delivery	Staff awareness; development of possible delivery models	All year	Principal; DPs
Strategy: Maximising VET and other pathways outcomes			
Actions	Targets	Timelines	Responsible Officer/s
Implement the role of newly appointed HOD Senior Schooling (Vocational Pathways)	Full role clarity and accountabilities	Jan 2017 and ongoing	Principal, DP Senior Secondary (VET/other)
Ensure that all VET requirements are met, students are on track for completion and VET futures are responsive to industry need	100% QCE All non-OP students complete qualification	Ongoing	DP – Sen. Sec. performance (VET/other)
Agility with strategic VET approaches – responsiveness to employment trends and VET demand; close linkages with local industry	Create new opportunities for students	Ongoing	DP – Sen. Sec. performance (VET/other), HOD Senior schooling (VET pathways)

Improvement priority: Pedagogical excellence

Strategy: Continue to embed ASoT as our Pedagogical Framework			
Actions	Targets	Timelines	Responsible Officer/s
Include workshops on pedagogical practice and ESCM as an integral part of the Professional Development calendar including a focus on differentiation	Every teacher	Ongoing	HOD T&L
Promote the work of the Pedagogical Coaches including the Observational Rounds and other initiatives as vital for every faculty	Teachers from every faculty have engaged	Ongoing	Senior leadership team
Continue the roll out of iObservations	Every	One	DP (Staff &

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	teacher	classroom observation per teacher each semester	Students)

Strategy: Focus on effective use of BYOX devices in classroom teaching			
Actions	Targets	Timelines	Responsible Officer/s
Roll out the BYOX program in Year 7 and 8 classes	Every teacher	ongoing	DP (Technology)
Deliver multiple opportunities for teacher professional development on effective e-learning strategies in the classroom	Effective student engagement with personal devices as learning tools in the classroom	ongoing	DP (Staff and students); HOD (T & L)

Strategy: Annual Teacher Performance Review			
Actions	Targets	Timelines	Responsible Officer/s
Continue the Annual Teacher Performance Review	Every teacher and admin	Completed by end Feb. – reviews ongoing	Senior Leadership Team

Improvement priority: Sustainability and responsiveness

Strategy: Reflection and response to 2016 student opinion survey			
Actions	Targets	Timelines	Responsible Officer/s
Workshop with staff on the results of the formal survey 2016 plus the outcomes of the formal QUT research and focus group project to gather deeper feedback	A complete summary of key issues leading to survey results	Term 1	Admin
Use the detailed feedback to develop various strategies to address the issues raised.	Practical strategies identified and implemented	Term 2 and ongoing	Admin

Strategy: Whole school reflection and review			
Actions	Targets	Timelines	Responsible Officer/s
Engage with Australian Schools Accreditation Agency (ASAA) to conduct a full school self-assessment process	Completion of process	Terms 1, 2, 3	DP (Vocational Pathways) and SLT
Engage with ASAA for a formal school review	Review and report complete,	Term 4	DP (Vocational Pathways) and SLT

Strategy: Focus on maintaining enrolment market share			
Actions	Targets	Timelines	Responsible Officer/s
Strengthen relationships with local primary schools – multiple initiatives including SMA, partnership programs, new Performing Arts initiatives, sporting events	Day 8 = >2080	Ongoing	Principal and key staff

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Refine the school's marketing strategy including engaging a part-time, trained admin person	Marketing Plan	End Sem 1	Principal and key staff
Continue to host major student events involving partner primary schools	All partner schools involved	Ongoing	Various HODs
Continue the program of school tours for prospective parents	Positive public perception	End term 2 plus term 3/4	Principal and key staff
Continue the high profile of the school's values of Respect, Integrity and Commitment as key planks	Espoused at every opportunity	Ongoing	All staff
Strategy: Facilities enhancement			
Actions	Targets	Timelines	Responsible Officer/s
Continue to maintain and enhance facilities as appropriate	Exceptional visual appeal and quality surrounds	Ongoing	BSM and key support staff
Invest in facilities improvements and additions as appropriate	Completion of multiple projects as required	Ongoing	Principal and key staff

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2017:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2223	1092	1131	79	94%
2016	2162	1094	1068	82	95%
2017	2056	1059	997	75	95%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

NVSHS is located in the Moreton Bay Regional Council, which is one of the fastest growing areas in Australia, with an annual growth rate twice the national average. Narangba is therefore, a growing community with emerging social infrastructure. The recent opening of a neighbouring high school has resulted in more sustainable student numbers. The socio-economic profile of the school is made up of a significant number of both middle-income earners as well as low-income earners and a small

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percentage of disadvantaged groups. My School ICSEA data indicates the value of 1010, within range the national average of 1000.

Approximately 75 students at NVSHS are Aboriginal and/or Torres Strait Islander. This constitutes approximately 3.6% of the school population and remains steady when compared to previous data.

NVSHS has an Individual Learning Centre (ILC) which assists staff to cater for students who have a verified disability (ASD, Speech Language Impairment, Intellectual Impairment, Physical Impairment or Visual Impairment) and who, therefore require an Educational Adjustment Profile (EAP)

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	25
Year 11 – Year 12	20	20	20

Curriculum Delivery

Our Approach to Curriculum Delivery
- Additional English and Maths lessons as a proactive strategy to improve literacy, numeracy and reading comprehension.
- In addition to Science, SOSE and LOTE (Japanese and French), Junior Secondary students engage in a non-core subject areas from the KLA offerings of Technology, Health and Physical Education and the Arts.
- Students across all year levels undertake a course of development in Student Growth and Development (Health in Junior Secondary) and Assessment preparation and training to equip them with life and study skills.
- Specialised academy programs in Music, AFL and Netball continue to provide opportunities for students to excel in these areas.
- The Science-Mathematics Academy (SMA) supports and challenges advanced students in STEM to hone their academic and leadership skills.
- In the senior school, students opt to follow a tertiary pathway or a vocational pathway. In the OP pathway students results are maximised by ensuring their combination of OP subjects chosen will give them the highest possible results.
- To support this our QCS preparation program ensures students are adequately prepared across all of the common curriculum elements.
- In the vocational pathway students can choose from a range of Certificate courses from industry areas of Hospitality, Information and Digital Media Technology, Furnishings, Engineering, electro technology, Business and Fitness.
- The Trade Training Centre provides the opportunity for specialised skilling in Automotive and Engineering pathways
- In addition to these varied options, students can elect to enrol in TAFE courses, apply for school-based traineeships or apprenticeships.

Co-curricular Activities
- Extensive opportunities exist for students to participate in leadership, sporting, public speaking, instrumental music, robotics, business forums, live performance productions and the full range of mathematics, science, technology and humanities competitions.
- Students from the school have been successful at district, state and national levels within these competitions.
- The Student Representative Council is active through its committee structure and is involved in many of the school's special events and publications including Anzac Day, School Magazine, Star Quest and Celebration Showcase.
- Sport plays an important role in the school. The House system is particularly competitive in relation to the inter school Swimming, Cross-Country and Athletics. Many students have already been successful in gaining representative honours at District and State level.

How Information and Communication Technologies are used to Assist Learning

NVSHS has invested significant funds in building and maintaining the school's IT infrastructure and teaching and learning capacity. The main focus for 2017 was the implementation of the Bring Your Own Device (BYOx) program which began with years 7 and 8 in 2017. In addition to major infrastructure work, significant work with our parent community was undertaken ranging from information sessions to providing advice on device specifications.

The improvements to our infrastructure have allowed our teaching staff to engage in improved digital learning strategies such as virtual classrooms through the learning place, upgrade to curriculum specific software packages for Graphics, Electronics, Manual Arts, Business, Information Technology, SMA and Visual Arts.

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Our aim is to enhance our curriculum with technology rich resources to transform and enrich content to make learning more accessible, relevant and focused on improvements to student learning in a digital world.

Social Climate

Overview

School Opinion Surveys show that parents and students generally feel that staff help the students to achieve their potential academically and in regards to development of social skills.

Students are supported by a range of personnel including: 1 Head of school culture, 5 Heads of House; 2 Guidance Officers; Youth Support Coordinator, Chaplain, School-based Youth Health Nurse; 2 behaviour support teachers along with Heads of Department for Effective Teaching & Learning, Junior Secondary, Senior Secondary and 5 Deputy Principals who oversee each house..

NVSHS is currently focusing heavily on its Health and Well-being domain to meet emerging needs in young adolescence, including physical and mental health. This program is being overseen by the Guidance Officers with input from various Heads of Department. In 2017 a key component of this work was the planning for the introduction of the new house structure and vertical home group to enhance student connectedness across the year levels.

The school has an active positive behavior process and programs are regularly arranged by the Health and Wellbeing Committee to monitor and address emerging issues.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	85%	90%
this is a good school (S2035)	91%	86%	86%
their child likes being at this school* (S2001)	89%	86%	87%
their child feels safe at this school* (S2002)	93%	91%	90%
their child's learning needs are being met at this school* (S2003)	85%	86%	81%
their child is making good progress at this school* (S2004)	87%	85%	88%
teachers at this school expect their child to do his or her best* (S2005)	91%	92%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	86%	78%
teachers at this school motivate their child to learn* (S2007)	79%	80%	81%
teachers at this school treat students fairly* (S2008)	79%	77%	77%
they can talk to their child's teachers about their concerns* (S2009)	87%	90%	88%
this school works with them to support their child's learning* (S2010)	83%	81%	80%
this school takes parents' opinions seriously* (S2011)	76%	76%	74%
student behaviour is well managed at this school* (S2012)	75%	70%	70%
this school looks for ways to improve* (S2013)	89%	83%	81%
this school is well maintained* (S2014)	98%	95%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017

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Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	95%	88%	88%
they like being at their school* (S2036)	86%	76%	72%
they feel safe at their school* (S2037)	91%	83%	82%
their teachers motivate them to learn* (S2038)	85%	84%	77%
their teachers expect them to do their best* (S2039)	94%	95%	92%
their teachers provide them with useful feedback about their school work* (S2040)	87%	79%	82%
teachers treat students fairly at their school* (S2041)	75%	58%	70%
they can talk to their teachers about their concerns* (S2042)	74%	63%	66%
their school takes students' opinions seriously* (S2043)	66%	63%	68%
student behaviour is well managed at their school* (S2044)	66%	58%	57%
their school looks for ways to improve* (S2045)	94%	85%	87%
their school is well maintained* (S2046)	92%	83%	81%
their school gives them opportunities to do interesting things* (S2047)	81%	76%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	98%	94%	99%
they feel that their school is a safe place in which to work (S2070)	99%	95%	98%
they receive useful feedback about their work at their school (S2071)	87%	86%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	77%	70%
students are encouraged to do their best at their school (S2072)	97%	94%	96%
students are treated fairly at their school (S2073)	93%	94%	93%
student behaviour is well managed at their school (S2074)	89%	87%	85%
staff are well supported at their school (S2075)	91%	85%	88%
their school takes staff opinions seriously (S2076)	83%	80%	92%
their school looks for ways to improve (S2077)	96%	93%	96%
their school is well maintained (S2078)	98%	94%	96%
their school gives them opportunities to do interesting things (S2079)	91%	90%	90%

* 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 school hosts a number of events and activities which provide an opportunity to involve parents and carers in the education of their children. Academic progress is formally reported to parents four times a year and parent / teacher interviews are conducted twice annually. The school publishes a fortnightly newsletter and a biannual magazine to keep parents and the community informed of school events. Parents are formally invited to attend faculty showcase and subject selection evenings to help in the planning of their child's learning journey. Each student and their parents or carers are interviewed during the preparation of their Senior Education and Training Plan (SETP) during year 10. To celebrate the successes of students in their learning, the school informs parents and carers of a job well done. The annual awards evening (Celebration Showcase) is always very well attended by parents and carers.

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Consultation for adjustments centres around the use of Individual Support Plans (ISP). Draft copies of the ISP are sent to parents for them to annotate and comment on. The agreed ISP detailing the adjustments are uploaded to One School. Editing of the ISP can be made at any time during the course of the students' time at school.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships.

- Conflict resolution and healthy relationships education embedded in pastoral care programs

- Targeted group support through Zonta Club sponsorship. Fight like a Girl program run for Grade 9 and 10 female students. Promotes situational awareness and personal safety.

- Key support staff training in Lovebites respectful relationships. Planning for 2017 implementation.

- Deadly Choices – healthy relationships and culture program for indigenous students

- A to B Program – Goal setting and relationship s for targeted students

- Team up – (school staff and PCYC) – Good choices and control

- Peer skills – mentoring training for student leaders

- Brainstorm Productions Verbal Combat drama presentation for all students in Grades 7-9.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	228	250	238
Long Suspensions – 11 to 20 days	11	14	19
Exclusions	8	6	7
Cancellations of Enrolment	16	9	9

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Environmental Footprint

Reducing the school's environmental footprint
The school has implemented a number of policies and strategies in order to reduce its environmental impact. These include solar systems for energy consumption, water tanks for water conservation, printing and paper usage conservation and recycling. Communication to Parents has also been digitized to reduce our environmental footprint through the publication of an online newsletter, creation of a school app, electronic reports, electronic notifications to Parents, electronic invoices and digital roll marking systems

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	604,374	9,001
2015-2016	627,887	1,833
2016-2017	644,026	8,097

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.**

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	147	54	<5
Full-time Equivalents	144	41	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	21
Graduate Diploma etc.**	55
Bachelor degree	84
Diploma	2
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $ 79 891.50

The major professional development initiatives are as follows:

- The new QCE / Student Assessment and Tertiary Entrance system
- Mentoring Beginning Teachers Program
- Senior Secondary –QCS, QCAA Syllabus/panels, Tracking students' progress towards QCE, Qualifications, OP
- Training for Cert IV in Training and Assessment, Hospitality, IDMT, Business, Fitness, Health Services
- Art and Science of Teaching
- Essential skills of classroom management – classroom profiling
- Literacy and Numeracy – reciprocal teaching, reading to learn school wide initiative
- Science and Maths Academy – pedagogy and learning
- eLearning initiatives including Technology, Smart boards, BYO devices, Graphics calculators
- Various individually selected professional development activities for several staff members

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	89%

*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 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								94%	92%	90%	89%	91%	92%
2016								93%	92%	90%	90%	90%	90%
2017								93%	91%	91%	91%	92%	92%

*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:
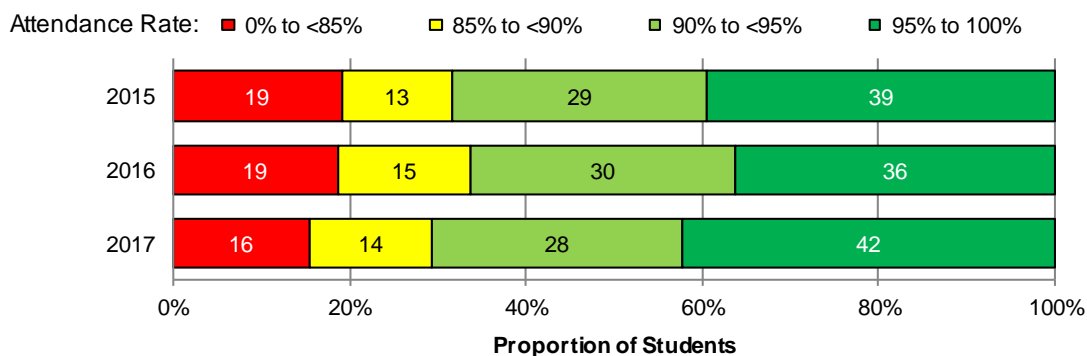
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Narangba Valley SHS uses and extensive range of targeted strategies to ensure student attendance is maximised;
- Daily attendance is recorded electronically during form classes (8:30 – 8:40 am), with parents notified via SMS when students are marked absent.
- Heads of Year track students' attendance for their year level and help to monitor students arriving late to school for the first 20 min of each day and enforce consequences for unexplained late arrivals
- Heads of Year investigate all partial day absences and identify students with regular patterns of whole day absences and enforce consequences
- Student services monitors students with unexplained absences and issues correspondence to parent requesting explanation.
- The Truancy Officer identifies students with chronic and developing attendance patterns and makes initial contact with parents to determine the nature and issues relating to the absences.
- 'At risk' students are referred to the student support services (Youth Support Councillor, School Nurse, Chaplain, Guidance officers and Truancy Officer) to develop individualised programs for each student-family focusing on re-engagement and supporting underlying issues.
- Targeted campaigns are used across the year to increase parent awareness of the negative impact absences have on academic success through the school newsletter, Facebook, direct correspondence and SMS text messages.
- Structural timetabling changes have been implemented to move all assessment to the last week of each term to re-enforce the culture of 'every minute, every lesson and everyday counts'.

The Principal and Deputy Principals coordinate a targeted approach to raising the bar for student attendance. Our attendance goal for 2017 was 92%. We will continue to drive and lift the bar for attendance as 'everyday counts' in a student's education

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/.

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
Number of students receiving a Senior Statement	335	380	360
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP)	136	126	142
Percentage of Indigenous students receiving an Overall Position (OP)	43%	18%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	49	48	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	333	379	345
Number of students awarded an Australian Qualification Framework Certificate II or above.	170	220	196
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	335	378	360
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	85%	87%	83%
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.	98%	96%	94%

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017

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

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	34	48	33	20	1
2016	31	39	39	17	0
2017	35	49	34	23	1

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	324	141	62
2016	372	142	124
2017	333	137	116

As at 14th February 2018. The above values exclude VISA students.

In 2017 students at Narangba Valley SHS completed a wide range of VET qualifications through the school RTO and in partnership with other RTOs including;
- Cert I Access To Vocational Pathways
- Certificate I Business (BSB10115)
- Certificate II Business
- Certificate III Business
- Certificate I IDMT (ICT10115)
- Certificate II IDMT
- Certificate II Electrotechnology
- Certificate III Fitness
- Certificate II Hospitality
- Certificate II Health
- Certificate III Health
- Certificate IV Crime & Justice

Through TAFE
- Certificate I Construction
- Certificate II Automotive Electrical Technology
- Certificate III Early Childhood Education & Care
- Certificate II Electrotechnology
- Certificate II Engineering Pathways
- Certificate II Furnishing Pathways
- Certificate II Hairdressing
- Certificate II Hospitality (Café & Barista)
- Certificate II Retail Baking Assistance
- Certificate II Retail Cosmetics
- Certificate II Rural Operations / Certificate II Animal Studies
- Certificate II Salon Assistant
- Certificate II Sports & Recreation
- Certificate II Tourism
- Certificate III Accounts Administration
- Certificate III Applied Fashion Design & Technology
- Certificate III Beauty Services
- Certificate III Business Administration
- Certificate III Design Fundamentals
- Certificate III Events / Certificate II Tourism
- Certificate III Fitness / Certificate II Sport & Recreation
- Certificate III Health Services Assistance
- Certificate III Hospitality
- Certificate III Music
- Certificate III Visual Arts
- Certificate IV Justice Studies

Through other RTOs
- Diploma in Business
- Certificate II Hospitality
- Certificate II Automotive Servicing

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- o   Certificate II Rural Operations
- o   Certificate III Business
- o   Certificate II Sports Recreation / Certificate III Fitness
- o   Certificate III Health Support
- o   Certificate III Screen & Media
- o   Certificate II Retail
- o   Certificate III Design Fundamentals (Fashion)

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	86%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	92%	107%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.narangbavalleyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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

Narangba Valley SHS supports students who can demonstrate that they have secured their future by gaining employment following compulsory schooling. A small number of students leave school following year 10 and during year 11 and 12 to take up apprenticeships, traineeships and other employment. A small number of students also leave the school as a result of changing family circumstances or other personal reasons.