# Narangba Valley State High School

# ANNUAL REPORT

# 2018

**Queensland State School Reporting**

*Every student succeeding*

*State Schools Strategy*

Department of Education

Queensland Government

# Contact information

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# From the Principal

## School overview

At Narangba Valley State High School we are “Developing inspired, innovative and resilient learners prepared to challenge the future”. We believe strongly in young people, helping to guide them to a successful future. We do this 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 where traditional values (respect, integrity and commitment) are reinforced continuously. This incorporates discipline, presentation, manners, civic responsibility and leadership.

We are differentiated by Academy programs in the arts, Languages Other Than English and sport ,also accelerated programs in Maths, Science and English. We actively employ 21st Century learning pedagogies and as such are a leader in technology education.

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.

## School progress towards its goals in 2018

*Junior Phase*

- Improved attendance rates – enhanced processes including more effective monitoring and parent communication
- Improved results in literacy and numeracy through continued and new strategies from Investing For Success (I4S) action plan (see school website for full copy of I4S strategy) – targets achieved with focus ongoing
- Improved results for higher ability students – some improvements demonstrated

*Senior Phase*

- Maximising OP/QCE – 100% QCE
- We continued with effective QCS preparation.
- We reviewed SET planning processes and curriculum as part of the New QCE and followed our action plan including communication strategy to staff, students and parents and release time for staff for program and assessment writing.
- Continued with Academic Review process aligning with New QCE.
- Cognitive verbs embedded 7 to 11.
- Have identified issues with monitoring / tracking of student progress under New QCE – developing new systems and processes in response to these and trialling TrackEd to assess and determine relevance to our context.
- Continue to support staff with New QCE and time demands for endorsement.

*Wellbeing*

- The implementation of the new vertical form class and house structure including House Leader roles, new HOD School Culture and new Form Class processes to promote house spirit, has been highly successful.

*Pedagogy*

- Every teacher has trained or retrained 25% or more of the staff last year with external providers. All staff had exposure in Domain meetings. There has been additional upskilling of DPs.
- iObservations have continued successfully with positive feedback from staff.
- Extensive eLearning professional development was conducted.

## Future outlook

**The priorities and targets for Narangba Valley State High School for 2019 are:**

*Inspired learners*

- Junior Achievement C or Better: 90%
- Seniors 100% on track for QCE attainment

*Innovative learners*

- eLearning – 100% students developing 21st Century skills
- BYOD uptake >95%

*Resilient learners*

- Attendance > 93%
- School Opinion Survey – “Above State”

**Our strategies for success are:**

*Inspired learners*

- New Senior implemented
- Goal setting – know students well
- Best practice pedagogy & collaboration
- Systematic curriculum delivery

*Innovative learners*

- eLearning
- Futures oriented strategy and vision
- Creativity and innovation cultivated

*Resilient learners*

- Attendance valued
- School culture and pride
- Well-being program implemented
- Responsible Behaviour Plan consistently applied

# Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**Independent public school** Yes

**Year levels offered in 2018** Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category | 2016 | 2017 | 2018 |
|---|---|---|---|
| Total | 2162 | 2056 | 2026 |
| Girls | 1094 | 1059 | 1050 |
| Boys | 1068 | 997 | 976 |
| Indigenous | 82 | 75 | 71 |
| Enrolment continuity (Feb. – Nov.) | 95% | 95% | 95% |

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.

## Characteristics of the student body

### Overview

NVSHS is located in the Moreton Bay Region, 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 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 percentage of disadvantaged groups. My School Index of Community Socio-Educational Advantage (ICSEA) data indicates the value of 1011, 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 (Autism Spectrum Disorder, Speech Language Impairment, Intellectual Impairment, Physical Impairment or Visual Impairment) and who, therefore require an Educational Adjustment Profile (EAP)

### Average class sizes

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

| Phase of schooling | 2016 | 2017 | 2018 |
|---|---|---|---|
| Prep – Year 3 | | | |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | 25 | 25 | 26 |
| Year 11 – Year 12 | 20 | 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 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 non-core subject areas from 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 (Years 10 to 12) to equip them with life and study skills.
 Specialised Academy programs in Dance, 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 Science Technology Engineering and Mathematics (STEM) to hone their academic and leadership skills.
 In the senior school, students opt to follow a Tertiary pathway or a Vocational Education and Training (VET) pathway. Students are encouraged to study subjects they are good at and are motivated to learn and to consider value adding to their QCE with the inclusion of VET. Tertiary students are also encouraged to select more than the minimum required for OP / ATAR eligibility in order to maximise their result.
 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.
 Indigenous students are supported and encouraged through various programs including QATSIF and provision of tutorials.

## Co-curricular activities

Extensive opportunities exist for students to participate in leadership, sporting, public speaking, instrumental music, business forums, live performance productions and a wide 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 involvement in many of the school's special events and publications including Anzac Day, Valley Hi (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 house Swimming and Athletics carnivals. Many students have already been successful in gaining representative honours at District and State level.

 The House system is an integral part of the school's culture. Houses compete for points not only in sporting activities but also through community initiatives such as recycling and earning house points through the exemplification of respect, integrity and commitment to the Narangba Valley School Community.

## How information and communication technologies are used to assist learning

NVSHS has invested significant funds in building and maintaining the school's IT infrastructure to improve teaching and learning capacity. The main focus for 2018 was the continuation of the Bring Your Own Device (BYOx) program which began with years 7 and 8 in 2017. In addition to major infrastructure work, significant engagement 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 Office 365 especially OneNote, virtual classrooms in The Learning Place, upgrades to curriculum specific software packages for Graphics, Electronics, Manual Arts, Business, Information Technology, SMA and Visual Arts. NVSHS has further investigated the use of Apple products, specifically the use of iPads and Apple Classroom to connect, share and create workgroups to improve student collaboration.

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 achieve their academic potential and to develop 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 on the Health and Well-being domain to meet emerging needs in young adolescence, including physical and mental health. This program is created and revised with the input of many support staff and overseen by the Guidance Officers. The school has an active positive behaviour process and programs are regularly arranged by the Health and Wellbeing Committee to monitor and address emerging issues.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • their child is getting a good education at school (S2016) | 85% | 90% | 84% |
| • this is a good school (S2035) | 86% | 86% | 84% |
| • their child likes being at this school* (S2001) | 86% | 87% | 87% |
| • their child feels safe at this school* (S2002) | 91% | 90% | 87% |
| • their child's learning needs are being met at this school* (S2003) | 86% | 81% | 80% |
| • their child is making good progress at this school* (S2004) | 85% | 88% | 81% |
| • teachers at this school expect their child to do his or her best* (S2005) | 92% | 90% | 91% |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 86% | 78% | 80% |
| • teachers at this school motivate their child to learn* (S2007) | 80% | 81% | 79% |
| • teachers at this school treat students fairly* (S2008) | 77% | 77% | 76% |
| • they can talk to their child's teachers about their concerns* (S2009) | 90% | 88% | 87% |
| • this school works with them to support their child's learning* (S2010) | 81% | 80% | 79% |
| • this school takes parents' opinions seriously* (S2011) | 76% | 74% | 75% |
| • student behaviour is well managed at this school* (S2012) | 70% | 70% | 63% |
| • this school looks for ways to improve* (S2013) | 83% | 81% | 82% |
| • this school is well maintained* (S2014) | 95% | 92% | 92% |

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • they are getting a good education at school (S2048) | 88% | 88% | 91% |
| • they like being at their school* (S2036) | 76% | 72% | 73% |
| • they feel safe at their school* (S2037) | 83% | 82% | 87% |
| • their teachers motivate them to learn* (S2038) | 84% | 77% | 71% |
| • their teachers expect them to do their best* (S2039) | 95% | 92% | 91% |
| • their teachers provide them with useful feedback about their school work* (S2040) | 79% | 82% | 80% |
| • teachers treat students fairly at their school* (S2041) | 58% | 70% | 57% |
| • they can talk to their teachers about their concerns* (S2042) | 63% | 66% | 56% |
| • their school takes students' opinions seriously* (S2043) | 63% | 68% | 61% |
| • student behaviour is well managed at their school* (S2044) | 58% | 57% | 53% |
| • their school looks for ways to improve* (S2045) | 85% | 87% | 78% |
| • their school is well maintained* (S2046) | 83% | 81% | 79% |
| • their school gives them opportunities to do interesting things* (S2047) | 76% | 84% | 78% |

Table 5: Staff opinion survey

| Percentage of school staff who agree# that: | 2016 | 2017 | 2018 |
|---|---|---|---|
| • they enjoy working at their school (S2069) | 94% | 99% | 94% |
| • they feel that their school is a safe place in which to work (S2070) | 95% | 98% | 96% |
| • they receive useful feedback about their work at their school (S2071) | 86% | 88% | 80% |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 77% | 70% | 81% |
| • students are encouraged to do their best at their school (S2072) | 94% | 96% | 97% |
| • students are treated fairly at their school (S2073) | 94% | 93% | 95% |
| • student behaviour is well managed at their school (S2074) | 87% | 85% | 87% |
| • staff are well supported at their school (S2075) | 85% | 88% | 83% |
| • their school takes staff opinions seriously (S2076) | 80% | 92% | 81% |
| • their school looks for ways to improve (S2077) | 93% | 96% | 94% |
| • their school is well maintained (S2078) | 94% | 96% | 94% |
| • their school gives them opportunities to do interesting things (S2079) | 90% | 90% | 83% |

* 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 assist 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. Furthermore, celebrate the successes of students in their learning, the school informs parents and carers of these commendable achievements. The annual awards evening (Celebration Showcase) is always very well attended by parents and carers.

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.

P&C meetings are conducted each month and parents are invited to attend these and contribute to the school's operations and strategy.

Parents and community are provided with regular social media updates through Facebook, with the weekly Principal update and special events becoming popularly read items. The school's website also provides up to date information, with the School App being the source of quickly accessible information.

## Respectful relationships education 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 health and wellbeing 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 and implementation in the SGD program.

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

 A to B Program – Goal setting and relationships 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.

- Rock and Water
- Immersion program for those transitioning out of school
- Student Growth and Development years 10-12

## School disciplinary absences

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

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|---|---|---|---|
| Short suspensions – 1 to 10 days | 250 | 238 | 188 |
| Long suspensions – 11 to 20 days | 14 | 19 | 9 |
| Exclusions | 6 | 7 | 3 |
| Cancellations of enrolment | 9 | 9 | 6 |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

# Environmental footprint

## Reducing this school's environmental footprint

The 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.

Table 7: Environmental footprint indicators for this school

| Utility category | 2015–2016 | 2016–2017 | 2017–2018 |
|---|---|---|---|
| Electricity (kWh) | 627,887 | 644,026 | 645,106 |
| Water (kL) | 1,833 | 8,097 | 22,916 |

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

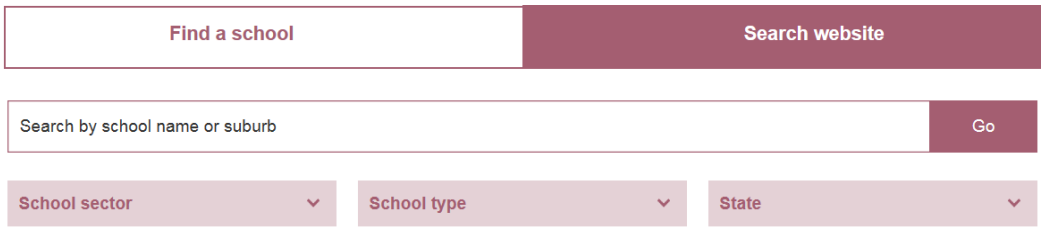
# School funding

## School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

### *How to access our income details*

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




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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

# Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description | Teaching staff* | Non-teaching staff | Indigenous** staff |
|---|---|---|---|
| Headcounts | 145 | 52 | <5 |
| Full-time equivalents | 141 | 39 | <5 |

*Teaching staff includes School Leaders.

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

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|---|---|
| Doctorate | |
| Masters | 15 |
| Graduate Diploma etc.* | 55 |
| Bachelor degree | 70 |
| Diploma | 5 |
| Certificate | 0 |

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $134638.

The major professional development initiatives are as follows:

- iObservation
- Mentoring Beginning Teachers
- Flipped Learning
- First Aid and CPR
- Cutting Edge Stem
- Mediation and Conflict Resolution
- Stem Success with Digital Technologies
- Child Safety training
- Binnacle Training Annual VET in Schools
- Positive Behaviour
- NASoT – Admin, HoDs, Coaches, NASoT – New and beginning teachers, full training
- ESCMs
- Beginning Teachers Workshop
- Personalised Learning Plans
- Youth Alcohol and Drug Use
- New QCE Whole School Approach
- New QCAA Senior Syllabi
- Take the Lead
- Reading Strategies

- Indigenous Priorities
- Improving Writing
- Procurement Training
- Women in Leadership
- Cert IV Training and Assessment
- Teacher Aide Summit “Power of Words”
- Flipped Classrooms
- STORM Suicide Prevention
- Women in Leadership Summit
- EQI Accredited Officer Training
- Peer Skills Facilitator Training
- Headspace – Mental Health
- LGBTQI Students

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

# Staff attendance and retention

## Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 96% | 95% |

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Overall attendance rate* for students at this school | 91% | 92% | 91% |
| Attendance rate for Indigenous** students at this school | 88% | 89% | 88% |

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|---|---|---|---|
| Prep | | | |
| Year 1 | | | |
| Year 2 | | | |
| Year 3 | | | |
| Year 4 | | | |
| Year 5 | | | |
| Year 6 | | | |

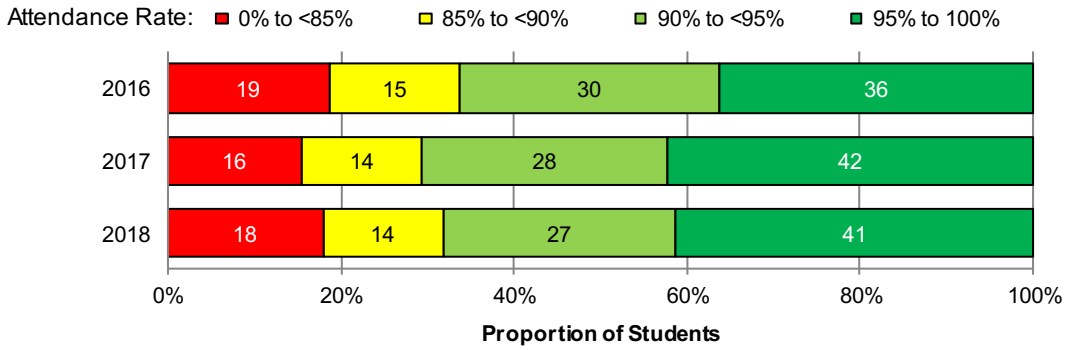
| Year level | 2016 | 2017 | 2018 |
|---|---|---|---|
| Year 7 | 93% | 93% | 93% |
| Year 8 | 92% | 91% | 91% |
| Year 9 | 90% | 91% | 89% |
| Year 10 | 90% | 91% | 91% |
| Year 11 | 90% | 92% | 92% |
| Year 12 | 90% | 92% | 91% |

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 House track students' attendance for their House 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 House 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 DPs and Attendance 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.

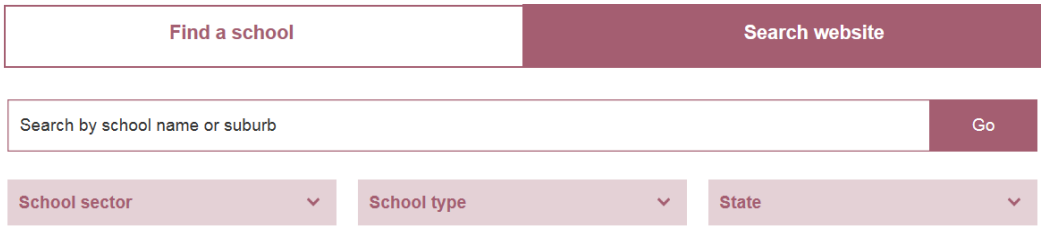
The Principal and Deputy Principals coordinate a targeted approach to raising the bar for student attendance. Our attendance goal for 2018 was 92%. We will continue to drive and lift the bar for attendance as 'every day counts' in a student's education

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

### *How to access our NAPLAN results*

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




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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Number of students who received a Senior Statement | 380 | 360 | 388 |
| Number of students awarded a QCIA | 2 | 0 | 0 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 378 | 360 | 388 |
| Percentage of Indigenous students awarded a QCE at the end of Year 12 | 100% | 100% | 100% |
| Number of students who received an OP | 126 | 142 | 151 |
| Percentage of Indigenous students who received an OP | 18% | 20% | 38% |
| Number of students awarded one or more VET qualifications (including SAT) | 379 | 345 | 354 |
| Number of students awarded a VET Certificate II or above | 220 | 196 | 221 |
| Number of students who were completing/continuing a SAT | 48 | 39 | 45 |
| Number of students awarded an IBD | 0 | 0 | 0 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 87% | 83% | 86% |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% | 100% | 100% |
| Percentage of QTAC applicants who received a tertiary offer. | 96% | 94% | 97% |

Notes:

The values above:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---|---|---|---|
| 1-5 | 31 | 35 | 24 |
| 6-10 | 39 | 49 | 51 |
| 11-15 | 39 | 34 | 55 |
| 16-20 | 17 | 23 | 20 |
| 21-25 | 0 | 1 | 1 |

Note:

The values in table 14:

are as at 11 February 2019

exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification | 2016 | 2017 | 2018 |
|---|---|---|---|
| Certificate I | 372 | 333 | 327 |
| Certificate II | 142 | 137 | 137 |
| Certificate III or above | 124 | 116 | 129 |

Note:

The values in table 15:

are as at 11 February 2019

exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

In 2018 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 II Engineering Pathways
- Certificate III Fitness
- Certificate II Health Services
- Certificate II Community Services
- Certificate II Automotive Vocational Preparation
- Certificate III in Sport and Recreation
- Certificate III Health Services Assistance
- 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 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
- Certificate II Rural Operations
- Certificate III Business
- Certificate II Sports Recreation / Certificate III Fitness
- Certificate III Health Support
- Certificate III Screen & Media
- Certificate II Retail
- Certificate III Design Fundamentals (Fashion)

## Apparent retention rate – Year 10 to Year 12

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

| Description | 2016 | 2017 | 2018 |
|---|---|---|---|
| Year 12 student enrolment as a percentage of the Year 10 student cohort | 86% | 83% | 84% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 92% | 107% | 89% |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.narangbavalleyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx