



Kilcoy State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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



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School Overview

Kilcoy State High School opened in 1963 and has grown steadily over the past five decades. Our school motto, "Success with honour" encapsulates our school values, expectation, achievement and success. Our vision "Expecting the best, achieving success" demonstrates that we have high expectations and envisage success from all members of our school community. Our framework for this success is P.E.P.A.R, prepared, engaged, performing, aspiring and responsible, this framework encompasses all that we do. At Kilcoy High, teachers build productive relationships to ensure constant student improvement and their best possible outcomes. Kilcoy State High School's data is very positive, indicating that we are performing very well in terms of achievement, behavioural outcomes, attendance and engagement.

Our students receive the benefits of:

- community environment
- safe and supportive school environment
- high teacher to student ratio
- breadth of subject choice
- wide range of co-curricular activities
- regular parent contact and opportunities for involvement
- targeted support
- clear pathways to university or vocational education and training
- school-wide pedagogical framework.

High expectations are met through our focus on student learning outcomes, curriculum development, and pedagogy.

Kilcoy State High School's facilities have been extensively upgraded over the past few years. We enjoy strong community support and the benefits of well-established links with local organisations and employers. Our school will continue to grow and develop in the future.

Principal's Foreword

Introduction

The purpose of this report is to provide information on Kilcoy State High School's performance over the past year using various success indicators. At Kilcoy State High School we have an unrelenting focus on improvement and quality outcomes for



students. We seek to engage all members of our school and wider community in contributing to our school's performance. Kilcoy State High School is a dynamic, supportive and engaging learning community that seeks excellence for all.

School Progress towards its goals in 2016

In 2016 our school has maintained high academic expectations and effective pathways for all students by focusing on the roll out of the schools Explicit Improvement Agenda – Reading, Quality Teaching and Thinking Skills. This was achieved through 4 focus areas as shown below.

Developing Successful Learners, including:

- Implementation of the Australian Curriculum
- Implementing the 'Thinking Skills Framework' – focussing on developing Higher Order Thinking Skills
- Maintaining high standards for all students academically, behaviourally and socially.
- Continuing to increase the level of curriculum differentiation catering for all student's needs.
- Embedding Literacy and Numeracy strategies into school planning and teacher practice. Including intervening and disrupting the curriculum to target need.
- Lifting NAPLAN performance for year 7 and year 9.
- Lifting QCS and OP performance to match like schools
- Maintaining 100% achievement of students receiving a qualification including QCE and Vet.

Developing Great People, including:

- Implementing the Annual Performance Development Framework
- Embedding the National Professional Standards for Teachers
- Introducing and implementing a Teaching Staff Performance Plan and review process.
- Providing targeted professional learning and development – development and implementation of the a 'Professional Learning Program' including the continued use of PLT's
- Development and implementation of the Master Teacher program
- Engaging in the 'High Reliability Schools' framework

Engaged Partners, including:

- Implementing the Junior Secondary Plan
 - Developing effective partnerships with Primary feeder schools
 - Parent and Community Engagement –
 - ☐ Promoting parent participation in school events
 - ☐ Use of multiple communication channels to engage parents
- Continue to implement the D2M maintenance plan – engaging local businesses where possible.

High Standards, including:

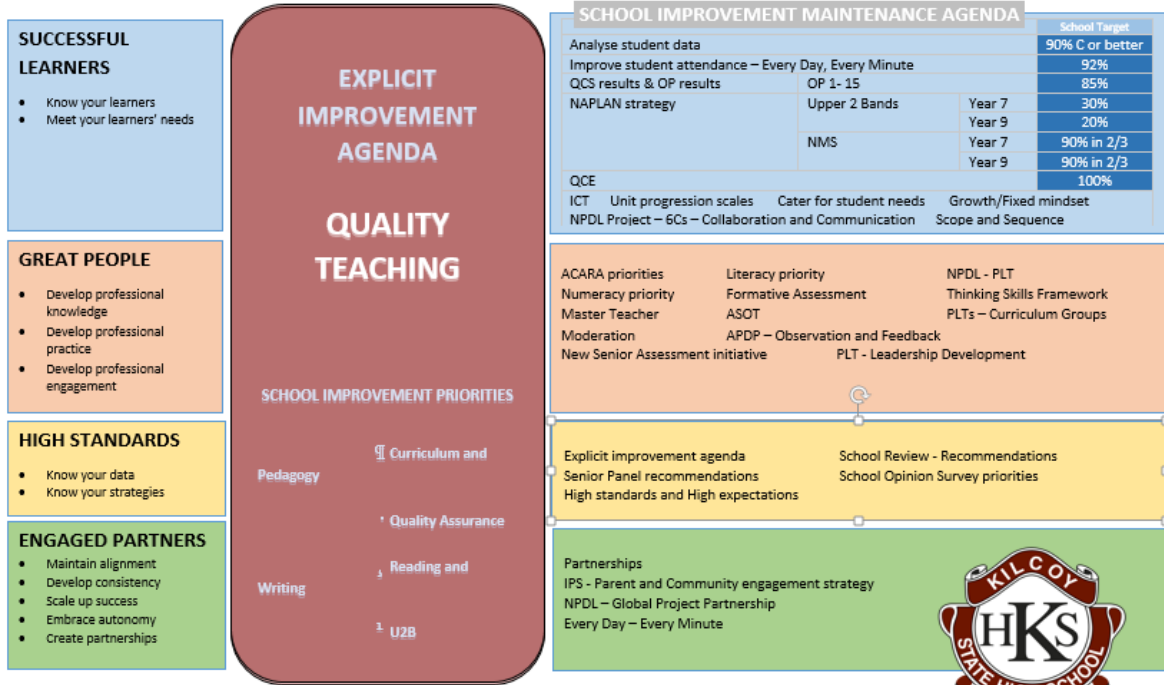
- Continue to implement Teaching and Learning Audit recommendations
- Implementing discipline audit recommendations.

Future Outlook

Kilcoy State High School is continually focussed on improving student outcomes. Our Framework for Success (PEPAR) in conjunction with the schools Explicit Improvement Agenda provides the school community with a core set of values designed to guide them to success with particular emphasis on the following areas:

2017 SCHOOL PRIORITIES

'VISIBLE – EXPLICIT – DELIBERATE'



Expecting the Best, Achieving Success



Kilcoy State High School



FRAMEWORK FOR SUCCESS

R₁ESPONSIBLE

We all take responsibility for learning outcomes. We recognise what it means to be successful and should be able to put into place actions to ensure the future likelihood of success.

P₃REPARED

We all arrive at class on time, with all equipment required to complete the lesson and with a positive frame of mind ready to engage in the learning program for the day.

PEPAR

A₁SPIRING

We look forward to a successful future, and strive to develop a positive image of our future lives.

E₁NGAGED

We focus on our learning and involve ourselves by listening, asking questions and participating in the lesson.

P₃PERFORMING

We are recognised as individuals with our own personal skills and abilities. We are expected to utilise these skills and abilities to the upper limit, so that our potential is maximised.



Queensland Government

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	345	169	176	18	90%
2015*	396	197	199	24	91%
2016	389	194	195	20	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school is located in a rural community close to larger urban areas with many families employed in rural industries. A larger proportion of the community however commute to employment in the larger nearby urban centres. The student population consists of approximately 10% of students from a non-English speaking background (primarily Filipina) with a small number of indigenous students who represent 5% of the student enrolment.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	20	19	20
Year 11 – Year 12	19	18	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Kilcoy SHS is a lead school in the New Pedagogies for Deep Learning Global Research Project with KSHS teachers and staff engaged in global moderation and presenting at international symposiums.
- The curriculum is structured around Junior Secondary (Years 7 to 9) and Senior Secondary (Years 10 to 12) programs.
- Years 7, 8 & 9 students participate in a core curriculum based around our Junior Secondary model with a strong focus on engagement. Students gain access to elective subjects in the Arts and Design and Technology throughout this period.



- Agricultural Science is studied at all year levels either as part of the Science curriculum in Junior Secondary or as distinct subjects in Senior Secondary.
- Year 10 is a transition year where students complete their core subjects and are more selective about their elective studies to ensure a smooth transition to year 11. Students complete their Senior Education Training (SET) Plans and identify appropriate pathways through the Senior Secondary program.
- Year 11 and 12 students are able to select from a range of senior subjects including Authority and Authority Registered subjects. They are also encouraged to participate in a range of educational activities which include school based traineeships or work placements, Vocational Education and Training Subjects, tutorials with staff to enhance success, and to utilize school resources for study.
- Kilcoy State High School works closely with Kilcoy State School and Mount Kilcoy State School to develop a seamless transition from the primary to the secondary curriculum and with Woodford State School to ensure a smooth transition from Year 10 to 11.

Co-curricular Activities

- Camps
- Instrumental Music Program
- Art and Drama activities and performances
- Hospitality events
- Specialist interschool sport days
- Interschool Rugby League program
- Vicky Wilson Cup – Netball
- Academic Competitions
- Theatre and Gallery visits
- University visits
- Primary school extension activities

How Information and Communication Technologies are used to Assist Learning

Technology encompasses more than computers at Kilcoy State High School, with students actively engaged with a range of technological devices –

- Information and Communication Technologies are used for whole of class activities, group activities and individual access through specialised computer classrooms, Resource Centre computers and mobile laptop trolleys.
- All classrooms have data projectors installed, to cater for teacher directed learning and for student presentations.
- Wireless access is available throughout the school which has increased access to the school network providing further opportunities for student use of Information and Communication Technologies
- Students can also access and use in their classrooms a range of Information and Communication Technologies other than computers, included in these are data loggers, flip cameras and specialized Information and Communication Technologies programs.
- In specific subject areas students access a range of ICTs including graphics calculators, EV3 Mindstorms robotics, 3D printers, programmable mills and machinery.
- The school is exploring the integration of drone technology into the curriculum.
- Staff have achieved their ICT Certificate resulting in a higher level of use of ICT's by teachers to enhance student learning.
- The school embeds the Education Queensland Year 7 to 10 ICT expectations into all curriculum planning.

Social Climate

Overview

A positive social climate enhances learning and is critical to us achieving our vision. Our teachers work to develop strong and positive relationships with students. To build a positive culture and support for our students we provide many opportunities. These include:

- Lunchtime activities and competitions
- Extra-curricular activities
- Camps/Tours - Year 7 Camp, Year 12 Leadership Camp and Annual Ski Trip
- Excursions
- Career pathways program
- Student Council Executive
- Care Program
- Transition program Year 6 to7 and Year 10 to 11 Woodford Students
- Sport
- NAIDOC week celebrations
- Inter-school sport – Somerset Schools Gala Days
- Harmony Day
- International Women's Day
- Awards Day Recognition
- Letters of Commendation and Concern

- Future Directions Day
- Academic talent development
- Support services room
- Individual support programs
- Youth Connections Worker
- School Based Youth health Nurse
- Chaplain
- Youth Support Officer
- Work placement programs

Strategies to support student interactions include - explicit teaching of positive relationships addressing the difference between rude, mean and bullying, including cyberbullying through pastoral care days and pastoral care programs. The school has recently employed “stymie” to allow the anonymous reporting of behaviour. Positive behaviours are encouraged through our Success at KSHS and PEPAR star initiatives.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	92%
this is a good school (S2035)	100%	95%	88%
their child likes being at this school* (S2001)	100%	100%	88%
their child feels safe at this school* (S2002)	100%	95%	92%
their child's learning needs are being met at this school* (S2003)	100%	89%	88%
their child is making good progress at this school* (S2004)	100%	100%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	96%
teachers at this school motivate their child to learn* (S2007)	100%	94%	88%
teachers at this school treat students fairly* (S2008)	88%	95%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	92%
this school works with them to support their child's learning* (S2010)	100%	95%	85%
this school takes parents' opinions seriously* (S2011)	100%	81%	84%
student behaviour is well managed at this school* (S2012)	100%	84%	88%
this school looks for ways to improve* (S2013)	100%	94%	88%
this school is well maintained* (S2014)	100%	100%	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	95%	93%
they like being at their school* (S2036)	87%	93%	82%
they feel safe at their school* (S2037)	93%	96%	86%
their teachers motivate them to learn* (S2038)	90%	93%	89%
their teachers expect them to do their best* (S2039)	95%	96%	93%
their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	87%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	82%	88%	72%
they can talk to their teachers about their concerns* (S2042)	82%	88%	76%
their school takes students' opinions seriously* (S2043)	83%	86%	71%
student behaviour is well managed at their school* (S2044)	83%	87%	72%
their school looks for ways to improve* (S2045)	96%	91%	86%
their school is well maintained* (S2046)	95%	89%	92%
their school gives them opportunities to do interesting things* (S2047)	85%	87%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	94%	86%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	76%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	98%	95%	96%
staff are well supported at their school (S2075)	100%	95%	87%
their school takes staff opinions seriously (S2076)	100%	98%	83%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	100%	100%	98%
their school gives them opportunities to do interesting things (S2079)	98%	98%	94%

* 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

Kilcoy SHS has a small yet very active P and C group which includes a number of parents and representatives from various community groups. In 2016 the school formed its first Independent Public School Council where parent, student and community members are represented. We strive to engage parents within the school through:

- Newsletters (and newflashes) emailed home, and where no email address posted home
- Facebook
- Weekly newspaper articles
- Letters of Commendation and Concern following reporting
- Student centred activities: eg: Awards Night, Subject Expo, Hospitality Functions
- Parent / Teacher interviews
- Weekly newspaper articles published in the *Kilcoy Sentinel*
- Volunteer support opportunities
- Guest speakers
- ATSI Working Party term meetings
- Information Evenings – Subject selection – Getting Ready for Secondary School

Diverse Learners are a high priority for our school community. The schools Head of Special Education manages the Diverse Learners program in the school which caters for Students with Disabilities, Learning Support, EAL and Gifted and Talented.

Students are assessed and adjustments are made to ensure maximum access to the curriculum. Kilcoy SHS is an inclusive school and all diverse learners are supported in mainstream classrooms.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Strategies to support healthy student interactions include - explicit teaching of positive relationships addressing the difference between rude, mean and bullying, including cyberbullying through pastoral care days and pastoral care programs. These programs often involve specialist guest speakers. The school has recently employed "stymie" to allow the anonymous reporting of behaviour. Positive behaviours are encouraged through our Success at KSHS and PEPAR star initiatives. The school has specialist personnel to support students who identify and report when they or others are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	29	64	82
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	1
Cancellations of Enrolment	1	2	1

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

The school has solar panels which provide a source of sustainable electricity production and a large underground water storage facility which supports our agricultural programs. The school also engages in various recycling activities such as printer and photocopier toner cartridge recycling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	150,937	1,008
2014-2015	165,157	2,868
2015-2016	172,639	1,295

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	43	26	0
Full-time Equivalent	39	18	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	-
Masters	2
Graduate Diploma etc.**	12
Bachelor degree	25
Diploma	3
Certificate	1

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$46905.

The major professional development initiatives are as follows:

The Art and Science of Teaching pedagogical framework, numeracy initiatives, literacy initiatives, New Pedagogies for Deep Learning, QCAA and Senior Assessment and Tertiary Entrance (SATE) priorities, Reading to Learn, Thinking Skills Framework, , First aid, Robotics – STEM, Aspirants, EAL/D, Beginning Teachers and Mentoring.

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	87%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland 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
2014									91%	90%	86%	87%	87%
2015								93%	92%	88%	90%	86%	90%
2016								93%	89%	91%	88%	89%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is

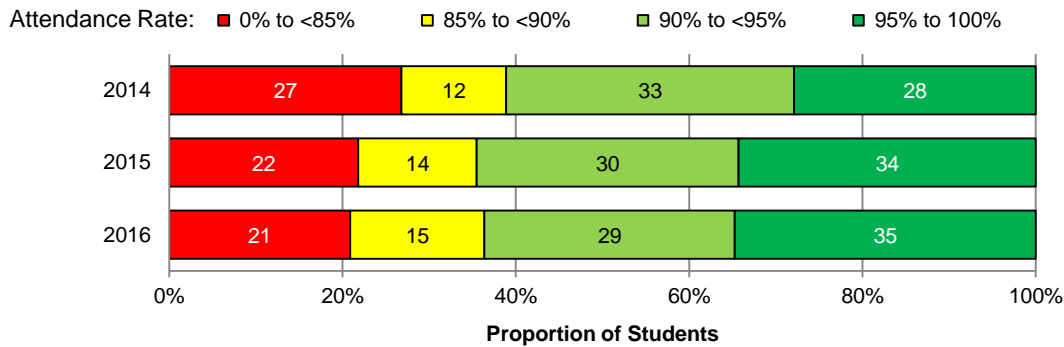
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12

generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Strategies to ensure students meet the requirements of compulsory schooling or compulsory participation phase are as follows:

- A formal roll marking occurs in the morning during the roll marking lesson. Class rolls are then marked in every lesson of the day.
- Daily absences (whole and half day) are followed up with text messaging, letters and phone calls to parents.
- Long term absences are followed up by the relevant year level Deputy Principal which includes contact with parents, letters home, ongoing monitoring, development of individual student programs and participation in alternative programs.
- For persistent extended absences the compulsory attendance process is enacted which includes letters home indicating the legal responsibilities of parents.
- Senior students and their parents/caregivers are reminded of their participation requirements and the post compulsory attendance process is followed.
- All students are encouraged to attend every day the school slogan 'Every Day Counts' is promoted and continually communicated to students. Outstanding attendance is recognised and rewarded.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

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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	2014	2015	2016
Number of students receiving a Senior Statement	67	64	71
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1
Number of students receiving an Overall Position (OP)	25	17	25
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	5	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	56	58	65
Number of students awarded an Australian Qualification Framework Certificate II or above.	16	28	45
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	51	64	69
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	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.	68%	76%	68%
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.	93%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	85%	100%

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
2014	4	6	7	5	3
2015	4	6	3	4	0
2016	4	8	5	6	2

As at 3rd February 2017. 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
2014	52	11	5
2015	50	26	2
2016	51	42	7

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

In 2016 students studied certificate courses in Public Safety - Firefighting Operations, Rural Operations, Engineering Pathways and Hospitality through the school. Students also accessed a number of other certificate courses and school based apprenticeship or traineeships in their areas of interest via outside providers and incorporated these into their course of study.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	119%	100%	103%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	150%	75%	167%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.kilcoyshs.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.

The majority of our early leavers have either moved from the area or have transitioned into employment. Students who leave school early are identified as at-risk students and are provided with significant support to re-engage in school or transition into employment.

Strategies used to support these students include; Guidance Officer Support, Youth Support Co-ordinator intervention, participation in customized education program, work placement, referral to Group training company, referral to accessible alternative education programs.

The aim of the school is to ensure all students have a pathway to a sustainable future regardless of their circumstances. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.