

# Coorparoo Secondary College (2077)

## Queensland State School Reporting

### 2012 School Annual Report



COORPAROO SECONDARY COLLEGE  
Creating Tomorrow Together

Postal address	PO Box 1225 Coorparoo DC 4151
Phone	(07) 3394 8888
Fax	(07) 3394 8800
Email	the.principal@coorparoossecondarycollege.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person	Roslyn Parkes - Princiipal

## Principal's foreword

### Introduction

This report provides key demographic information about Coorparoo Secondary College and reports on student and College outcomes for the year 2012. The information published in this report was part of the data used by the College to develop a unified vision to set a very clear future direction and to inform strategic planning for the next four years. This involved collaboration by students, staff (teaching and non teaching), parents and community members to identify strengths to build upon, challenges to be addressed and opportunities to be explored to achieve the best possible future outcomes for our students and our College.

This process resulted in the identification of three great strengths (or cornerstones) which form the foundations of our vision, "CREATING TOMORROW TOGETHER". These cornerstones also provide the vehicle through which our vision will be realized. They are:

#### (i) CREATIVITY:

- Teaching of Philosophy
- Inquiry Based Learning
- Extension Programs in all departments

#### (ii) PARTNERSHIPS:

- Industry, Community, Clubs, Parents, Support Team
- Universities, TAFEs, Primary Schools, EECs, Professional Learning Communities.

#### (iii) ENVIRONMENT:

- Local to Global
- Marine Positioning

2012 has seen the implementation of a very strong Improvement Agenda across our College. We are determined that every student will have successful outcomes and future pathways open as a result of their secondary education. The results tabled in this report are testament to the success of this agenda.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

2012 has seen

- Teaching and Learning Audit conducted. This revealed pleasing improvements since the previous T&L Audit two years previously.
- Quadrennial School Review conducted, including a review of the previous Strategic Plan (2008-2010). Three focus areas were collaboratively identified and analysed.

These were: Curriculum, Teaching and Learning,  
School Improvement Agenda and  
Leadership and Capability (Staff and Student)

Commendations and recommendations were made in each of these areas. These were, in turn, used to inform: The Strategic Plan 2013-2016 and 2013 Annual Implementation Plan (AIP).

All of these documents are available on CSC's Website.

- School Improvement Agenda: Each student from Year 12 to Year 8 was interviewed by a member of CSC's Leadership Team, with parental involvement invited. Academic progress, attendance and behaviour were monitored to ensure students were on track for successful outcomes. Individual improvement plans were developed re targets for improvement and strategies to achieve these. Parents, students and staff gave very positive feedback about the power of these interviews. The outstanding 2012 achievement of 100% attainment of QCE is testament to the success of these interviews.
- Collaborative development of CSC's Whole School Curriculum Plan. This plan clearly spells out the "Givens" in each of the following dimensions to give consistency and high standards of expectations for all students and staff:
  - Curriculum Intent
  - Feedback
  - Assessment
  - Sequencing Teaching and Learning and
  - Making Judgements.
- Teaching of Philosophy to all students in Years 8 & 9,
- Extension Programs implemented e.g. Year 8 Nautilus Music and Marine programs offered to students in Years 8 and 9. These tap into students' passions and skills to extend their outcomes across all KLA's,
- Partnerships have continued throughout 2012:
  - Membership of South-East Brisbane Chamber of Commerce, with staff and students attending Breakfast Meetings and benefiting from new business networking opportunities.
  - Partnerships with QUT: Creative Industries for link to Nautilus Music and Maths Science for link to marine environmental research.
  - Partnership with Vocal Manoeuvres continued to offer automatic acceptance into the Queensland Vocal School of Excellence for Nautilus Music students.
- Late in 2009 an official announcement was made by Cameron Dick, MP, then State Member for Greenslopes that the Brisbane School of Distance Education (BSDE) would be co-located with CSC on our current site, with both schools to operate there from early 2011. This afforded both CSC and BSDE great opportunities for new facilities and curriculum development to better meet the needs of a diverse range of learners.

Throughout 2010, ongoing lobbying and collaborative input led to an extensive building program being undertaken. Facilities sub-committees were established to oversee the needs analysis and resultant design requirements to be built into each new facility. The thorough research, commitment and ongoing follow up by each of these sub-committees is to be commended. The result is state-of-the-art, purpose designed facilities in each of the following centres: Arts/Multi Media, Science, Technology/Hospitality, Canteen, E-Library, Senior School Electronic Learning Areas (ELA's), ESL and Adult ELA's and Staffhouses. This has afforded the opportunity for an entire campus design concept to support College activities eg. Functions held in the Entertainment Centre are now supported by refreshments and catering in the Technology/Hospitality Centre which now face each other. The new facilities are set off by exquisite landscaping which has been inspired by CSC's vision. Nautilus Walk now meanders through the College, culminating at the Nautilus Amphitheatre, a tiered outdoor performance space situated adjacent to the Arts Centre.

A wireless IT capability is now available throughout the College. Trolleys of laptops were installed throughout the College to maximise student access in every faculty. By the end of 2011 CSC met its quota of 1:1 student access to I.T. devices. The use of iPads was trialled and a class set has been purchased for use between classes.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

In 2013 CSC will:

- Implement the Strategic Plan 2013 – 2016
- Implement the 2013 Annual Implementation Plan which sits under this
- Implement the Whole School Curriculum Plan supported by Professional Development and a consistent timeline for all teaching staff for implementation of the “Givens”, including the John Fleming “Explicit Instruction” model of pedagogy.

These documents clearly articulate targets, strategies to be employed to realise the College vision via its cornerstones, achieve CSC’s Improvement Agenda and meet system’s imperatives.

Priorities include:

- John Fleming’s “Explicit Instruction”
- Implementing “Givens” in Whole School Curriculum Plan
- Data analysis driving classroom practice
- OneSchool Class Dashboard and Unit Planning.

Other priorities include continuing to nurture creativity in our students, (employers tell us employees need to “think outside the square to solve problems) building on partnerships to increase opportunities for our students and focusing on the environment, particularly Marine Environment of Norman Creek, which borders our College. CSC will continue to pursue entrepreneurial opportunities afforded by our new state-of-the-art facilities and the development of new modes of curriculum delivery which build on the different strengths of both face-to-face and on-line delivery modes in conjunction with BSDE. We shall also pursue the marketing of enrolments of students who choose a blend of face-to-face (at CSC) and on-line (from home via BSDE) delivery modes.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	383	185	198	78%
2011	419	209	210	85%
2012	457	235	222	84%

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

Characteristics of the student body:

Currently CSC has 78 ESL students. 50% of these ESL students do not speak English at home. There are 29 indigenous students enrolled and 70 students on visa from 43 different countries, 22 of these students are refugees.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	14	18	20
Year 11 – Year 12	10	17	16

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	61	104	98
Long Suspensions - 6 to 20 days	29	16	19
Exclusions	3	0	3
Cancellations of Enrolment	0	0	2

## Curriculum offerings

### Our distinctive curriculum offerings

- Nautilus – from 2010, students coming into year 8 can apply to join specialist programs in the area of Music.
  - Accelerated Music and Performance (Yrs8-10)
  - Music extension (Yr 12)
  - Music performance (Yr 11)
  - Marine Studies (Yrs 10-12)
  - Philosophy (Yrs 8-9)
  - Health Education (Yrs 11-12)
  - Certificate II in Visual Art and Contemporary Craft
  - Adult Education – External senior subjects (English, Maths A, Maths B, Physic, Biology, Chemistry, Modern History, Legal Studies)
- Adult Studies Program for preparation for Senior Studies

### Extra curricula activities

The College is involved in a number of extra curricular activities:

#### THE ARTS

##### MUSIC:

- Creative Generation – Education Queensland's Showcase concert for students in The Arts
- Cabaret – An informal performance setting for students as CSC to develop performance skills
- Musicfest – Percussion Ensemble performed at this event and competed against other percussion ensembles from other high schools
- Music Gala – A night for all extra curricular ensembles to showcase to parents and friends what they have learnt from the year
- Fanfare – The Chorale received Gold, the Treble Choir received Silver
- Manly Chamber of Commerce – Halloween Street Party

##### DANCE:

- Dance troupes, Brisbane Dance Eisteddfod, Creative Generation
- Tread – Dance Concert for extra curricular dance troupes

##### ART:

- Creative Generation Art Award – students display artwork for judging. 2 students received special commendation by the judges.

##### HEALTH, PHYSICAL EDUCATION AND SPORT:

- District, Regional and State Sporting competitions
- Basketball – Friday night club competition at Southern District Basketball, Champion Qld Schools Competition – winners in one division
- Hockey NAB Cup – Statewide Knockout Competition
- Touch – All Schools Touch Statewide Competition
- Gymnasium/Strengthening and Conditioning Centre

##### ENGLISH:

- Brisbane Writers' Festival – selected students attend this festival
- Somerset College Novella Writing Competition – entered by students at College

##### MATHEMATICS:

- Mathematics Team Challenge

# Our school at a glance

- Australian Mathematics Competition

## How Information and Communication Technologies are used to assist learning

At Coorparoo Secondary College we pride ourselves on working with each student, his/her parents and community to deliver a world class secondary education. We believe this will empower our students to confidently and competently seek future opportunities and positive manage the challenges they are bound to face in both their future personal and professional lives. The college will maintain a strong and vibrant curriculum providing students with skills that enable them to operate responsibly, becoming lifelong learners in this digital era.

Coorparoo Secondary College aims to create an environment where students are engaged in the use of ICTs integral to their learning. The College aims to create supportive learning environments where students access technology to become IT enabled. Teachers at Coorparoo Secondary College have worked towards gaining their ICT Pedagogical Certificate from the Smart Classrooms PD framework.

Over recent times, the College has increased computer access within classrooms for Years 9 to 12, with the second and third stage of the rolling implementation of the National Secondary Schools Computer Fund devices. The College continues to support the renewal and replacement of existing technology with the addition of new infrastructure to facilitate effective teaching and learning in classrooms using ICTs. The College continues to support equal access to resources through timetabling and booking systems.

All students in the College have been enrolled into the Learning Place with Virtual Classrooms for students to safely engage in online learning. Students' ICT skills continue to be developed through the school curriculum. Access to ICTs continues to be a high priority.

## Social climate

Coorparoo Secondary College believes the staff and students have the right to feel safe and respected at school. The policies, procedures and programs have been developed to create a safe climate of mutual respect. Coorparoo Secondary College's Responsible Behaviour Plan outlines behaviour expectations of students and the consequences of poor decisions. The plan also covers the serious concerns relating to bullying and cyber bullying. This information is relayed to individuals at enrolment, on assemblies and through year level gatherings. Aspects are regularly outlined in the college newsletters.

To support the needs of individuals, the college has a very enthusiastic support team consisting of the Guidance Counsellor, School Health Youth Nurse, Community Education Councillor, Youth Worker, Chaplain, Teacher Aides and Deputy Principals. All are very passionate about their roles and they work tirelessly for the benefit of all students. Through the Chaplaincy and supported by the Heads of House and Student Leaders, breakfast club is run three times a week to provide students with a basic breakfast to start the day. Team members provide guidance and direction for students at the college.

CSC's Health and Wellbeing program for Years 8 – 12 provides information for teenagers that are relevant to their social and health issues. School Opinion Survey data shows: **Child likes being at their school: 92.7% student respondents agreed with this statement.** (this has to come from the student opinion survey.)

## Parent, student and staff satisfaction with the school

In the 2012 School Opinion Survey, Parents showed dramatic improvements across all performance areas with an outstanding 100% Parents agreeing or strongly agreeing with all of the following statements, thereby indicating extremely high levels of satisfaction with CSC:

Teachers at this school expect my child to do his or her best.

Teachers at this school provide my child with useful feedback about his or her school work.

I can talk to my child's teachers about my concerns.

This school works with me to support my child's learning.

This school takes parents' opinions seriously.

This school looks for ways to improve.

This school is well maintained.

My child's English skills are being developed at this school.

My child's Mathematics skills are being developed at this school.

I understand how my child is assessed at school.

I understand how computers and other technologies are used at this school to enhance my child's learning.

Teachers at this school are interested in my child's wellbeing.

This school encourages me to take an active role in my child's education.

This school is environmentally friendly.

This school has a strong sense of community.

This school celebrates student achievements.

This is a good school.

Student satisfaction in 2012 has, likewise, shown dramatic improvements, with very high levels of satisfaction across all performance areas. An impressive 95% students agreed or strongly agreed with all of the following statements, thereby indicating extremely high levels of satisfaction:

My schoolwork challenges me to think.

My teachers expect me to do my best.

I can access computers and other technologies at my school for learning.

My teachers encourage me to do my best.

Staff in 2012 also showed dramatic improvements across all workplace dimensions with satisfaction levels significantly above the state and like schools in most areas. Extremely high levels of staff satisfaction (above 90%) were registered in five out of the seven workplace dimensions including:

- Physical Work Environment
- Relationships
- Staff Morale
- Work Roles
- Work Value and Recognition

High levels of satisfaction (above 85%) were registered in the remaining two workplace dimensions including:

- School Operations
- Support, Resources and Training

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	94.1%
this is a good school	100.0%
their child likes being at this school*	94.1%
their child feels safe at this school*	94.1%
their child's learning needs are being met at this school*	94.1%
their child is making good progress at this school*	87.5%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	93.8%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	91.7%
they like being at their school*	92.7%
they feel safe at their school*	89.0%
their teachers motivate them to learn*	89.1%
their teachers expect them to do their best*	96.4%
their teachers provide them with useful feedback about their school work*	88.2%
teachers treat students fairly at their school*	80.4%
they can talk to their teachers about their concerns*	67.6%
their school takes students' opinions seriously*	74.1%

## Our school at a glance

student behaviour is well managed at their school*	65.1%
their school looks for ways to improve*	89.8%
their school is well maintained*	92.7%
their school gives them opportunities to do interesting things*	83.5%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	77.8%
with the individual staff morale items	90.5%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

The college maintains and prioritises regular and effective communication and involvement with our parents and carers. We engage parents and carers in conversations and meetings relating to the academic and social progress of their children on a daily basis. Parent's involvement is encouraged and welcomed at the college through a range of activities.

Parents are invited to attend two student monitoring meetings each year. This is a three way meeting involving student, parent and a member of the College administration team. The focus of these meeting is to monitor progress in the areas of achievement, behaviour, effort and attendance. The student also sets clear goals for these areas for the following semester.

Parents and Citizens Association and the Arts Support Group provide venues for interaction between parent/carers of the college and they work resolutely to support students and staff at the college.

Year 8 "Meet the Teacher" evening is held at the start of the year to allow parents to meet with their student's teachers.

Year 8 Orientation Program is conducted for all parents/carers of prospective and enrolled students to tour the college and ensure they are well informed about the college's policies and procedures.

Tours of the college provide opportunities for prospective parents and students to view the college first hand.

Three report cards are issued annually: end of term 1, end of semester 1 and end of semester 2. These reports comment on achievement, effort and behaviour. Parent Teacher interviews are conducted in term 1 and 3 to enable parents/carters, students and teachers to discuss progress and identify strategies for improvement.

A college diary is issued to every student and is used daily for recording homework, assignments, college activities and correspondence between school and home.

Information and course selection evenings, including Senior Education & Training Plan, Queensland Certificate of Education and Nautilus are conducted each year. Senior Education and Training Plan meetings are conducted to ensure parents are well informed and involved in the learning process.

Newsletters are issued electronically to parents and students monthly and these are uploaded to the college's website.

The college website contains information such as enrolments, news, events and curriculum information. Important forms can be downloaded via the website.

The annual College Presentation Evening and Sport Awards Presentation Evenings provide a celebration of student success.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Since 2009 Coorparoo Secondary College has undergone a major building project so the data provided for 2010-2011 would not be a true account of the electricity/water used on this site during this time and now that there are 2 schools on the one site sharing the same utilities it will be impossible to determine the exact usage for Coorparoo Secondary College.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	210,376	11,089
2010-2011	1,002,767	1,394
2011-2012	1,233,672	4,892

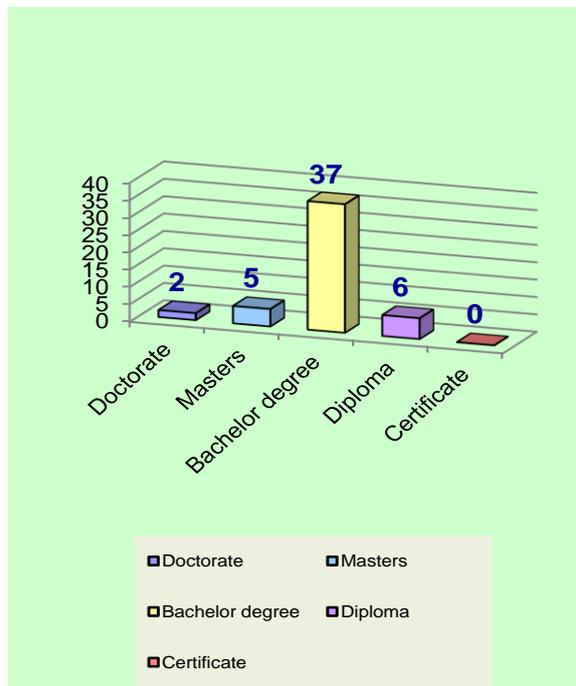
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	50	25	<5
Full-time equivalents	42.7	18.1	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	5
Bachelor degree	37
Diploma	6
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$39,605.00

The major professional development initiatives are as follows:

In 2012 the staff at Coorparoo Secondary College have completed a range of Professional Development Activities: The major professional development initiatives are as follows:

- John Fleming Explicit Instruction Model
- One School Developments
- Data Analysis for the Middle and Senior School
- College Curriculum Plan developments
- Vocational Education Training
- Literacy and Numeracy Developments

# Our staff profile

Queensland Studies Authority Moderation and Curriculum specific Days

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.2%	95.6%	95.6%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98.4% of staff was retained by the school for the entire 2012 school year.

## School income broken down by funding source

School income 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	86%	86%	85%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

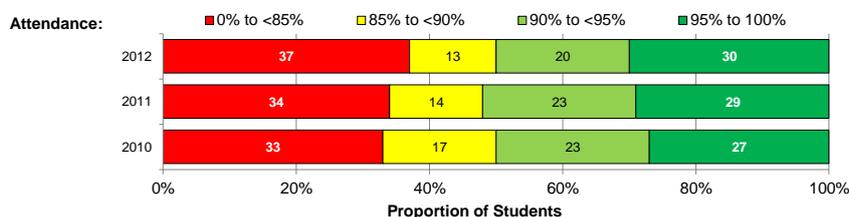
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								89%	86%	84%	87%	85%
2011								89%	89%	85%	86%	83%
2012								86%	86%	83%	84%	86%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Form rolls are marked at the College at the commencement of the school day, before period 1. College rolls are returned to the office and phone calls or text messages are sent home to the parents/carers of students marked with an unauthorised absence to try to receive a satisfactory reason immediately. Where contact is unsuccessful, form teachers will endeavour to contact parents/carers for an explanation. A list of students marked absent for the day are provided to staff daily and any anomalies are returned to administration at the end of each day for further follow up. Heads of House follow up each week on House parades for further information around student attendance.

Letters are sent home to parents/carers tracking patterns of unauthorised attendance. Letters of Compulsory attendance are forwarded to parents as directed by the DET policy guidelines.

Students who truant a whole day or part of a day are referred to the relevant Head of House who arranges for them to complete an after school detention(s) equal to the time missed.

From the start of 2012 ID Attend was introduced for electronically marked rolls for form and each curriculum lesson.

Students who arrive late to the College without a reasonable explanation receive a lunch detention. Once a student has received three lunch detentions for arriving late, they then receive an after school detention. Parents/carers are notified by SMS informing them of after school detentions.

# Performance of our students

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

### Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap

The indigenous retention rate grew in the junior secondary school (Year 8-9 ) in 2012 compared to 2011. In year 10-11 & 12 the indigenous student retention rate reduced slightly due to family relocation.

Indigenous student attendance in 2012 varied based on the year level. For students in years 10 & 11 their attendance was in the upper quartile for the state. Year 9 student attendance was based in the mid lower quartile and year 8 & 12 students in the lower quartile. The overall attendance rate for indigenous student in 2012 is 82.5%. Attendance rate for indigenous and non-indigenous attendance in 2012 is 85.7%. Attendance across the College is a focus for 2013.

### Attainment – Indigenous students

Indigenous students had varied success in their studies in 2012.

In year 8 all indigenous students achieved a C or higher in Science in Semester 1 however this trend did not continue in Semester 2. From Semester 1 to 2 for year 9 there was a major improvement in English results. By the end of Semester 2 all indigenous students in year 9 received and C or above in English. Year 9 showed the greatest improvement of all year levels from Semester 1 to 2 in all but Mathematics. Weekly mathematic tutorials run to assist students with improving their mathematic skills. Year 10 results are better in Semester 1 across all subjects than Semester 2 and this is similar to year 8 results. Planning is underway to reverse this trend and close the gap in 2013.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	116%	174%	229%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	71	67	44
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	26	25	24
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	1	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	66	58	40
Number of students awarded an Australian Qualification Framework Certificate II or above.	50	40	22
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	60	55	44
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.	50%	72%	71%
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.	97%	96%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	90%

As at 2 May 2013. The above values exclude VISA students.

# Performance of our students

## Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	2	2	9	8	5
2011	4	5	9	7	0
2012	1	8	8	7	0

As at 2 May 2013. The above values exclude VISA students.

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	63	50	0
2011	54	40	0
2012	35	20	4

As at 2 May 2013. The above values exclude VISA students.

### VET - Vocational Education & Training: In 2012 CSC's

Year 10 students during 2012 had the opportunity to completed two Certificate I courses during their studies. All Year 10s were enrolled in Certificate I in Work Education (30971QLD) and a small number of students enrolled to train in Certificate I in Information, Digital Media and Technology(ICA10111) as an elective subject.

Certificate I in Work Education provides students with the opportunity to prepare for the world of work. Students learn the basics around occupational health and safety, being a team player and culminate with students participating in both simulated job interviews and work experience. Certificate I in Information, Digital Media and Technology provided students with a basis for understanding basic IT skills.

# Performance of our students

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

## Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Coorparoo Secondary College monitors all students across all year levels. Early school leavers are interviewed by the Senior Schooling Deputy Principal, Head of Department Senior Schooling or Guidance Officer. Pathways into Adult Education, employment or further training are assessed and reviewed. The school actively refers early school leavers to support services aligned to the student's requirements. These services include Get Set for Work, Youth Support Officer, Behaviour Support Services, Chaplaincy, School Nurse, Community Education Councillor, and Smith Family. Students are referred to external supports on a needs basis.