

Coorparoo Secondary College

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

This report provides key demographic information about Coorparoo Secondary College and reports on student and College outcomes for the year 2013. 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.

At Coorparoo Secondary College, our fundamental principle is the delivery of a world class secondary education. It's a goal that continues to inspire and excite us, as we build a reputation for innovation, diligence and dedication in the way we work with our students, their parents and the community.

As a college community we have recognised "what matters" and have developed a mantra for the College as a whole –

What Matters

Every student, every classroom, every day
In class, on time, on task
Actively learning, actively working

This is underpinned by our Student Charter of the 4 C's –

- Commitment - We will work hard and never give up.
- Cooperation - We will listen to each other and work together as a team.
- Courtesy - We will treat everyone with respect by treating them the way we all wish to be treated.
- Common Sense - We will make responsible and valid choices for each of our everyday decisions and accept that if an error in judgement occurs then we will learn from it.

By challenging – and supporting – our students to develop their unique potential, we empower them to confidently and capably pursue opportunities. We also aim to equip them with the insight and skills to surmount the challenges the future will bring in their personal and professional lives.

As a school community we have a vision of "Creating Tomorrow Together". Our college priority is to maximise student achievement and provide quality outcomes.

2013 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.

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School progress towards its goals in 2013

2013 has seen

- The continuation of the three focus areas from the Strategic Plan.

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

These were 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 2013 achievement is testament to the success of these interviews.
- Implementation of the 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.
- Partnerships have continued throughout 2013:
 - With the relocation of Brisbane School of Distance Education (BSDE) onto the Coorparoo campus, enabling a close relationship creating a new and innovative curriculum delivery mode. Blended delivery was introduced giving students opportunities to enhance their learning.
 - Institute of Culinary Excellence (ICE) was established as a quality partnership to showcase to the Coorparoo community excellence in the field of hospitality. ICE delivers quality training to apprentices from quality restaurants within Brisbane.
 - 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.
 - Partnership with Vocal Manoeuvres continued to offer automatic acceptance into the Queensland Vocal School of Excellence for Nautilus Music students.

During 2013, there were numerous community consultations regarding the proposed amalgamation with Brisbane SHS. After these consultations were completed a report was issued to the State Government and the amalgamation proposal was withdrawn.

Future outlook

In 2014 CSC will:

- Continue to focus on the key strategic priorities identified in the Strategic Plan 2013 – 2016.
- Implement the 2014 Annual Implementation Plan which focuses on:
-

Learning Skills – Reading, Writing, Numeracy

- Improve student outcomes, develop and enhance teacher competency and develop teacher skills in regular use of data to inform teaching.

Science

- Embed Australian curriculum and improve student science outcomes

Retention & Transition – Focus on Junior Secondary

- Engagement with local primary schools
- Build leadership programs across the College

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Attainment

- Individual case management of students learning and career objectives

Attendance

- Implementation of the Junior and Senior Head of School positions to assist with the tracking and monitoring of student attendance
- Closing the gap between attendance and outcomes of indigenous and non-indigenous students

Information, Communication & Technology

- Blended Curriculum Delivery Model - 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.
- Learning Platform – 1:1

Coorparoo Secondary College will continue to 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 “Explicit Instruction” model of pedagogy.

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	419	209	210	85%
2012	457	235	222	84%
2013	409	206	203	86%

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

Characteristics of the student body:

Currently CSC has 53 ESL students. 47% of these ESL students do not speak English at home. There are 30 indigenous students enrolled and 44 students on visa from 25 different countries.

Average Class Sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	18	20	21
Year 11 – Year 12	17	16	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	104	98	52
Long Suspensions - 6 to 20 days	16	19	24
Exclusions	0	3	6
Cancellations of Enrolment	0	2	0

Curriculum offerings

Our distinctive curriculum offerings

- Accelerated Music and Performance (Yrs8-10)
- Music extension (Yr 12)
- Music performance (Yr 11)
- Philosophy (Yrs 8-9)
- Health Education (Yrs 11-12)
- Brisbane School of Distance Education partnership
- 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)

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

MATHEMATICS:

- Mathematics Team Challenge
- Australian Mathematics Competition

Our school at a glance

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 positively 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 8 to 12, 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.

Social climate

Coorparoo Secondary College believes 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: 100% 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 2013 School Opinion Survey, parents showed dramatic improvements across 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:

- this is a good school
- their child likes being at this school
- their child feels safe at this school
- they can talk to their child's teachers about their concerns
- this school works with them to support their child's learning
- this school takes parents' opinions seriously
- student behaviour is well managed at this school
- this school looks for ways to improve
- this school is well maintained

Our school at a glance

Student satisfaction in 2013 has, likewise, shown dramatic improvements, with very high levels of satisfaction across all performance areas. An impressive 85% students agreed or strongly agreed with all of the following statements, thereby indicating extremely high levels of satisfaction:

- they are getting a good education at school
- they like being at their school
- they feel safe at their school
- their teachers motivate them to learn
- their teachers expect them to do their best
- their teachers provide them with useful feedback about their school work
- their school looks for ways to improve
- their school is well maintained

Staff in 2013 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:

- they enjoy working at their school
- they feel that their school is a safe place in which to work
- students are encouraged to do their best at their school
- students are treated fairly at their school
- their school takes staff opinions seriously
- their school looks for ways to improve
- their school is well maintained
- their school gives them opportunities to do interesting things

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	95%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	94%	100%
their child feels safe at this school* (S2002)	94%	100%
their child's learning needs are being met at this school* (S2003)	94%	96%
their child is making good progress at this school* (S2004)	88%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	96%
teachers at this school motivate their child to learn* (S2007)	94%	96%
teachers at this school treat students fairly* (S2008)	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	88%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Our school at a glance

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	93%
they like being at their school* (S2036)	93%	87%
they feel safe at their school* (S2037)	89%	86%
their teachers motivate them to learn* (S2038)	89%	86%
their teachers expect them to do their best* (S2039)	96%	94%
their teachers provide them with useful feedback about their school work* (S2040)	88%	89%
teachers treat students fairly at their school* (S2041)	80%	79%
they can talk to their teachers about their concerns* (S2042)	68%	75%
their school takes students' opinions seriously* (S2043)	74%	78%
student behaviour is well managed at their school* (S2044)	65%	63%
their school looks for ways to improve* (S2045)	90%	90%
their school is well maintained* (S2046)	93%	86%
their school gives them opportunities to do interesting things* (S2047)	83%	84%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	84%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	84%
staff are well supported at their school (S2075)	81%
their school takes staff opinions seriously (S2076)	93%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	91%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2013.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2013; staff in 2013), comparisons with results from 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
2010-2011	1,002,767	1,394
2011-2012	1,233,672	4,892
2012-2013	309,098	5,061

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

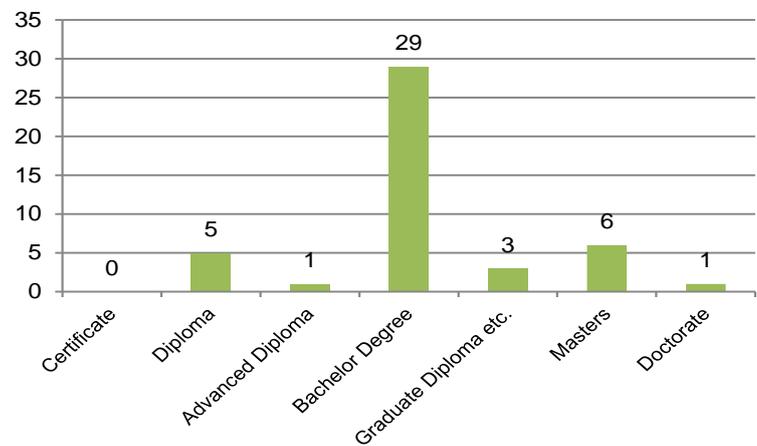
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	45	24	<5
Full-time equivalents	38	18	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	1
Bachelor Degree	29
Graduate Diploma etc.	3
Masters	6
Doctorate	1
Total	45



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 31074.51.

The major professional development initiatives are as follows:

In 2013 the staff at Coorparoo Secondary College have completed a range of Professional Development Activities: The major professional development initiatives are as follows:

Explicit Instruction Model

One School Developments

Data Analysis for the Junior and Senior Secondary School

College Whole of School Curriculum Plan

Vocational Education Training

Literacy and Numeracy Developments – Count on Numeracy, Logon Literacy

Queensland Studies Authority Moderation and Curriculum specific Days

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	85%	83%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

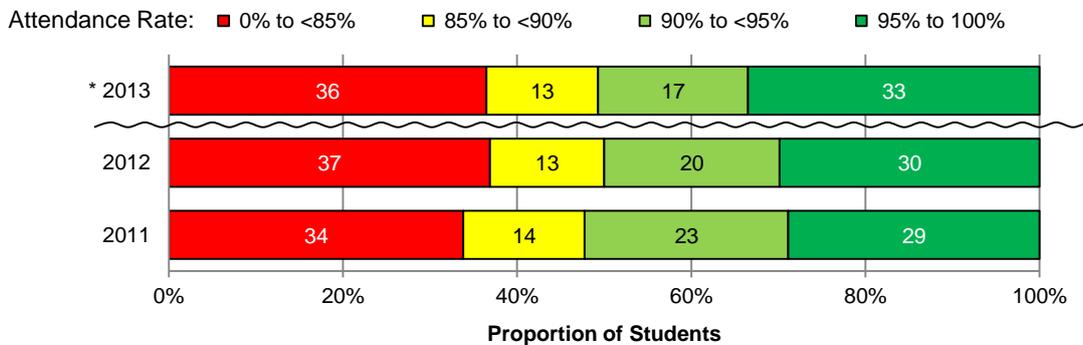
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								89%	89%	85%	86%	83%
2012								86%	86%	83%	84%	86%
2013								90%	80%	83%	82%	84%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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. ID Attend is available to staff to review who is absent for the day and any anomalies are returned 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.

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.

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 Non-government

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

Performance of our students

Achievement – Closing the Gap

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

In year 10, 11 & 12 the indigenous student retention increased.

Indigenous student attendance in 2013 varied based on the year level. For students in years 8 their attendance was in the upper quartile for the state. Year 9 student attendance was based in the lower quartile and year 10, 11 & 12 students in the mid lower quartile. The overall attendance rate for indigenous student in 2013 is 77%. Attendance rate for indigenous and non-indigenous attendance in 2013 is 83.5%. Attendance across the College is a focus for 2014.

Indigenous students had varied success in their studies in 2013.

100% of students received an A-C result for their Semester 2 report in the following areas.

Year 8 – HPE, Manual Arts and Philosophy

Year 9 – Drama

Year 10 – Media Studies

Year 11 – Biology, Drama, English, English Communication, Legal Studies, Mathematics A, Physical Recreation, Prevocational Mathematics and Social and Community Studies

Year 12 – Biology, English, Legal Studies, Mathematics A, Modern History

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	174%	229%	198%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	67	44	62
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	25	24	21
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	11	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	58	40	53
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	22	34
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	55	44	52
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.	72%	71%	57%
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.	96%	100%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	90%	96%

As at 5 May 2014. 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
2011	4	5	9	7	0
2012	1	8	8	7	0
2013	2	5	5	8	1

As at 5 May 2014. 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
2011	54	40	0
2012	35	20	4
2013	44	31	8

As at 5 May 2014. The above values exclude VISA students.

VET - Vocational Education & Training: In 2013 CSC's

Year 10 students during 2013 had the opportunity to completed 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.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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.