Nerang State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This Annual Report highlights the achievements and outcomes for Nerang State High School throughout 2015. It provides insight into our school's strengths and areas for development and improvement. It provides valuable information to members of the school community on the achievements of the school in relation to declared systemic and school priorities. The School Annual Report is a public document published annually to meet the reporting obligations required by both the Queensland and the Australian Governments.

School progress towards its goals in 2015

The continuing emphasis over the past year has been to provide an educational setting that gives all students the opportunity to achieve success. We have provided the necessary support so that all of our students make good choices and commit to achieving to their full potential. This has been facilitated by ongoing monitoring of student achievement by all staff and ensuring that parents are involved in their child's education. The school has improved student academic performance by developing strategies as a result of effective analysis of student data, tracking of student results and targeting the improvement of the work ethic of students, with an emphasis on NAPLAN and QCE performance. Improvement in the skills, knowledge, understanding and delivery of ICTs as an adjunct to teaching and learning has been prominent in our enhancement of pedagogy across all phases of learning. A strong alliance of Nerang state schools is used to promote Nerang State High School opportunities and build a cohesive pathway for future students.

Future outlook

We continue to have high academic expectations for all students in whatever course they have chosen. We look to have all (100%) of our senior students to exit with an OP, QCE and/or a VET Certificate. Specifically we aim to have 96% of our Year 12 students to exit with a QCE in 2016. Over the next 2 years we aim to have greater than 80% of our Year 12 students exit with an OP between 1 and 15.

We continue with our emphasis on improvement of outcomes for our junior secondary school students, as measured by the percentage of our students at or above the National Minimum Standard (NMS) in all domains of the Year 7 and 9 NAPLAN test. Our aim is to continue to be equal to, or above, the national average for NMS in all 5 domains. With regard to upper level achievement, we track our students achieving in the upper 2 bands (Band 8 or 9 in Year 7 and Band 9 or 10 in Year 9) of NAPLAN testing, and expect to continue to have percentages of both cohorts that are equivalent to the State (QLD) percentages in all 5 Domains. As an ongoing measure of student success, our Junior School student attainment, as reported to parents each term, is monitored for each student. Our target is to have ≥ 83% of our Year 7-9 students attain a C or better, and ≥ 12% being reported at an A level.

Students who are underperforming will continue to be identified and guided on appropriate changes to their course of study and/or application to learning, to ensure they attain the best possible outcomes. Implementation of further strategies around early intervention, feedback and high expectations is an ongoing process. Every day counts, and higher levels of attendance allow students to engage in greater learning and the realising of their potential. Responding to students with issues around their attendance is an ongoing priority at Nerang High, where we aim to have a 92% attendance rate. Engaging students in a variety of learning experiences, included integrated use of ICT's (with BYOD in full swing) is a part of the ongoing pedagogical innovation in our school. Clear messages with regard to high expectations, pride and respectfulness are a part of the way we do business.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	865	428	437	47	89%
2014	876	441	435	56	90%
2015	991	514	477	73	88%

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.

Characteristics of the student body:

The breakdown of gender for our students in 2015 was 48.1% male to 51.9% female. The 991 students comprised 195 Year 7s, 126 Year 8s, 179 Year 9's, 199 Year 10's, 160 Year 11's and 132 Year 12's. The Indigenous enrolment was 73 students with 16, 10, 16, 12, 15 and 4 students in Years 7 to 12 respectively. The Special Education students catered for in our school numbered 64 in 2015, with 12, 17, 7, 7, 11, 10 students in Years 7 to 12 respectively. The year on year progression rate of students from 2014 to 2015 saw 105% of our Year 8's numbers studying in Year 9, 98% from 9 into 10, 89% from 10 into 11 and 90% from 11 into 12.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 – Year 10	24	23	22
Year 11 – Year 12	19	17	18

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	126	245	283
Long Suspensions - 6 to 20 days	10	0	5
Exclusions	5	4	14
Cancellations of Enrolment	4	7	9

* 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.

Curriculum delivery

Our approach to curriculum delivery

Throughout 2015 our Senior Curriculum offered 3 broad Pathways, with one of these being for the students selecting 6 Authority subjects with the intention of being OP eligible for tertiary entrance. Those students in the second strand chose a combination of Authority and Authority-Registered subjects, depending on their future needs. Many of these students engaged in a school-based traineeship or apprenticeship as part of their course and some may also be OP eligible. Our third pathway is a 'Work Readiness' course of study, for those students intending to enter the workforce directly from school. It is a set course in which students have one elective subject, Certificate II in Skills for Vocational Pathways, a work experience placement (or school based traineeship), English Communications and Pre-vocational Mathematics. Many students participate in Vocational Education and the school is registered to teach and assess an extensive range of vocational subjects. Of the 127 students who completed Year 12, 99% were attained a Queensland Certificate of Education (QCE) or awarded one or more vocational education and training (VET) qualifications (including students who participated in a school-based apprenticeship or traineeship (SAT).

Year 10 is a transitional year where students study subjects aligned to the Authority and Authority Registered subjects (as a transition to senior studies) as a part of the P-10 national curriculum. In Years 7 to 9, students have a smorgasbord of subjects across the KLAs, as well as many extra-curricular offerings. The Junior Secondary phase is designed to ensure the curriculum reflects the Essential Learnings as outlined in the QCAR Framework or is aligned with the National Curriculum as it is progressively released. The highly successful Comets program nurtures our high level academic performers and leads many into fast-track programs, like GriffBio, that have given our students early entry offers into University. The school's Special Education Program catered effectively for with special educational needs from Years 7 to12. These students have a combination of Special Education subjects and integration in to our mainstream program of schooling, aligned to their capability.

Extra curricula activities

The school has a range of extracurricular activities commensurate with a high school of its size. Some of these programs included:
- A strong instrumental music program along with our Concert Band, Funk Band and Drumline.
- Debating and Public Speaking, where the school has been highly successful in the interschool competitions.
- Sport included interschool sport, athletics, cross country and swimming, and these were well catered for.
- Our active clubs in the school include the student council, interact club, chess club, book club...
- Leadership camps and pastoral care programs that nurture and support the development of our students.
- Our commended extracurricular program for our Special Education students.

How Information and Communication Technologies are used to improve learning

The total number of computers available for student use in 2015 was just over 850. The school introduced a take-home laptop program for students in Year 9 & 10 at the start of 2012, and expanded this to include years 9 to 12 in 2014. There were 8 trolleys of laptops (with 28 laptops per trolley) available in the teaching blocks for teachers to use for whole class or small group use. The remaining computers were desktops sited in 4 computer labs across the school. The laptops suitable for a take-home program, provided through the federal government NSSCF program, saw an increase in digital pedagogy as teachers expanded the use of ICTs in learning programs. We successfully trialled a BYOD program for 2 classes in the second half of 2014 and introduced it for the whole school in 2015.

All teaching staff at Nerang SHS have laptops provided by Education Queensland through the 'Computers for Teachers' scheme. As all teachers and most students in Year 7 to 12 classes had their own laptop, the change in teaching and learning to implement digital technologies was clearly evident around the school. Greater access to, and use of online digital resources saw internet usage at the school continuing to grow and our bandwidth upgraded from 20 to 50 Mbps during the year.

Wireless connectivity is available throughout the school and provides connection to the internet in all teaching spaces. The use of IT as a part of student learning (in areas such as research, multi-media presentations and access to online learning tools) is an integrated part of the pedagogical practices at Nerang SHS. Many teaching scenarios involve using IT platforms, like Community Clips and One-Note, to 'flip the classroom' and provide the learning resources to students as a take-home package, such that higher level thinking, students learning in teams and extended 1:1 support are operational in our classrooms. There are specific applications embedded into curriculum areas; a few of the specific subject examples include software in HPE to analyse the student application of sports motor skills, the use of CAD in graphics, and the digital photography curriculum using Photoshop, Illustrator, Indesign and the Macromedia suite.

Social Climate

The school has a very supportive environment as a result of many factors. The school is divided into 2 sub-schools (Junior and Senior) and each of these has a Dean, a Wellbeing Coordinator and a Deputy Principal who sees them through the next 3 years of school at Nerang High. These teachers and administrators organise an excellent program of pastoral care, which covers a wide range of issues for our students. This is supplemented by our Responsible Thinking behaviour management process, a student Support Team involving the Guidance Officer, Behaviour Management teachers, School-based Youth Health Nurse, Chaplain, Youth Support Worker and Indigenous Support Worker. There is also a strong student leadership program in the school through the Student Council, comprising representatives from all Year levels and the Junior and Seniors Captains and Prefects. This provides for students to engage in a variety of activities including leadership breakfasts, activities at school carnivals and fundraiser. The annual swimming and athletics carnivals are both well attended and students have a high level of participation.

The schools methodology for dealing with issues of bullying is known as our TEAM (Together Everyone Achieves More) approach. Students, as witnesses or victims, are encouraged to report incidences via a TEAM Report. Students designated as "Bully Busters" support other students in reporting incidences of bullying. Students are then able to be supported by key staff in dealing with issues of bullying

Our 2015 School Opinion Survey, which seeks the views of a sample of our parents and Year 8 & 11 students, shows a high degrees of satisfaction with our school and its climate. Parents, students and staff think very highly of what we do as a school and how we support and treat each other. In short, the vast majority of our stakeholders are highly satisfied with our school.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015*
their child is getting a good education at school (S2016)	96%	93%	84%
this is a good school (S2035)	100%	94%	87%
their child likes being at this school (S2001)	96%	94%	84%
their child feels safe at this school (S2002)	100%	94%	88%
their child's learning needs are being met at this school (S2003)	100%	87%	78%
their child is making good progress at this school (S2004)	91%	96%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	88%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	92%	84%
teachers at this school motivate their child to learn (S2007)	96%	92%	81%
teachers at this school treat students fairly (S2008)	100%	90%	79%
they can talk to their child's teachers about their concerns (S2009)	95%	94%	81%
this school works with them to support their child's learning (S2010)	100%	93%	77%
this school takes parents' opinions seriously (S2011)	100%	89%	80%
student behaviour is well managed at this school (S2012)	100%	88%	91%
this school looks for ways to improve (S2013)	100%	93%	83%
this school is well maintained (S2014)	100%	96%	88%

*only 32 respondents

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	99%	94%	93%
they like being at their school (S2036)	98%	89%	92%
they feel safe at their school (S2037)	95%	85%	88%
their teachers motivate them to learn (S2038)	94%	81%	92%
their teachers expect them to do their best (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work (S2040)	93%	86%	92%
teachers treat students fairly at their school (S2041)	80%	83%	80%
they can talk to their teachers about their concerns (S2042)	81%	78%	75%
their school takes students' opinions seriously (S2043)	88%	73%	78%
student behaviour is well managed at their school (S2044)	76%	65%	70%
their school looks for ways to improve (S2045)	97%	89%	96%
their school is well maintained (S2046)	91%	80%	79%
their school gives them opportunities to do interesting things (S2047)	88%	91%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	100%
they feel that their school is a safe place in which to work (S2070)	94%	98%	98%
they receive useful feedback about their work at their school (S2071)	79%	85%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	80%	85%
students are encouraged to do their best at their school (S2072)	98%	94%	97%
students are treated fairly at their school (S2073)	100%	98%	95%
student behaviour is well managed at their school (S2074)	97%	92%	92%
staff are well supported at their school (S2075)	74%	82%	88%
their school takes staff opinions seriously (S2076)	73%	73%	79%
their school looks for ways to improve (S2077)	95%	98%	98%
their school is well maintained (S2078)	90%	92%	95%
their school gives them opportunities to do interesting things (S2079)	85%	88%	97%

# '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

Parents are encouraged at all times to have personal contact with school staff and the Administration. Regular Newsletters, personal communications, parent meetings and parent information evenings are scheduled to encourage parents to be involved in their child's education.

The school has a strong belief in creating a welcoming environment for Parents as part of our supportive school environment. Parents are actively encouraged to participate in the education of their children. The Parents & Citizens Association provides parents with a venue to interact with other parents and to work with the school staff to develop initiatives within the school.

Parents are also expected to be part of their students' academic planning and are asked to attend Year 10 subject selection interviews and SET planning interviews on a one-to-one basis. Parents are also invited to general subject selection evenings and twice a year to Parent-Teacher Meeting evenings, as a follow up to student 'Report Cards'. Written reports are issued to parents four times per year, at the end of each Term. Parents are invited to a number of events each year including: Year 7 Enrolment Evenings, Senior Induction, biannual Principals Awards, Night of Notables, Speaking Out, Awards Nights and Senior Graduation.

The use of an IT-based roll marking system, where rolls are marked every lesson, includes a text-message system to alert parents of student absence and any urgent information. The school website and has the school calendar of current events and news bulletins on the front page, which links directly to the Q-Schools App available free to all parents.

Reducing the school's environmental footprint

Nerang State High School strives to bring about a reduction in our environmental footprint by maintaining or adopting the following:
- Installation of a solar energy array and the use of energy efficient lighting in all areas of the school.
- Our ongoing update to the security light network within the school to reduce the amount of lighting required and the time periods of use.
- Reduced water consumption due to reduced watering of our playing surfaces and flow restrictors fitted to all taps in the school.
- A reduction in the volume of waste that at goes to landfill by continuing to adopt the 'Reduce, Reuse, Recycle' mantra.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	379,936	2,485
2013-2014	375,997	2,726
2014-2015	393,708	

*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.
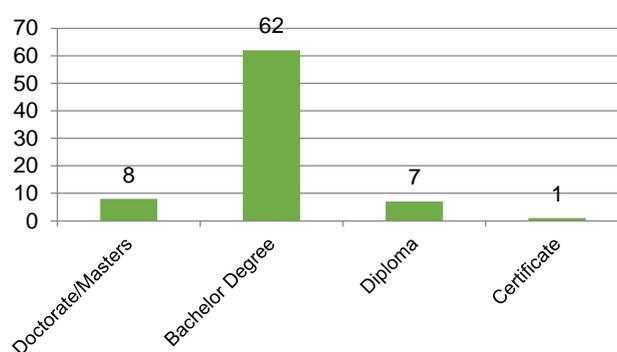
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	86	35	<5
Full-time equivalents	78	28	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Doctorate/Masters	8
Bachelor Degree	62
Diploma	7
Certificate	1
Total	**78**

*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $55 507.

The major professional development initiatives are as follows:

- Supportive School Environment
- Curriculum Knowledge
- Student Support
- Leadership
- QSA initiatives
- Literacy and numeracy
- Dimensions of Learning
- Professional Learning Teams
- IT pedagogy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2015 school year.

Queensland
Government

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/.

The most current details from the My School website as at the 30 June 2016 are provided below:

Interpreting school financial information

The following table and charts summarise the recurrent and other income of the selected school together with its capital expenditure for the calendar year. Where data are available for a minimum of three consecutive calendar years, total cumulative capital expenditure for those years will be displayed. Caution should be taken in using the information presented below when making direct funding comparisons between schools. The financial resources available to schools are directly influenced by the nature of the school (including its location and profile), its programs and its operations. Further information on the methods used and on the comparability of the data is available in the financial limitations. Further information is also available about financial reporting for non-government multi-campus schools.

Net recurrent income 2014	$ Total	$ Per student
Australian Government recurrent funding	1,845,855	2,105
State/territory government recurrent funding	8,637,320	9,851
Fees, charges and parent contributions	638,421	728
Other private sources	0	0
Total gross income		
(excluding income from government capital grants)	11,121,596	12,684
Less deductions	0	0
Total net recurrent income	11,121,596	12,684

Capital expenditure 2014	$ Total	$ Total 2009-2014
Australian Government capital expenditure	0	140,615
State/territory government capital expenditure	211,638	1,875,745
New school loans	0	0
Income allocated to current capital projects	0	0
Other	0	0
Total capital expenditure	211,638	2,016,360

Total gross income 2014

78 %
6 %
17 %

(excluding income from government capital grants)

Total capital expenditure 2014

100 %
State/Territory Government capital expenditure $211,638

Total capital expenditure 2009-2014

93 %
7 %

Percentages are rounded and may not add to 100%.

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.** Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	87%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	80%	80%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

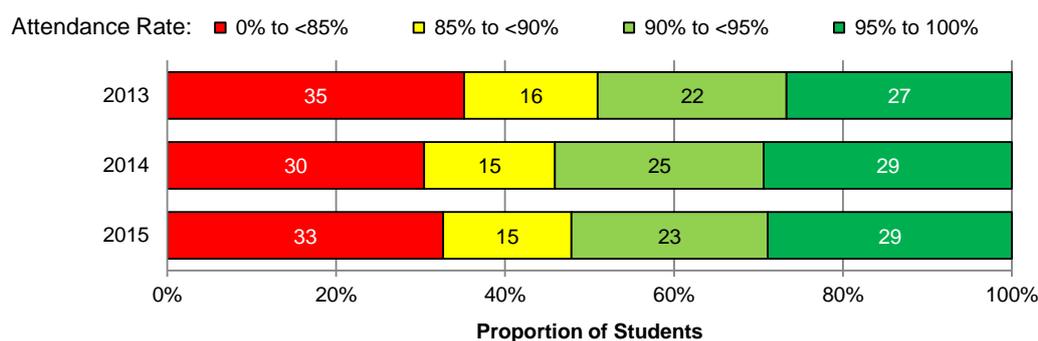| Student attendance rate for each year level (shown as a percentage)						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		90%	85%	82%	85%	86%
2014		90%	87%	84%	87%	86%
2015	90%	88%	85%	84%	84%	86%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	35	16	22	27
2014	30	15	25	29
2015	33	15	23	29

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Student attendance is taken via a network connected software program designed to manage student attendance. Rolls are marked in a Roll marking class at the start of the day, and also marked in every lesson during the day. For students who are absent at the beginning of the day, a txt message is sent in the morning to the parent/caregiver to notify them of the absence and to request an explanation for that absence. Parents who do not provide a reason for absence are contacted by the Attendance Officer, Dean or Head of Student Engagement.

For students who have truanted (been in attendance and then marked as absent during a subsequent lesson in the day), a text message is sent to the parent/caregiver to notify them of this issue. This truancy is also followed up by the relevant Dean, with punitive consequences instituted. For students with absences that extend over a three day period, parents/caregivers are contacted in writing to seek an explanation for this period of absence, along with any other unexplained absences.

There is a 'Watch List' of students, where the Attendance Officer phones the parents automatically if the student is away. Students involved in fractional truancy are put on an attendance card to track their attendance in each class. Information is also provided to parents via the total number of days absent recorded on the end of term report. Students with ongoing issues regarding absenteeism are managed via the DET process for Persistent Truancy or Absenteeism.

Our target for attendance is 95%. This expectation of students having less than 5% absenteeism, equates to no more than 2½ days of absence each term. Students with 95% attendance are recognised each term and join the ranks of 'Club 95'. To be in 'Club 95', students also need to have all absences explained and a no more than 3 days of lateness to school. As a reward, our 'Club 95' members attend 'Lunch with the Principal' at the end of each term.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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.** Where it says **'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 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.

A snapshot of the 2015 NAPLAN results are provided below:

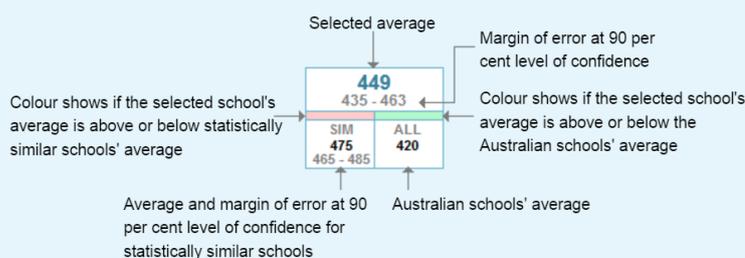|	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
Year 7	**517** 508 - 525		**487** 477 - 496		**534** 525 - 543		**521** 511 - 531		**515** 504 - 526	
	SIM **522** 515 - 530	ALL **546**	SIM **480** 471 - 488	ALL **511**	SIM **523** 516 - 531	ALL **547**	SIM **514** 506 - 523	ALL **541**	SIM **517** 509 - 524	ALL **543**
Year 9	**554** 544 - 565		**529** 515 - 542		**563** 551 - 574		**553** 541 - 565		**565** 555 - 575	
	SIM **557** 549 - 564	ALL **580**	SIM **511** 501 - 520	ALL **547**	SIM **561** 553 - 569	ALL **583**	SIM **546** 538 - 555	ALL **568**	SIM **566** 559 - 574	ALL **592**

How to interpret this chart

SIM schools serving students from statistically similar backgrounds
ALL Australian schools' average
- Student population below reporting threshold
  Year level not tested

Selected school's average is
  substantially above
  above
  close to
  below
  substantially below

- average of schools serving students from statistically similar socio-educational backgrounds (SIM box)
- average of all Australian schools (ALL box)

Selected average
449
435 - 463

Margin of error at 90 per cent level of confidence

SIM
475
465 - 485

ALL
420

Colour shows if the selected school's average is above or below statistically similar schools' average

Colour shows if the selected school's average is above or below the Australian schools' average

Average and margin of error at 90 per cent level of confidence for statistically similar schools

Australian schools' average

Tell me more

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	80%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	25%	100%	44%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	129	162	127
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	50	56	42
Percentage of Indigenous students receiving an Overall Position (OP)	50%	38%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	48	31
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	102	132	101

Queensland Government

Number of students awarded an Australian Qualification Framework Certificate II or above.	69	75	74
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	112	142	123
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	75%	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.	56%	68%	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.	98%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	96%	98%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	4	8	16	20	2
2014	4	13	21	16	2
2015	2	16	12	10	2

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2013	71	55	27
2014	86	49	35
2015	55	61	22

As at 16 February 2016. The above values exclude VISA students.

Vocational Courses Offered by Nerang State High School (National Provider No: 30085) in 2015:

Vocational Training Area: Building & Construction
- RII20109 - Certificate II in Resources and Infrastructure Work Preparation
- RII20113 - Certificate II in Resources and Infrastructure Work Preparation

Vocational Training Area: Business Services
- BSB10112 - Certificate I in Business
- BSB20115 - Certificate I in Business

Vocational Training Area: General Education & Training
- FSK10213 - Certificate I in Skills for Vocational Pathways
- 30981QLD - Certificate II in Workplace Practices

Vocational Training Area: Information Technology
- ICA10111 - Certificate I in Information, Digital Media and Technology
- ICT10115 - Certificate I in Information, Digital Media and Technology
- ICA20111 - Certificate II in Information, Digital Media and Technology
- ICT20115- Certificate II in Information, Digital Media and Technology

Vocational Training Area: Multiple VTAs
- MSA10107 - Certificate I in Manufacturing (Pathways)

Vocational Training Area: Process Manufacturing
- MSL20109 - Certificate II in Sampling and Measurement

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

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

A small number of students leave school by choice before the age of 17. These students traditionally enter the workforce or attend TAFE. Each year in Year 11, and occasionally in Year 12, a small number of students have their enrolment cancelled by the Principal for failing to engage in the educational program provided, through a combination of non-attendance and non-completion of assessment. There are also a small number of students not suited to traditional schooling who enter alternative education programs.

Students are supported in their desire to leave school and take up other options. This support includes counselling on the options available, connection to support agencies that will provide one-on-one support in up-skilling for entry to work and direction on accessing alternative educational institutions.