Nerang State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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

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School Overview

At Nerang State High School, we are focussed on developing your child's personal strengths through the use of technology, innovative teaching, outstanding curriculum, a range of extra-curricular opportunities and real life community projects to ensure their full potential is harnessed and nurtured to meet their individual needs and goals.

We cater for all our students by offering a diverse range of programs; from the 'Comets' Academic Excellence program to the Quality Arts Program; and from university pathways to vocational education programs. Our dedicated staff are committed to achieving success for all students, in supportive and caring learning environments that cater for every student, every day.

We care, we are the right size and we have the right pathway for your child's future.

Principal's Forward

Introduction

This Annual Report highlights the achievements and outcomes for Nerang State High School throughout 2016. 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 2016

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.

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The school improvement agenda priorities from 2016 and the progress made on these priorities can be summarised as:

Literacy, Numeracy & Attainment	Progress
Increase the percentage of students in the upper 2 bands in reading and numeracy	Significant Progress
Support low achievers to ensure KPI are met in relation to NMS in all domains of NAPLAN	Significant Progress
Redirect underperforming students and ensure student pathway is matched to capability	Complete
Improve Year 12 student attainment to meet OP and QCE KPI	Significant Progress
Attendance & Behaviour	**Progress**
Improve student attendance to 92%	Some Progress
Improve student engagement	Significant Progress
High quality teaching practices	**Progress**
Consolidate the whole-school approach to targeted intervention	Significant Progress
Use technology (BYOD) to drive quality assured learning	Significant Progress

Future Outlook

The school's Strategic Plan for 2014 to 2017 and our current 2017 Annual Plan can be viewed on the school's website: nerangshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/SchoolPublications

We continue to have high academic expectations for all students in whatever course they have chosen. We look to have 99% of our senior students to exit with an OP, QCE and/or a VET Certificate. Specifically, we aim to have 98% of our Year 12 students to exit with a QCE in 2017.

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 percentages in Reading and Numeracy. 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 ≥ 85% of our Year 7-9 students attain a C or better, and ≥ 15% 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 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 (via BYOD) 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.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	876	441	435	56	90%
2015*	991	514	477	73	88%
2016	990	508	482	72	91%

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

Overview

Nerang State High School opened in 1986 and is located on the west of the Pacific Highway, servicing the hinterland as well the surrounding suburbs. Our student population is predominantly (82%) drawn from the local suburbs of Nerang, Highland Park, Carrara, Gilston, Worongary and Beechmont. The school has very close links with the neighbouring primary schools, and our Nerang Alliance of State Schools works together to provide a seamless transition for students between the sectors of schooling.

The vast majority (74%) of our students and parents were born in Australia. The next biggest group in our school are the New Zealanders (14%), followed by those from the United Kingdom (4%). The other countries-of-origin for our students and parents are the Philippines, South Pacific Islands, Asia, the Middle East, the Americas and Europe; with each comprising approximately 1% of our student population. We pay specific attention to Indigenous culture, with approximately 7% of our students being from Indigenous backgrounds.

In 2016 we had 73 Special Education students receiving support via our Special Education faculty. Most of these students were integrated into our general classrooms for parts of the school day and provided with in-class support. From 2015 to 2016, the apparent progression rate in the in the Senior School (Years 10, 11 & 12) was 88%, whilst on average, 100% of our students progressed from one year to the next in the Junior School.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 7 – Year 10	23	22	22
Year 11 – Year 12	17	18	18

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

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Curriculum Delivery

Our Approach to Curriculum Delivery

Throughout 2015 our Senior Curriculum offered 3 broad Pathways - one of these being for the students selecting 5 or 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 are focused on further study in Vocational Edcuation pathways post-school. 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% attained a Queensland Certificate of Education (QCE) or were awarded one or more vocational education and training (VET) qualifications.

Year 10 is a transitional year, where students study subjects aligned to the Authority and Authority Registered in the senior curriculum, yet still 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 students with special educational needs from Years 7 to 12. These students have a combination of Special Education subjects and integration in to our mainstream program of schooling, aligned to their capability.

Co-curricular 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, including interschool sport, athletics, cross country and swimming.
- Our active clubs in the school, which 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 extracurricular program for our Special Education students.

How Information and Communication Technologies are used to Assist Learning

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. With the cessation of the National Secondary Schools Computer Fund our school has transitioned to a bring your own device (BYOD) program. 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. There is a systemic production of One-Note notebooks, as learning resources provided to students in all curriculum areas.

The school also uses One-Note as a planning tool, that allows teacher to collaboratively plan and share teaching resources. This level of team planning using IT solutions allows the development of differentiated learning resources for students of differing ability levels, and the subsequent pedagogy to support the delivery of this. 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 Graphicals, and the digital photography curriculum using Photoshop, Illustrator, Indesign and the Macromedia suite.

Social Climate

Overview

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 school's 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 2016 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	84%	93%
this is a good school (S2035)	94%	87%	93%
their child likes being at this school* (S2001)	94%	84%	93%
their child feels safe at this school* (S2002)	94%	88%	93%
their child's learning needs are being met at this school* (S2003)	87%	78%	90%
their child is making good progress at this school* (S2004)	96%	90%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	88%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	84%	95%
teachers at this school motivate their child to learn* (S2007)	92%	81%	86%
teachers at this school treat students fairly* (S2008)	90%	79%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	81%	92%
this school works with them to support their child's learning* (S2010)	93%	77%	86%
this school takes parents' opinions seriously* (S2011)	89%	80%	90%
student behaviour is well managed at this school* (S2012)	88%	91%	91%
this school looks for ways to improve* (S2013)	93%	83%	89%
this school is well maintained* (S2014)	96%	88%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	93%	97%
they like being at their school* (S2036)	89%	92%	89%
they feel safe at their school* (S2037)	85%	88%	87%
their teachers motivate them to learn* (S2038)	81%	92%	90%
their teachers expect them to do their best* (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	92%	91%
teachers treat students fairly at their school* (S2041)	83%	80%	74%
they can talk to their teachers about their concerns* (S2042)	78%	75%	73%
their school takes students' opinions seriously* (S2043)	73%	78%	73%
student behaviour is well managed at their school* (S2044)	65%	70%	71%
their school looks for ways to improve* (S2045)	89%	96%	97%
their school is well maintained* (S2046)	80%	79%	82%
their school gives them opportunities to do interesting things* (S2047)	91%	89%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	97%	100%	92%
they feel that their school is a safe place in which to work (S2070)	98%	98%	90%
they receive useful feedback about their work at their school (S2071)	85%	88%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	85%	86%
students are encouraged to do their best at their school (S2072)	94%	97%	96%
students are treated fairly at their school (S2073)	98%	95%	97%
student behaviour is well managed at their school (S2074)	92%	92%	88%
staff are well supported at their school (S2075)	82%	88%	85%
their school takes staff opinions seriously (S2076)	73%	79%	83%
their school looks for ways to improve (S2077)	98%	98%	99%
their school is well maintained (S2078)	92%	95%	92%
their school gives them opportunities to do interesting things (S2079)	88%	97%	92%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

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 &

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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 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.

We also foster continuous and open communication with our parents and caregivers by:
- Having a policy of open communication between teachers and parents;
- Providing direct email and phone details
- Using Facebook to regularly update parents;
- Providing a Parent emailing system;

We also encouraging our Indigenous families to participate through our Indigenous Education worker, who assists students and engages in family-liaison activities. Students who require catch up or extension work are provide with intervention to assist their particular learning needs. Some of these students are provided with an Individual Curriculum Plan (ICP) and this is negotiated with the student and parent/carer.

Respectful relationships programs
The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Our school has a weekly 'Care' program that focuses on healthy relationships as a key program priority. We explicitly teach respectful relationships through our PRIDE program where time is set aside to teach students how to behave and interact with each other, and in all classes this is reinforced through the issuing of PRIDE (merit) points.

The Care Program explicitly focuses on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. This program runs in Years 7 to 12, with the content and context being tailored to be age appropriate.

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

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	245	283	263
Long Suspensions – 6 to 20 days	0	5	4
Exclusions	4	14	6
Cancellations of Enrolment	7	9	4

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

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

Environmental Footprint

Reducing the school's environmental footprint
The electricity usage has levelled out and has shown a slight decrease from 2014-2015, whereas the school's water consumption has shown a marked decrease. Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Nerang State High 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
2013-2014	375,997	2,726
2014-2015	393,708	
2015-2016	390,196	1,094

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

School Funding

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

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

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

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

Find a school

School name		GO

Suburb, town or postcode

Sector:
☑ Government
☑ Non-government

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Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	88	38	<5
Full-time Equivalents	80	28	<5

Qualification of all teachers
The qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 2016 is given below. Qualifications are reported at the highest level of attainment. The table below shows the distribution of qualifications.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of teachers at the school
Doctorate/Maters	8
Bachelor degree	77
Diploma	2
Certificate	1

*Teaching staff includes School Leaders
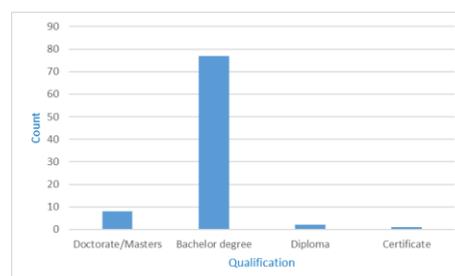
Professional Development

Expenditure On and Teacher Participation in Professional Development
The total funds expended on teacher professional development in 2016 were $96 744.00.
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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 97% of staff was retained by the school for the entire 2016 school year.

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	86%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	80%	81%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL						
Year Level	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014		90%	87%	84%	87%	86%
2015	90%	88%	85%	84%	84%	86%
2016	91%	88%	85%	85%	88%	87%

*Attendance rates effectively count 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.
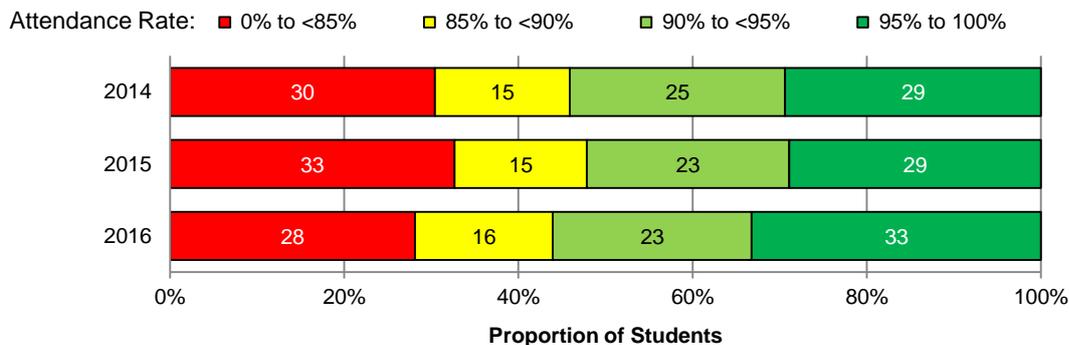
Student Attendance Distribution

The proportions of students by attendance range:

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

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	30	15	25	29
2015	33	15	23	29
2016	28	16	23	33

Proportion of Students

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Description of how non-attendance is managed by the school

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

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 txt 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 long term 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.

NAPLAN

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

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

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

School 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.

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

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Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	162	127	121
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	2
Number of students receiving an Overall Position (OP)	56	42	34
Percentage of Indigenous students receiving an Overall Position (OP)	38%	25%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	48	31	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	132	101	100
Number of students awarded an Australian Qualification Framework Certificate II or above.	75	74	56
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	142	123	118
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	68%	71%	68%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	98%	93%

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

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	4	13	21	16	2
2015	2	16	12	10	2
2016	9	7	7	11	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014	86	49	35
2015	55	61	21
2016	72	44	19

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

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Vocational Courses Offered by Nerang State High School (National Provider No: 30085) in 2016:

Vocational Training Area: Building, Construction & Manufacturing
- RII20113 - Certificate II in Resources and Infrastructure Work Preparation
- MSA10107 - Certificate I in Manufacturing (Pathways)
- MSF10113 – Certificate 1 in Furnishing

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

Vocational Training Area: General Education & Training
- FSK20213 - Certificate II in Skills for Work and Vocational Pathways
- 30981QLD - Certificate II in Workplace Practices

Vocational Training Area: Information Technology
- ICT10115 - Certificate I in Information, Digital Media and Technology

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	80%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	44%	56%

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

Student Destinations

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

The report will be available at:
nerangshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/SchoolPublications.aspx

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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 providing direction on accessing alternative educational institutions.

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