



Earnshaw State College

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Earnshaw State College is a small community, co-educational College catering for Prep to Year 12 students. Our students engage in a seamless curriculum that embeds our traditional values of respect, passion, responsibility and care in all aspects of learning. Our students commit to our college motto of 'Prepare Today for Tomorrow' through a focus on individual goal setting and pathways. Our College Curriculum Framework is directly focused on success for all students through a solid foundation of literacy and numeracy. Gender-based classes are implemented in the Junior School to cater for the different learning needs and interests of the students. All students participate in Enterprise Learning which underpins the context for learning in the middle years curriculum. Moreover, this provides a sound platform for Business Studies in the senior years and as a future pathway. Foundation studies, pre-requisite learning and extension programs encourage students to aspire to their highest potential. A choice of subjects and Individual Pursuit Learning offers our students the opportunity to engage in complex and challenging learning experiences. Students with special needs are supported in our Special Education Program. These programs are designed and modified to meet their individual learning needs. Visit the school website.

Principal's Foreward

Introduction

The Annual School Report provides parents and the community with an overview of the achievements and highlights of Earnshaw State College for the 2016 academic year. This report includes summary information on our student achievements in the National Assessment Program, student retention rates, curriculum offerings and information relating to the professional work of our staff.

Earnshaw is a P-12 college providing a caring and nurturing education for all our students. Our college programs and practices embed our values of diligence, integrity, courage and empathy into all areas of learning and college life.

Our students and staff commit to our college motto, 'prepare today for tomorrow' as they develop deep understanding and knowledge of the importance of lifelong learning and working with open hearts and open minds.

At Earnshaw State College we believe "If you can read you can do anything"

Our values shape the Earnshaw culture of 'Together We Achieve', allowing our community to build a productive partnership between all stakeholders where learning with open hearts and minds is valued:

- . Diligence
- . Integrity
- . Courage
- . Empathy

Diligence

- Working hard and doing your absolute best
- Taking special care, by doing things step-by-step
- Diligence helps you to get things done with excellence and enthusiasm
- Diligence leads to success

Integrity

- Living by your highest values. Being honest and sincere
- Integrity helps you to listen to your conscience, to do the right thing, and to tell the truth
- You act with integrity when your words and actions match
- Integrity gives you self-respect and a peaceful heart

Courage

- Courage is bravery in the face of fear. You do the right thing even when it is hard or scary. When you are courageous, you don't give up. You try new things. You admit mistakes. Courage is the strength in your heart.

Empathy

- A respectful understanding of another person's feelings, dreams, hopes or problems
- Sharing the feelings of another person and understanding a situation from their point of view

School Progress towards its goals in 2016

Providing high quality learning and skilling focused on preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy is our goal at Earnshaw State College.

Our goals for 2016 (Green on track, Yellow, started) included:



Refine whole school curriculum, assessment and reporting plan, pedagogical framework
 Continue to research and embed the use of ICT's in Literacy and Numeracy
 Provide PD and training to Teacher Aides specifically around explicit teaching in reading
 Undertake Action Research on the teaching of reading and writing and look to expand in 2017
 Research and review teaching strategies for numeracy and formulate numeracy team
 Train teachers to provide quality feedback to students and staff
 Curriculum planning processes focus on student data and "the how" of teaching
 Research appropriate ICT tools to aid in the teaching of Literacy
 Adopt / adapt / develop a research driven, evidence based pedagogical approach in the school which promotes school - wide high expectations and consistency of practice.
 Develop and manage collaborative teaching practices
 Develop / refine approaches to build professional capacity through feedback
 Observation of teachers and teaching strategies
 Provide professional development around 21st Century Learning
 Encourage the college to take pedagogical risks and explore possibilities
 Resourcing with 21st Century tools
 Plan for the retention, attainment and transition of students
 Plan to transition Year 7 to High School

Future Outlook

Improvement priority: **Literacy and Numeracy**

Strategy	
Actions	Responsible Officer/s
Continuing imbedding the P-12 Reading Framework via ongoing work of Literacy Coach and Master Teacher; led by the Literacy Leadership Team, with a focus on the gradual release of responsibility model, planning for before, during and after processes and explicit teaching of reading strategies.	Principal, HOS, DP, HOD
Literacy Leadership Team to explore a whole-college approach to writing.	
Strategy	
Actions	Responsible Officer/s
Establishment of Numeracy team to research and imbed a whole college approach to numeracy, with a focus on the language (literacy) in numeracy, automaticity of essential knowledge, mental mathematics and problem solving.	Principal, HOS, DP, HOD

Improvement priority: **Pedagogical Practices**

Strategy – Embed the Whole College Pedagogical Framework	
Actions	Responsible Officer/s
Continue to embed the pedagogical framework through consolidation. Unpack and explore the framework in its finer detail with a strong focus on providing quality feedback to improve student learning. Improve professional capacity via classroom observations, coaching opportunities and sharing of best practice. Ensure all planning meetings have a clear alignment to the pedagogical framework by facilitating professional conversations across all teachers on a regular basis.	Principal, HOS, DP, HOD



Improvement priority: **Innovative Learning**

Strategy – Resourcing with 21 st century tools – ‘Innovation Centre’	
Actions	Responsible Officer/s
Manage, facilitate and promote the implementation of the ‘Innovation Centre’ – a 21 st century learning space for 21 st century learners. Partner with P&C to fund the resourcing of the centre. Align PD priorities to explore innovative teaching measures to engage learners. Enable teaching and learning opportunities for all P-12 students to access the centre.	Principal, HOS, HOD, ICT Team

Improvement priority: **Pathways and Community Connections**

Strategy – College Branding & Culture	
Actions	Responsible Officer/s
Investigate & implement marketing/promotional opportunities within local Banyo/Nudgee community. Connect with business/community organisations to develop new partnerships and generate positive publicity. Strengthen partnership with ACU by exploring new learning opportunities for secondary students.	Principal, HOS, DP, HOD
Strategy – Target ‘800’	
Actions	Responsible Officer/s
Develop new links with nearby feeder primary schools as aim for ‘Target 800’. Continue new partnerships with Early Years organisations (3 local kindergartens & 2 primary schools). Above 95% transition from Year 6 into Year 7.	Principal, HOS, DP, HOD, P-3 Co.

Improvement priority: **Student Support**

Strategy – School based data tracking system for students at risk.	
Actions	Responsible Officer/s
Review & refine the Student Referral process to ensure there is a clear, transparent, timely referral system, understood & actioned by all teaching staff.	Principal, HOS, DP, HOD, TLC
Strategy – Professional conversations around classroom differentiation.	
Actions	Responsible Officer/s
Enable regular opportunities for classroom teachers and allocated case managers to discuss, plan, monitor and assess progress for all students identified at risk. Ensure progress is documented and tracked.	Principal, HOS, DP, HOD, TLC



Our School at a Glance

School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	669	311	358	40	93%
2015*	713	333	380	37	93%
2016	724	347	377	42	93%

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

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

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

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

Characteristics of the Student Body

Overview

Our families are predominantly local residents who are committed to the quality and personalised education their children receive at Earnshaw State College. The Banyo/Nudgee area is undergoing renewal and growth in housing and community and the Airport Precinct is continuing development with many new families moving into the area. Our students come from a range of socio-economic and cultural backgrounds and the diversity of our student population is increasing each year. Student retention is high across all sectors of the college with most students completing their primary and secondary schooling at Earnshaw

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	25	23
Year 4 – Year 7	28	25	26
Year 8 – Year 10	22	21	21
Year 11 – Year 12	15	16	14

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Our Prep to Year 12 curriculum is innovative, futures oriented and focussed on engaging and inspiring our students to achieve their best. Our curriculum is structured around programs at key educational junctions. Year 3, 6 and 9 offer extension and foundation classes to students with a particular focus on building student strength in English and Mathematics. Gender based classes are established in Year 4 and 5 allowing the curriculum to be delivered in a meaningful way for boys and girls and also allowing for the building of strong social programs. Our gender program has been extend up to Year 10 in the core subjects.



Earnshaw students study Enterprise Education in years 7 and 8. Enterprise Education allows students to learn through real life opportunities including the planning and operations of our community markets. Business and Enterprise Education is a focus for the college with students able to continue their business studies through to Year 12. We are active members of the Brisbane North Chamber of Commerce and our Business Program is achieving outstanding results nationally and internationally. Students in the senior school are successfully completing their first university subjects in years 11 and 12 as a result of our close relationship with our local university, ACU.

Many of our senior students also undertake Certificate III courses through TAFE including BNIT and SBIT while still completing their senior education. Our Individual Pursuits Program provides the opportunity for our students to study a broad range of subjects and courses through multiple learning and training providers and be supported by the college while undertaking them. We provide many opportunities for support to our students including Maths on Toast, assessment support sessions and homework clubs to ensure student success.

Co-curricular Activities

Junior School (years P-6)	Middle School (years 7-9)	Senior School (year 10-12)
<ul style="list-style-type: none"> <input type="checkbox"/> Junior Choir <input type="checkbox"/> ICAS – Mathematics, English, Spelling <input type="checkbox"/> Literacy and Numeracy Week Activities <input type="checkbox"/> “Readers are Leaders” Home Reading program <input type="checkbox"/> Homework Club <input type="checkbox"/> Science Incursion <input type="checkbox"/> Raw Art Incursion <input type="checkbox"/> Guest speakers <input type="checkbox"/> Kilometre Club <input type="checkbox"/> Life Education Van <input type="checkbox"/> Home access to Reading Eggs and Reading Eggspress <input type="checkbox"/> Revved Up and MPower (Years 4 and 5) <input type="checkbox"/> Sparkle (Year 5 girls) <input type="checkbox"/> Fun Friends (P-2) <input type="checkbox"/> ACU Medieval Fayre <input type="checkbox"/> Interschool Sport (Years 5-6) <input type="checkbox"/> Da Vinci STEAM workshops 	<ul style="list-style-type: none"> <input type="checkbox"/> Lead motivational speakers <input type="checkbox"/> Australian Business Week (junior competition) <input type="checkbox"/> Middle School Mathematics and Problem Solving competition \ <input type="checkbox"/> Rock and Water Program (boys) <input type="checkbox"/> Maths on Toast support program <input type="checkbox"/> Early Intervention Program (year 8) <input type="checkbox"/> Middle School Enterprise Challenge <input type="checkbox"/> Interschool sport <input type="checkbox"/> Girls Rugby League <input type="checkbox"/> Da Vinci STEAM workshops 	<ul style="list-style-type: none"> <input type="checkbox"/> RYDA program to promote road safety for our students <input type="checkbox"/> motivational speakers <input type="checkbox"/> Annual ski trip <input type="checkbox"/> Year 12 formal <input type="checkbox"/> Year 11 semi-formal <input type="checkbox"/> Australian Business Week <input type="checkbox"/> Global Enterprise Challenge (International Winners 2010, 2011 and 2012) <input type="checkbox"/> Work Experience Program <input type="checkbox"/> Maths on Toast support program <input type="checkbox"/> Interschool sport <input type="checkbox"/> Da Vinci STEAM workshops

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are embedded in our curriculum. The use of ICTs in our classrooms has become more of a focus with the implementation of the Australian curriculum. ICTs are allowing students more control over their learning and for differentiation of student learning, especially through virtual classrooms and other e learning tools.

The increasing use of ICTs is expanding the learning of students outside the four walls of the classroom to connect to the outside world. Year 9 students were the first students in 2012 to participate in our laptop program. All year 9 students were issued with a laptop to enhance their learning and will keep their laptop for the duration of their schooling at Earnshaw College. A BYOD model is embedded in the College.

The College is also working on virtual classrooms (ELO – Earnshaw Learning Online)

Social Climate

Overview

It is the shared belief of our college staff and community that school should be a place for all students to learn in a safe and caring environment - free to learn and enjoy their childhood and youth. Our Pastoral Care program within the college is significantly enhanced by the opportunities provided in a P-12 context. Our students are supported through a number of pastoral care programs within the college including our chaplaincy program, youth worker, school nurse, guidance officers and our You Can Do It Program.

We support our students through a firm but caring approach to instilling the values of Diligence, Integrity, Courage and Empathy in all aspects of college life. In 2012 our students engaged in the following programs to further develop their social emotional skills and behaviours: Respect and Resilience Day; Y Lead, Revved Up and Shine, MPower, Early Intervention Program, Girl Groups. Our student leadership program recognises the developmental stages of young leaders and focuses on the educational aspects of student leadership as our student leaders prepare for representative roles in the College. We acknowledge and celebrate student successes through assemblies, awards night, graduation (prep and year 12), closing the gap awards nights, newsletter and local newspapers.



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)	92%	94%	87%
this is a good school (S2035)	94%	94%	89%
their child likes being at this school* (S2001)	92%	92%	89%
their child feels safe at this school* (S2002)	94%	98%	89%
their child's learning needs are being met at this school* (S2003)	85%	88%	87%
their child is making good progress at this school* (S2004)	90%	94%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	88%	84%
teachers at this school motivate their child to learn* (S2007)	92%	90%	87%
teachers at this school treat students fairly* (S2008)	90%	90%	88%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	89%
this school works with them to support their child's learning* (S2010)	90%	94%	89%
this school takes parents' opinions seriously* (S2011)	86%	88%	86%
student behaviour is well managed at this school* (S2012)	81%	86%	81%
this school looks for ways to improve* (S2013)	92%	91%	91%
this school is well maintained* (S2014)	87%	98%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	96%	90%
they like being at their school* (S2036)	94%	94%	91%
they feel safe at their school* (S2037)	90%	94%	85%
their teachers motivate them to learn* (S2038)	93%	95%	92%
their teachers expect them to do their best* (S2039)	97%	98%	94%
their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	88%
teachers treat students fairly at their school* (S2041)	88%	85%	76%
they can talk to their teachers about their concerns* (S2042)	84%	90%	76%
their school takes students' opinions seriously* (S2043)	82%	90%	70%
student behaviour is well managed at their school* (S2044)	78%	78%	69%
their school looks for ways to improve* (S2045)	91%	96%	86%
their school is well maintained* (S2046)	89%	87%	80%
their school gives them opportunities to do interesting things* (S2047)	91%	90%	83%

Staff opinion survey



Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	96%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	93%	97%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	86%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	95%	92%	90%
staff are well supported at their school (S2075)	93%	89%	92%
their school takes staff opinions seriously (S2076)	89%	94%	86%
their school looks for ways to improve (S2077)	100%	97%	96%
their school is well maintained (S2078)	83%	92%	90%
their school gives them opportunities to do interesting things (S2079)	96%	92%	88%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Each semester we negotiate academic targets with all students from Year 1 – 12 and develop strategies that are shared with parents in a written report. Parents discuss the strategies and confirm these targets with their children. Teachers and parents follow up each student's progress toward their targets at reporting interviews. Parent/Teacher interviews are offered twice a year following the issuing of reports. These meetings between parents and their son/daughter's teachers prove very effective in establishing a meaningful relationship. Parents are also involved in the key transition points in the College notably year 10 –11 through the SET Plan process and subject selection evenings.

Earnshaw State College is committed to increasing and improving the quality of communications between the college and parents. This communication takes many forms, both informal and formal. College newsletters are produced fortnightly and class newsletters in the junior school are issued at least twice per term. Parent information evenings are held at the beginning of the year for junior school, up to year 7 and later in the year for secondary to communicate critical information regarding their child's education at Earnshaw.

Parents are invited to college events and to celebrate student success. These events include our assemblies, awards nights and sporting days. A significant number of parents support student learning through volunteer work in classrooms, school excursions and special event days.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school employs a number of personnel who work with staff, students and the wider community to provide a safe and supportive environment.

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	71	39	33
Long Suspensions – 6 to 20 days	13	11	1
Exclusions	2	3	0
Cancellations of Enrolment	1	2	1



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

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

Environmental Footprint

Reducing the school's environmental footprint

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

The college environmental initiatives include:

- Instalment of solar panels
- Use of water tanks
- Light bulbs changes throughout college to environmentally friendly model

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	217,623	4,661
2014-2015	265,468	3,257
2015-2016	302,496	1,607

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

School Funding

School income broken down by funding source

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

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

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

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



Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	62	38	<5
Full-time Equivalents	58	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	
Bachelor degree	59
Diploma	
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$24,984.19.

The major professional development initiatives are as follows:

- Junior Secondary
- Gifted and Talented
- Explicit Teaching of Reading
- Australian Curriculum
- Students with Disability
- Sports Coaching
- First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 72%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	84%	88%

*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 P-10/P-12 schools was 90%.

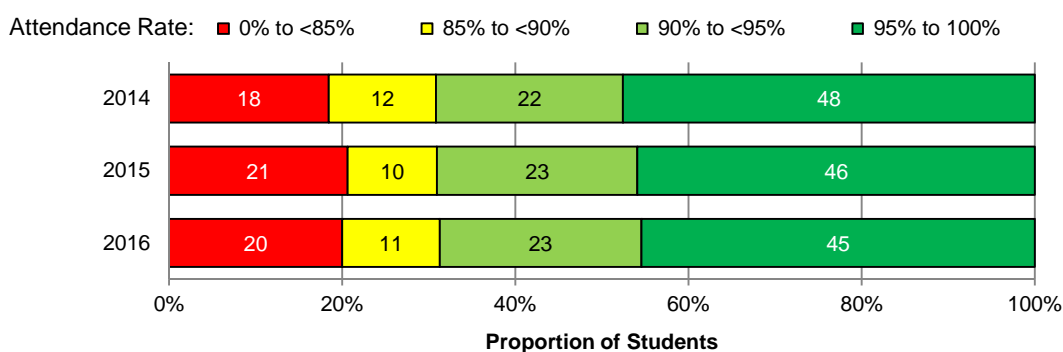
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	91%	92%	90%	93%	93%	94%	91%	87%	90%	87%	91%	89%
2015	92%	92%	92%	93%	95%	93%	93%	92%	90%	88%	88%	82%	89%
2016	93%	91%	93%	90%	94%	92%	93%	89%	92%	88%	86%	86%	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.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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 teachers mark rolls in form meeting or assembly each morning and absences are transferred to OneSchool by the relevant subschool administration staff. Late students report to either of the sub-school offices for the admin staff to issue them with a late slip showing when they arrived. Staff are able to check, through OneSchool for unauthorised absences which are followed up by the class teacher.

The follow up of truancy of students is made more efficient for the administration and year coordinators via the electronic processes introduced. Form teachers are responsible for collection of notes explaining absences. Parents can call an absence line, email, phone or write in with the explanation for absences. Attendance Officer phones home when a student has 3 unexplained absences. This process is monitored through OneSchool by the Heads of School.

Attendance checks for 2015 were conducted at the end of each reporting period and letters were sent home to all parents asking for explanation of unexplained absences. Letters are also sent home for any student with 3+ consecutive unexplained absences.

NAPLAN

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

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

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School name

Suburb, town or postcode

Sector:

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Non-government

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

Year 12 Outcomes



OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	41	49	40
Number of students awarded a Queensland Certificate of Individual Achievement.	3	1	2
Number of students receiving an Overall Position (OP)	18	23	14
Percentage of Indigenous students receiving an Overall Position (OP)	50%	75%	67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	1	4	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	37	47	39
Number of students awarded an Australian Qualification Framework Certificate II or above.	27	22	31
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	36	46	38
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	56%	35%	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	93%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	96%	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	1	4	5	7	1
2015	0	5	3	14	1
2016	1	6	7	0	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	31	26	4
2015	46	19	5
2016	27	28	3

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

The College offers several Certificate I's to students as part of our curriculum. Students in year 10 undertake Certificate I Work Education as part of their pastoral care program. This course provides an insight into the world of work and helps prepare students in the lead up to work experience and SET Plans. Students studying business in year 10 complete Certificate I in Business as part of the subject curriculum. Certificate I in Information, Digital Media and Technologies is offered to students as part of their senior curriculum and pastoral care program.

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.	98%	75%	70%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	100%	50%

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

Student Destinations

Post-school destination information

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

The report will be available at:

<http://www.earnshawsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

Any students exiting the College have been referred to outside agencies to support their transition into either 25 hours per week of work, Enrolment in a Certificate III at TAFE, an Apprenticeship/Traineeship or some other form of work/study.



