



Capella State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

|                       |  |
|-----------------------|--|
| <b>Postal address</b> | PO Box 195 Capella 4723  |
| <b>Phone</b>          | (07) 4988 7333   |
| <b>Fax</b>            | (07) 4988 7300   |
| <b>Email</b>          | principal@capellashs.eq.edu.au   |
| <b>Webpages</b>       | Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul> |
| <b>Contact person</b> | The Principal  |



# From the Principal

## School overview

Capella State High School attracts students from mining, grazing, grain and farming properties within the Central Highlands in Queensland. One hundred and ten students from the towns of Capella and Tieri attend the school from Years 7 to 12. The school promotes a curriculum that provides opportunities for all; and every effort is made to provide a course of study which caters to the individual needs of all students. A whole school approach to Responsible Behaviour and Bully Prevention is underpinned by the school's social skilling program 'Skilling for RIGHTS'. The school is a registered training provider to Level 2. Approximately 5% of students in any one year are ascertained as having a disability and less than 10% of students identify as Indigenous. Our vision is to provide the opportunity for a Quality Future where each student has the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. At Capella State High School we value: Success, Teamwork, Attitude and Respect.

## School progress towards its goals in 2018

- 100% of students in Year 12 achieved a QCE
- Australian Curriculum implementation is on track and in line with revisions
- Certificate II in Skills for Work and Vocational Skills implemented in 2018
- Significant planning and revision on Senior Curriculum program occurred to facilitate the implementation of the new SATE program in 2019
- 100% of staff participated in professional development with regards to the implementation of SATE processes and systems.

## Future outlook

Our explicit Improvement Agenda for 2019 continues to focus on four core priorities: Curriculum; Teaching Quality; Science, Technology, Engineering and Maths (STEM); and the new Senior Assessment and Tertiary Entrance (SATE) program for senior students to be implemented in 2019 and 2020.

The Curriculum priority has focused on the embedding of reading and writing across the curriculum and involves the attention of the Literacy Coach, Heads of Department and individual class teachers. This is delivered through the weekly literacy rotations and has as its goal the improvement in both year 7 and year 9 NAPLAN results.

Teaching quality will be enhanced through the continuance of the upskilling of all staff in the school's pedagogical framework (Explicit Instruction). This is supported through an on-going commitment to in-class observations and feedback sessions for all staff provided by the Principal, Heads of Department and Literacy Coach. A further aspect of this priority is the attention paid to the provision of professional learning around differentiation and targeted learning to ensure student engagement, challenge and extension for students in the upper two bands of each NAPLAN strand.

The continued alliance with the Queensland Minerals Excellence Academy (QMEA) has provided staff and students with opportunities to develop their skill and knowledge in this area. STEM is delivered across the technology curriculum and opportunities to explore such areas as robotics and crystal making are explored and refined throughout the year.

The final priority, the implementation new Senior Assessment program (SATE), has focused on developing Teaching and Learning plans, Assessment and resources to support the introduction of these subjects within our school. We are also continually focusing on professional development to increase all staff members' knowledge of the new process and systems.



# Our school at a glance

## School profile

|                                    |                  |
|------------------------------------|------------------|
| <b>Coeducational or single sex</b> | Coeducational    |
| <b>Independent public school</b>   | No               |
| <b>Year levels offered in 2018</b> | Year 7 - Year 12 |

### Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 133  | 116  | 110  |
| Girls                              | 62   | 50   | 43   |
| Boys                               | 71   | 66   | 67   |
| Indigenous                         | 12   | 9    | 14   |
| Enrolment continuity (Feb. – Nov.) | 88%  | 95%  | 88%  |

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Capella SHS is located halfway between Emerald and Clermont, just off the Gregory Highway on Gordon Street. The school was first established in 1984 and serves the local rural and mining communities. At the start of 2018 there were 104 students enrolled at Capella SHS and this will vary depending on the status of the mining industry. The school is staffed with 17 teachers and 14 support staff. Approximately 75% of the students travel to and from school each day by bus.

Just over six percent of the student population is indigenous and most of the students' parents are employed in the mining industry or mining related industries. Less than one percent of students have English as a second language. The school population is made up of students from the heritage town of Capella and the mining town of Tieri both of which are surrounded by established grazing, grain and farming properties. Approximately 55% of students come from Tieri whilst the remaining 45% are located in and around Capella. The business community gives high-level support to work placement programs, especially work experience and some school-based apprenticeships and traineeships. Community service programs have wide local support. There is a working relationship with the partner schools of Capella SS and Tieri SS, with a move to strengthen the partnerships into a strategic alliance to enhance the learning opportunity for all students in the Peak Downs. Both towns have a lively community culture, with Capella having a regionally recognised Cultural Centre, Covered Arena and Aquatic Centre. Capella SHS is committed to providing a supportive environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through quality relationships, curriculum and school organisation; where school practices are proactive rather than reactive.



## Average class sizes

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      |      |      |      |
| Year 4 – Year 6    |      |      |      |
| Year 7 – Year 10   | 18   | 21   | 22   |
| Year 11 – Year 12  | 13   | 12   | 11   |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Capella SHS offers the National and Queensland curriculum for secondary schools. Its distinctive subject offerings are:

- Year 11/12 Furnishing and Engineering Studies
- Certificate II Rural Operations
- Certificate II Skills for Work and Vocational Skills
- Skilling classes for all students – career education and social literacy
- Smart Moves classes for all students
- Distance Education classes
- Tutorials after school
- Cattle Club
- Support a reader program
- Individual extension programs



### Co-curricular activities

- Students participate in Academic Competitions in English, Maths, ICT, Science and STEM
- Debating
- Curriculum focused Excursions
- Team Building Camps
- Year 10 Work Experience program for two weeks in the year
- Representative Sports
- Instrumental Music
- Eisteddfod and Special Cultural performances from outside performing theatre troupes
- Hospitality functions
- The Capella Cookhouse delivers functions that assist students towards their Certificate I in Hospitality
- Student Council functions. Funds raised assist in subsidising off-campus activities as well as enhancing school grounds
- Cattle Club – students train and gain Certificate II in Rural Operations. They also compete at the Central Highlands Show circuit each year.
- Tutorials are held every Wednesday after school in the library where staff are available to assist students with their learning needs



## How information and communication technologies are used to assist learning

A wireless network exist throughout the school. This has enhanced the use of Interactive Whiteboards / TVs and laptops throughout the school. Since 2012 all classrooms in the school have been equipped with either an interactive whiteboard / TV or data projectors. All curriculum units offered integrate ICT's into learning e.g. computer drafting, movie making software, Photoshop, digital photography, elements of Microsoft Office and data logging software for Science. All teachers have been issued with a Computer for Teachers (C4T) laptop with an expectation that these laptops are used to further integrate ICT's into curriculum delivery. Students make significant use of emails to send draft and completed assignments to their teachers.

## Social climate

### Overview

Capella SHS is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximized for all through quality relationships, curriculum and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The values and beliefs that drive and influence our decisions are: Success ("I achieve my goals – I strive to new heights"), Teamwork ("I consider others – I show respect"), Attitude ("I am enthusiastic and ready to learn") and Respect ("I show respect for self, others and property"). These values are the foundation of our Responsible Behaviour plan for Students. Skilling for R.I.G.H.T.S is the pastoral care program that is designed to equip all students to face the challenges of the 21<sup>st</sup> century head on. The school supports a variety of student leadership and governance roles including School and House Captains and a Student Council. These positions are recognized with the presentation of badges at a formal school ceremony.

At Capella SHS bullying in all forms is not accepted and all members of the school accept responsibility to promote positive relationships and to prevent bullying. All students are taught bullying issues and its prevention through the schools Skilling for R.I.G.H.T.S. program. Students who participate in bullying behaviours receive appropriate consequences ranging from mediation and counselling to suspension or, in extreme cases, exclusion. The school supports students who participate in bullying to change this behaviour and strategies are outlined in the school Responsible Behaviour Plan. Capella SHS promotes effective social skills and positive relationships by implementing the "Things that work – Levels of Action" from the Bullying No Way! Website.

The development of student leadership, responsibility and personal growth is strongly supported by the school through various initiatives and support structures. Our Guidance Officer assists by offering programs and counselling on a one on one basis. Students are identified at EQAT (Education Quality Assurance Team) meetings, these occur fortnightly.

89% of parents believe that their child feels safe at this school.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree <sup>#</sup> that:               | 2016 | 2017 | 2018 |
|---|------|------|------|
| • their child is getting a good education at school (S2016)                 | 89%  | 100% | 89%  |
| • this is a good school (S2035)   | 88%  | 100% | 78%  |
| • their child likes being at this school* (S2001)                           | 89%  | 100% | 89%  |
| • their child feels safe at this school* (S2002)                            | 89%  | 100% | 89%  |
| • their child's learning needs are being met at this school* (S2003)        | 78%  | 100% | 78%  |
| • their child is making good progress at this school* (S2004)               | 89%  | 90%  | 89%  |
| • teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 89%  |



| Percentage of parents/caregivers who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 100% | 75%  |
| • teachers at this school motivate their child to learn* (S2007)   | 78%  | 100% | 78%  |
| • teachers at this school treat students fairly* (S2008)   | 78%  | 80%  | 75%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 100% | 78%  |
| • this school works with them to support their child's learning* (S2010)                                 | 100% | 90%  | 89%  |
| • this school takes parents' opinions seriously* (S2011)   | 86%  | 90%  | 75%  |
| • student behaviour is well managed at this school* (S2012)  | 38%  | 80%  | 67%  |
| • this school looks for ways to improve* (S2013)   | 86%  | 100% | 75%  |
| • this school is well maintained* (S2014)  | 78%  | 100% | 100% |

\* 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.

Table 4: Student opinion survey

| Percentage of students who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 91%  | 89%  | 84%  |
| • they like being at their school* (S2036)  | 78%  | 81%  | 76%  |
| • they feel safe at their school* (S2037)   | 89%  | 86%  | 82%  |
| • their teachers motivate them to learn* (S2038)                                    | 90%  | 91%  | 92%  |
| • their teachers expect them to do their best* (S2039)                              | 92%  | 95%  | 90%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 87%  | 89%  | 90%  |
| • teachers treat students fairly at their school* (S2041)                           | 56%  | 69%  | 68%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 64%  | 74%  | 80%  |
| • their school takes students' opinions seriously* (S2043)                          | 75%  | 70%  | 77%  |
| • student behaviour is well managed at their school* (S2044)                        | 59%  | 61%  | 67%  |
| • their school looks for ways to improve* (S2045)                                   | 79%  | 82%  | 86%  |
| • their school is well maintained* (S2046)  | 83%  | 83%  | 89%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 76%  | 76%  | 81%  |

\* 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.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:                             | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they enjoy working at their school (S2069)                            | 100% | 96%  | 100% |
| • they feel that their school is a safe place in which to work (S2070)  | 95%  | 96%  | 100% |
| • they receive useful feedback about their work at their school (S2071) | 95%  | 83%  | 94%  |



| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 92%  | 93%  | 88%  |
| • students are encouraged to do their best at their school (S2072)   | 100% | 96%  | 100% |
| • students are treated fairly at their school (S2073)  | 80%  | 88%  | 94%  |
| • student behaviour is well managed at their school (S2074)  | 60%  | 75%  | 82%  |
| • staff are well supported at their school (S2075)   | 85%  | 88%  | 88%  |
| • their school takes staff opinions seriously (S2076)  | 80%  | 83%  | 94%  |
| • their school looks for ways to improve (S2077)   | 95%  | 96%  | 94%  |
| • their school is well maintained (S2078)  | 85%  | 88%  | 94%  |
| • their school gives them opportunities to do interesting things (S2079)   | 90%  | 87%  | 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

Parents are actively involved and encouraged to participate in the education of their children. Reports are provided to parents at the middle and the end of each semester. Formal parent/teacher interviews take place mid Semester One and at the start of Semester Two. Interviews for all year 10 students and parents take place by the end of Term Three. Individual parent/teacher interviews are available at any time on request. Parents are encouraged to contact the Principal, Head of Department or individual teacher by telephone, email, note or homework diary entry to address concerns they may have which may affect their student's learning and achievement at school.

The teaching staff email or telephone individual parents about student performance, attendance and behaviour and actively seek early and positive intervention when required. Parents are invited to celebrate student successes and achievements through our end of Term Celebration Assemblies which focus on our core values of Success, Teamwork, Respect and Attitude. The school works with parents and caregivers to support students to make learning goals and career plans and to make informed and appropriate choices while at school. Parents are encouraged to attend the various information evenings to assist them with their child's education. Some of these include "Meet the teacher", Subject Selection Evenings, SETP information nights and Year 7 Transition.

## Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs are usually incorporated into the Skilling for RIGHTS program that runs across the whole school.

These include: Sexual Health talks, CPR for Life training, Road Accident and Awareness Training, Youth Mental Health First Aide and Stymie inductions.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 35   | 30   | 41   |
| Long suspensions – 11 to 20 days    | 0    | 0    | 1    |
| Exclusions                          | 0    | 0    | 0    |
| Cancellations of enrolment          | 0    | 0    | 0    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



## Environmental footprint

### Reducing this school's environmental footprint

Data is sourced from the school's annual utilities and is reliant on the accuracy of these returns. Capella SHS makes an active effort to reduce its water usage through using a water-wise approach to its gardens. For example, no watering after rain periods. The school administration and teachers promote smart and efficient use of power both at home and in the classroom. Air conditioners run at 24 degrees as recommended by Ergon, and are only switched on in Terms one and four. The school has a solar power system installed that generates its own 7.6kw power. It is monitored on the solar schools website. The school has established a bore to use for watering the school grounds.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 23,220    | 103,911   | 115,064   |
| Water (kL)        |           |           | 5,836     |

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.



## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 17              | 12                 | 0                  |
| Full-time equivalents | 15              | 7                  | 0                  |

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      |                          |
| Masters                        | 1                        |
| Graduate Diploma etc.*         |                          |
| Bachelor degree                | 15                       |
| Diploma                        | 1                        |
| Certificate                    |                          |

\*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 2018 were \$30 256.

The major professional development initiatives are as follows:

- Essential Skills for Classroom Management Training
- Explicit Instruction Master Classes
- Queensland Curriculum Assessment Authority workshops
- VET qualification upgrades
- Mentoring of Beginning Teachers
- Beginning Teacher Conferences

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 98%  | 98%  | 98%  |

### Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 90%  | 91%  | 90%  |
| Attendance rate for Indigenous** students at this school | 88%  | 92%  | 88%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     | 94%  | 88%  | 92%  |
| Year 8     | 90%  | 92%  | 86%  |
| Year 9     | 93%  | 92%  | 90%  |
| Year 10    | 89%  | 93%  | 91%  |
| Year 11    | 89%  | 91%  | 90%  |
| Year 12    | 87%  | 91%  | 90%  |

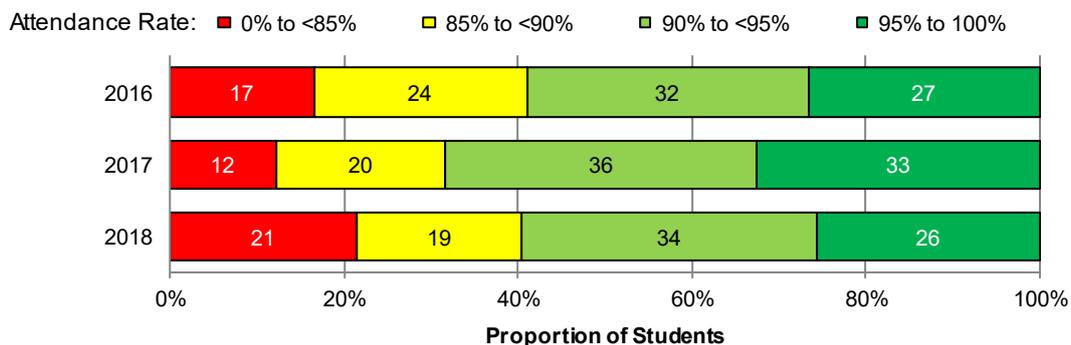
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Capella SHS formal rolls are taken each morning as part of the Assembly/Form classes. The roll is taken by the designated form teacher each morning using the IDATTEND software programme. This information is used to generate SMS text messages notifying parents and caregivers that their student was marked absent in the morning session. This information is uploaded daily into One School with the appropriate code applied to distinguish the type of absence.

Each classroom teacher is responsible for taking class rolls for every lesson they attend each day. Absences are tracked and scrutinized with contact made with parents and caregivers. Letters are periodically sent to parents where there has been significant absences without explanation. Absences of more than three days require a medical certificate confirming the student's illness.

Late arrivals and early departures require the student to sign in and out via the main office where they receive a printout listing their current class or reason for leaving the school prior to the end of the day. Students are only permitted to sign out from school with written permission from the parent/guardian. Extended unexplained absences enact the policy SMS-PR-017 Enforcement of Compulsory Schooling and Compulsory Participation Phase. This process commences with the FTE1 – letter to parents-parents failure to attend and can escalate to FTE-6-Brief-Recommendation to consent to prosecute-Failure to enrol.

Attendance is regularly reported in the school's newsletters with articles showing the link between academic success and high attendance levels. Students with problem attendance records are followed up by the Principal or Head of Department in consultation with the parent/caregiver. Attendance awards are given to students with exemplary attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

| Description   | 2016 | 2017 | 2018 |
|---|------|------|------|
| Number of students who received a Senior Statement  | 23   | 15   | 11   |
| Number of students awarded a QCIA   | 1    | 0    | 0    |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12  | 22   | 15   | 11   |
| Percentage of Indigenous students awarded a QCE at the end of Year 12   | 100% |      |      |
| Number of students who received an OP   | 8    | 8    | 3    |
| Percentage of Indigenous students who received an OP  | 0%   |      |      |
| Number of students awarded one or more VET qualifications (including SAT)   | 23   | 15   | 11   |
| Number of students awarded a VET Certificate II or above  | 23   | 14   | 11   |
| Number of students who were completing/continuing a SAT   | 2    | 0    | 1    |
| Number of students awarded an IBD   | 0    | 0    | 0    |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD   | 75%  | 100% | 67%  |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% | 100% | 100% |
| Percentage of QTAC applicants who received a tertiary offer.  | 90%  | 100% | 100% |



| Description | 2016 | 2017 | 2018 |
|-------------|------|------|------|
|-------------|------|------|------|

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---------|------|------|------|
| 1-5     | 1    | 1    | 0    |
| 6-10    | 3    | 3    | 0    |
| 11-15   | 2    | 4    | 2    |
| 16-20   | 2    | 0    | 1    |
| 21-25   | 0    | 0    | 0    |

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification        | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| Certificate I            | 22   | 15   | 11   |
| Certificate II           | 23   | 14   | 11   |
| Certificate III or above | 0    | 0    | 1    |

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students completes Certificate I in Information, Digital Media and Technology, Certificate I in Hospitality and Certificate II in Workplace Practices in 2018.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

| Description   | 2016 | 2017 | 2018 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort                       | 69%  | 70%  | 41%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort |      |      | 0%   |

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.



Students who leave before the end of the post-compulsory school phase move into full time employment, apprenticeships or traineeships. These students are monitored to ensure that if their full time employment ceases before the end of their post compulsory phase of education, they can return to school. Most early leavers at Capella SHS are offered apprenticeships or traineeships within the local industry.

### **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

