



Victoria Point 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 3358 Victoria Point West 4165
<b>Phone</b>	(07) 3820 5888
<b>Fax</b>	(07) 3820 5800
<b>Email</b>	principal@vpsrhs.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>	Mr. Scot Steinhardt - Principal

### School overview

Victoria Point State High School is a Queensland Secondary State School situated within the Bayside growth corridor of the Redlands community. We are a natural choice for secondary schooling to students living within our catchment but also an attractive and viable alternative for students who are subject to our Enrolment Management Plan but wish to participate in our programs of excellence. At VPSHS we improve student outcomes by developing an expert teaching team and effective pedagogy practices, and drive cultural change through collaborative practices. Our school is values and outcomes driven, where quality personalised learning delivers schooling that is futures focused. Our four learning pathways of "Creative Industries" (CI); "Science, Technology, Engineering and Mathematics" (STEM); "Health, Humanities and Enterprise" (HHE); and school based Positive Behaviour For Learning (PB4L) are the key facets to our school's culture for learning. Our focus is to provide opportunity for authentic learning that has rigour, is connected, relevant, and caters for difference. Core learning and programs of excellence are designed to capture the imagination of learners; to motivate and inspire. Our school delivers an education with a point of difference through innovation, passion and success.

VPSHS Academy offers established Programs of Excellence in Academia, Dance and Media, Robotics and Australian Football League (AFL). Our Academy continues to grow in popularity and evolve as the signature for our school, delivering very high quality State education and exceptional rates of success to post-school destinations.

Targeting student enrolments and maintaining a high retention of students to year 12 enables the school to build capacity and claim its deserved presence in the local community as a school of choice.

### School progress towards its goals in 2018

School goals and strategies for continuous improvement were outlined in the school's Strategic Plan 2015-18 and informed by our Teaching and Learning Framework. Victoria Point State High School continues to provide a strong learning focus for all students to enable the attainment of individual excellence

Our priority areas in 2018 continued a high and explicit expectation in student outcomes, attendance and behaviour evidenced in on-going improved results for senior school. 100% of Year 12 students achieved a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA). Of the students eligible for an OP, 86.8% were awarded an OP 1-15 an increase of 13.72% from 2017. 96% of Year 12 students awarded an OP were offered a placement at their nominated University, and 13 students were awarded a Griffith University Early Entrance Guarantee to study in the fields of Biomedical Science, Pharmacy, Psychological Science, Criminology and Criminal Justice, Nursing, Sports Development and Medical Laboratory Science. The school's tracking and monitoring of individual performance and sustained clarity around managing student pathways has embedded a culture driven by purposeful learning. Students across years 10 – 12 continue to engage in a school-based apprenticeship or traineeship, recognising Victoria Point State High School as a leading school in Queensland.

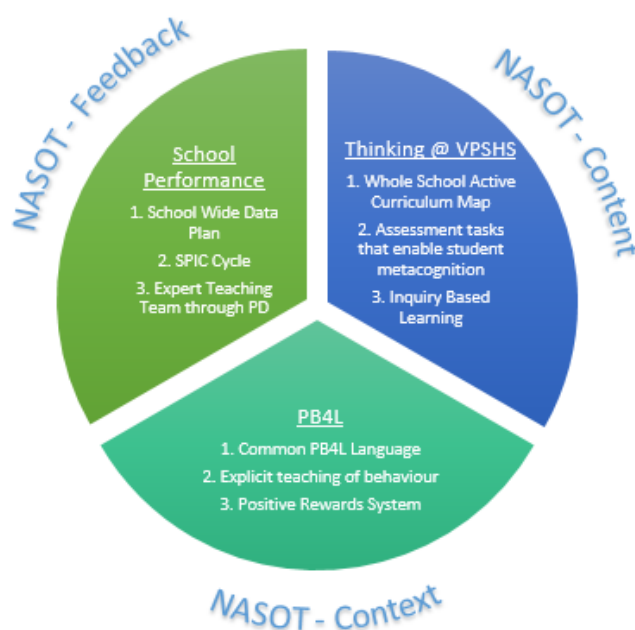
The proportion of NAPLAN students achieving results in the upper two bands in Reading and Numeracy compared to similar Queensland State Schools is alike, as is the average NAPLAN Reading and Numeracy scale score (Mean Scale Score) of all assessed students when compared to similar Queensland State Schools.

Relative to the Nation, we are similar or have exceeded improvement in National Minimum Standard and Mean Scale Score in Year 9 Spelling, Reading, Grammar and Punctuation, and Numeracy.

Student attendance rates, whilst short of the school's 92% target, edge closer to the Departments 89.8% and remain a priority focus for the school.

## Future outlook

School goals and strategies for continuous improvement are outlined in the school's Strategic Plan 2019 - 22 and informed by our Teaching and Learning Framework.



Positive Behaviour For Learning (PB4L) collaboratively builds a safe and supportive learning environment based on strong values, high expectations and respectful relationships. This approach aims to achieve a school wide attendance target of 92% in 2019. Disciplinary absences have a target of on-going reduction by means of explicitly teaching behaviour using a common language and rewards system along with continued support and intervention to measure decreasing rates of student disciplinary absences long term. A focus on re-engagement and/or transition for eligible students into alternative educational pathways or on to further education, training and employment supports this priority for the school in 2019.

Our focus on Thinking develops students who demonstrate ownership, commitment and passion for their learning, with a view to creating global citizens skilled and prepared for all the future brings. Students will embed critical and creative thinking skills to respond and evidence the standards of the Australian Curriculum and Senior Syllabus. These include, reflecting on thinking and processes, analysing, synthesising and evaluating reasoning and procedures, inquiring – identifying, exploring and organising information and ideas along with generating ideas, possibilities and actions.

A-C performance in Years 8 to 10, particularly in core subjects of English, Maths and Science have a target achievement rate of not less than 80%. A focus on year 10 pathways and student case management to ensure success to post-school destinations guaranteed within the new senior assessment and tertiary entrance system. Senior school performance remains a high priority with targets of not less than 100% of Year 12 students achieving a QCE, and continuing to achieve a target of 85% of OP eligible students achieving an OP 1 to 15.

A focus on relevant and actionable data to inform our instructional leader's facilitation of learning through an innovative, challenging and diverse curriculum collaborates the schools strong ethos of collegial engagement. This supports teachers to work collaboratively to improve their teaching practice and ensure that all students learn measured across our school's performance.

Victoria Point State High School recognises the importance of strong community relationships and openly promotes and celebrates effective community partnerships to achieve our strategic improvement initiatives.

# 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	1176	1155	1139
Girls	521	537	528
Boys	655	618	611
Indigenous	66	81	75
Enrolment continuity (Feb. – Nov.)	89%	90%	89%

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

Our students are drawn from a broad socio-economic spectrum, largely from the localities of Victoria Point, Redland Bay, Mt Cotton, Russell and Macleay Islands. Our families' backgrounds as reported in national census indicate a largely aspirational demographic. Professional, semi-professional, administrative and trade occupation groups represent the parent community. The school's ICSEA index remains in the 970s due to a proportion of the parent community in need requiring significant school based support through a range of networked school based and external agency professionals who work collaboratively to "safety net" these families. Inclusive principles impact on school education service delivery. Our focus on pathways and programs, explicit expectations and high standards have underscored recent developments in the school and developed a school culture for learning and achieving.

### 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	22	22	25
Year 11 – Year 12	18	18	15

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

Curriculum delivery is to students in years 7 to 12 on the one campus. Students in year's 7-10 study core and elective subjects adopted from the Australian Curriculum. Students in year's 11-12 are required to complete the course requirements of Senior Syllabus written by the Queensland Curriculum and Assessment Authority. Retention rates remain consistent demonstrating the attraction of programs and pathways to the Redlands community with secondary school age students.

Victoria Point State High School has strategically planned its curriculum to maximise student opportunities and assist students to plan their pathway. Our "Fields of Learning" provide broad foundations of study from year 7 to focused and specialised studies in year 12. These studies are aligned to the spectrum of future education and employment in Creative Industries, Science Technology and Mathematics, Health, Humanities and Enterprise and Languages Other Than English.

Highly sort after specialised studies through VPSHS Academy – Programs of Excellence build high performance in Academia, Dance, Media, Robotics and AFL. Industry, community and sporting organisation partnerships lend authenticity to learning and high levels of student engagement. Students are required to maintain satisfactory progress to remain enrolled in a Program of Excellence. Each Program of Excellence aligns their studies to new and emerging areas of professional and vocational employment applicable to the 21st century.

Year 10 is a transition year providing students with the opportunity to explore their eligible options for the senior phase of learning. Year 11 is an introductory year to senior summative studies. Both year 10 and year 11 have the highest rate of movement to alternative learning, training or employment options.

The senior phase of learning has a strong emphasis on pathways and success. Approximately 35% of Year 12 students are University bound with an emphasis on course selection. 96% of these students received a tertiary offer. 78% of Year 12 completers were awarded a VET Certificate II or higher. 100% of students received a Queensland Certificate of Education or QCE. Senior courses will directly link fields of learning to post-school destinations with the end in mind, as opposed to individual and diverse subject choices.

### Co-curricular activities

A wide range of co-curricular and extra-curricular activities are offered within the school, for example:

- Programs of Excellence compete in local and wider community competitions and provide a range of community services that enable students to build their specialised knowledge and promote positive partnerships
- Academic students enter and compete in national competitions and work as teams to build thinking skills
- Arts students enter and compete in eisteddfods and competitions that recognise talented individuals and teams and their contribution to the cultural diversity of the Redlands
- Sports students enter and compete in local and wider community school based and sponsored competition rounds
- Students seeking additional qualifications have the opportunity to enrol in short courses that build and recognise industry skills

The Victoria Point State High School Learning and Leadership Framework provides scope for students to engage in a range of programs that are integral to developing school culture, a sense of pride and belonging and developing latent leadership skills and individual responsibility towards the school community, inclusive within:

- Whole School Leadership
- Peer Leaders Program
- Student Governance
- Student Goals and Focus Programs – Australian Business Community Network
- Local and Global Community Programs

Victoria Point State High School provides free after-school tutorials for students seeking academic support by teachers on a voluntary basis 4 afternoons per week. Student support services such as the school Chaplain and Youth Support Coordinator organise a range of community, fundraising and school-based activities.

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

The school is innovative with virtual learning spaces, trialling mobile technologies and applications, and re-configuring the concept of eLearning in the 21st century. Teachers engage with flipped classroom pedagogy through the use of new technologies such as lightboards, smartboards, teacher produced – content specific videos, flipped feedback and a variety of other strategies uploaded onto various web based platforms enabling students to access curriculum anywhere and at anytime.

Victoria Point State High School moved toward Bring Your Own Device (BYOD) in 2015, providing and presenting preparatory information for newly enrolling and existing families. This program provides students with the opportunity to bring a personally owned tablet or laptop for classroom use.

## Social climate

### Overview

As a certified *Mindmatters school*, Victoria Point State High aims to create and maintain a healthy organisation that is caring and purposeful. The school has a strong student support focus with significant resources, systems and strategies being applied. To improve student service and learning outcomes a Learning & Leadership Framework continues to be reviewed with on-going stakeholder input.

Our work to build resilience in our school culture for learning emphasises belief that all students regardless of background can be successful beyond expectation, that every child deserves to be taught well and with equity and inclusivity, that high standards and expectations underpin core values that every child should be successful.

Our students are supported by a range of internal and external human resources including:

- Guidance Officers and Career Counsellors
- Chaplaincy and Youth Support Workers
- School Based Nurse and Police Officer
- Internal and External Programs which develop and encourage strategies for students to build resiliency, recognise self-worth and foster positive and productive relationships

### 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# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	93%	96%
• this is a good school (S2035)	100%	88%	94%
• their child likes being at this school* (S2001)	96%	83%	93%
• their child feels safe at this school* (S2002)	100%	82%	88%
• their child's learning needs are being met at this school* (S2003)	93%	85%	96%
• their child is making good progress at this school* (S2004)	96%	86%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	88%	94%
• teachers at this school treat students fairly* (S2008)	93%	78%	88%
• they can talk to their child's teachers about their concerns* (S2009)	100%	87%	92%
• this school works with them to support their child's learning* (S2010)	100%	84%	95%
• this school takes parents' opinions seriously* (S2011)	100%	85%	92%
• student behaviour is well managed at this school* (S2012)	81%	74%	69%
• this school looks for ways to improve* (S2013)	96%	84%	90%
• this school is well maintained* (S2014)	93%	81%	89%

\* 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)	93%	89%	90%
• they like being at their school* (S2036)	88%	85%	81%
• they feel safe at their school* (S2037)	88%	81%	83%
• their teachers motivate them to learn* (S2038)	88%	85%	80%
• their teachers expect them to do their best* (S2039)	96%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	86%	90%
• teachers treat students fairly at their school* (S2041)	82%	73%	76%
• they can talk to their teachers about their concerns* (S2042)	75%	70%	72%
• their school takes students' opinions seriously* (S2043)	73%	65%	68%
• student behaviour is well managed at their school* (S2044)	66%	51%	52%
• their school looks for ways to improve* (S2045)	88%	80%	91%
• their school is well maintained* (S2046)	79%	70%	80%
• their school gives them opportunities to do interesting things* (S2047)	88%	88%	86%

\* 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)	88%	94%	88%
• they feel that their school is a safe place in which to work (S2070)	83%	88%	88%
• they receive useful feedback about their work at their school (S2071)	77%	78%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	81%	82%
• students are encouraged to do their best at their school (S2072)	87%	94%	90%
• students are treated fairly at their school (S2073)	85%	91%	85%
• student behaviour is well managed at their school (S2074)	42%	53%	49%
• staff are well supported at their school (S2075)	63%	71%	62%
• their school takes staff opinions seriously (S2076)	70%	68%	55%
• their school looks for ways to improve (S2077)	83%	89%	84%
• their school is well maintained (S2078)	67%	66%	69%
• their school gives them opportunities to do interesting things (S2079)	87%	82%	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.



## Parent and community engagement

School to community communications and marketing remains a point of focus across 2018 and into 2019, developing particular marketing and communication strategies that are identifiable with a school brand. A drive to higher aspirations, parent and community engagement and valuing learning through explicit teaching of and exposure to being responsible for one self and outcomes is continuing to be well received by the parent community and reinforced as shown in the school's student engagement data.

Systems of regular reporting via report cards four times per year and face-to-face interviews three times yearly continue, including Performance Progress Day to complete Year 10 Student Education and Training Plans. Pathways and subject selection evenings along with a Careers Expo are conducted each year in term 2. The P&C meets once per month. Parent support groups continue to assist our Programs of Excellence.

Continuing initiatives to engage parents have influenced key school priorities. Support and intervention strategies, use of social networking media and SMS messaging, explicit information giving and communications of school policy, events and celebrations and use of personalised communication (Positive Postcards, Letters from the Principal and Community Cards) have been successful to improve relationships. The promotion of Q-Parents and distribution of information surrounding the New Queensland Certificate of Education represent the school's commitment to involving parents in their child's education.

## Respectful relationships education programs

Positive Behaviour For Learning (PB4L) is the key to our school's culture and values.

- Respect - We show consideration for who we are and the rights of others.
- Integrity - We uphold what is right. We show this in what we say and what we do.
- Responsibility - We do what we are expected to do. We accept the consequences for our actions.

Students are explicitly taught (weekly) and teachers reference (every lesson) the PB4L focus underpinned by the one of the above school values.

Victoria Point State High School runs a thrice annually Student Matters Day overseen by the school's Wellbeing Team. These days focus on personal development and involve issues and aspects of respectful relationships. A range of external providers, guest speakers and outside agencies are engaged to deliver key messages.

Victoria Point State High School incorporates a Student Support Services Hub where students have access to trained professionals that offer a holistic approach to student mental health and wellbeing. A lunchtime support room provides students with the opportunity to engage with an adult to create strategies surrounding maintaining respectful relationships, developing resiliency surrounding respectful relationships and problem solving events that may undermine respectful relationships.

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

## 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	299	259	295
Long suspensions – 11 to 20 days	18	22	20
Exclusions	12	7	9
Cancellations of enrolment	13	3	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

The school participates in the national solar schools project and has taken steps to reduce energy consumption and contribute to reduction of environmental impacts. Participation in "Cleaner Greener Schools" project is anticipated to yield greater reductions in use of resources.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	418,184	422,298	423,233
Water (kL)	4,973	8,061	2,961

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	97	37	<5
Full-time equivalents	89	30	<5

\*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	1
Masters	5
Graduate Diploma etc.*	Nil
Bachelor degree	89
Diploma	2
Certificate	Nil

\*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 \$121 600.

The major professional development initiatives are as follows:

The priorities for professional learning are aimed at these including – Pedagogy - the New Art & Science of Teaching as the framework of practice across the school, Positive Behaviour For Learning and developing professional learning teams within that process, Curriculum enhancement through the teaching of explicit instruction surrounding Critical and Creative Thinking Skills. Professional Development also focused on the introduction of new Senior Syllabus and alignment to the Australian Curriculum associated with the New Queensland Certificate of Education and, raising A-E performance of students and on-going Literacy and Numeracy including differentiation.

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.	96%	95%	96%

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

From the end of the previous school year, 97% 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	88%	88%	87%
Attendance rate for Indigenous** students at this school	88%	84%	84%

\* 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

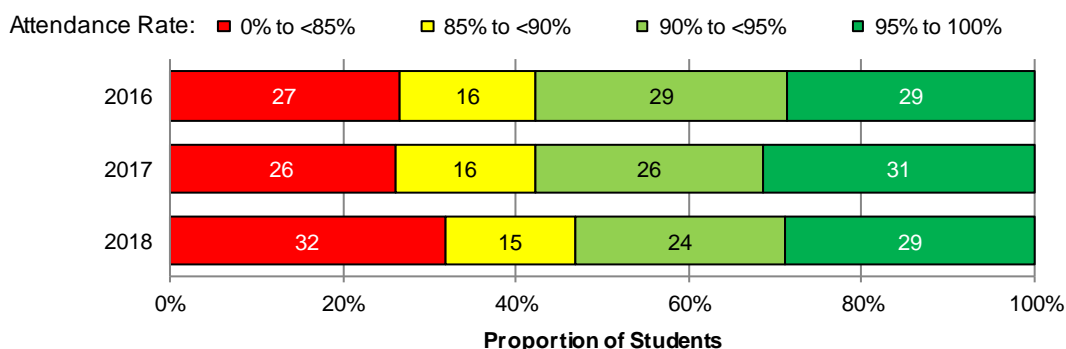
Year level	2016	2017	2018
Year 7	89%	90%	89%
Year 8	86%	85%	87%
Year 9	87%	86%	82%
Year 10	87%	84%	83%
Year 11	88%	91%	90%
Year 12	91%	91%	91%

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.

Student absences are managed in compliance with Education Queensland Policy.

In 2018, a continued focus to improve student engagement and set significantly higher targets for attendance than State School averages aims to ensure efforts are focussed on the importance of and value for learning.

Communications with parents and carers has been a priority with a more rigorous attention to the application of parental obligations and rejuvenating school culture through explicit high expectations, recognition, reward and a sense of belonging. Rolls are marked electronically in every teaching lesson and Family Group in the a.m. SMS text messaging is used to inform parents, 3 consecutive days absence attracts personalised parental attention, non-compliance measures are systematically dealt with and non-participation of senior students initiates show cause cancellation of enrolment.

Strong support and intervention measures have been established for students in the compulsory schooling phase for years 7 to 10 inclusive. Incentives for high rates of attendance using the school's Positive Behaviour For Learning program and qualifying for extra-curricular activities and events attended by invitation only.

Aspirational attendance targets have been set for each and every student as part of their personal learning plans.

## 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

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 '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	195	179	150
Number of students awarded a QCIA	4	7	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	191	172	147
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	93%	80%
Number of students who received an OP	78	52	37
Percentage of Indigenous students who received an OP	11%	7%	10%
Number of students awarded one or more VET qualifications (including SAT)	152	129	128
Number of students awarded a VET Certificate II or above	144	112	117
Number of students who were completing/continuing a SAT	81	73	71
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	68%	73%	86%
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	99%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	94%	96%

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	13	5	2
6-10	18	15	16
11-15	22	18	14
16-20	23	14	5
21-25	2	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	17	18	32
Certificate II	122	94	100
Certificate III or above	64	49	55

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).

The school recognises the need for multiple pathways and hence offers Certificate II and above courses with the exception of the successful uptake of a Certificate I Construction course. Certificate II courses in the following fields are offered: Furniture Making, Media and Tourism. Certificate III courses offered include Media and Fitness.

The school provided the opportunity for students to enrol in a Certificate II Hospitality and Certificate II Logistics instructed by an external provider in addition to timetabled classes.

The school works in partnership with TAFE Queensland to enrol students in Certificate II, III and IV courses purposefully targeted at aligning to student future pathways. The school also works with Employers to engage students in school-based traineeships and apprenticeships.

## 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	72%	79%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	100%	110%

## 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

Personalised monitoring of years 10, 11 and 12 students is undertaken. The school's Data Plan provides for a range of collection points, analysis and strategies for performance improvement, boosting the school's agility to respond to individual needs. Explicit personalised monitoring, aspirational targets and the role of an Industry Liaison Officer and Head of Department – Student Engagement to develop and implement strategies for the identification of students at risk of disengaging allow consultation with parents to design intervention and support programs. These programs necessarily include off site or alternative education providers accounting for the majority of early leavers. School-refuser rates are very low.

### 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 <https://vpshs.eq.edu.au/Pages/default.aspx>