



ONESCHOOL

HANDBOOK

SUPPORT  
RESOURCES

FEEDBACK

State School Priorities

In 2018, Every Student succeeding means:

- Lifting our top students
- Closing the Gap in Year 3 reading
- Third quarter counts ( Year 9 writing )
- Lifting outcomes for students with disability

Figure 1: The State Schools Strategy

For more information read the [State Schools Strategy](#)

Our Improvement Focus

[How to edit and save your amended report](#)

School Context					
----- Individual Curriculum Plan -----					
Enrolments (Indigenous)	Enrolments in Care	With Health Plans	Different Year Level	Highly Individualised	Both (DYL & HIC)
199 (9.5%)	4%	13	0	25	0
School Audit Report		Bank Balance / Student		Level 1 Reporting (Level 2)	
Sound		\$1,487.64		NCR (N7)	

The front page of the School Data Profile provides:

- Access to external websites and resources via hyperlinked "buttons" on the left of the page.
- An editable textbox to [record and save](#) the school improvement focus.
- Links to State Schools priorities and School Improvement Model resources from the [Evidence Hub](#).
- Suggested steps on how to have a strategic conversation, to narrow and sharpen the explicit improvement agenda, to establish the improvement focus.

Figure 2: The School Improvement Model

The School Data Profile is a valuable resource that can be used during the [scan and assess](#) phase of the [inquiry cycle](#). The data within the profile can be used to analyse school, assessment, reporting and non-academic data to start conversations regarding school improvement.

School improvement planning is most effective when the whole school community is engaged in the development of the improvement priorities. Planning an inquiry is a process that assists school leaders and staff to share ownership of these priorities and future successes. Using the School Data Profile as one of your data sources, you start to build the evidence about what your students currently know, understand and can do. During your strategic planning conversations on school improvement, reflect on the following four questions:

- How well are your students learning?
  - Consider the impact of the teaching and learning in your school using NAPLAN U2B, NMS, MSS and assessment and reporting data.
  - Consider patterns that emerge over several years and other evidence to narrow the focus to a problem of practice.
  - Consider the impact of the teaching and learning in your school, especially for students at risk.
- How do you know about your students' learning?
  - The School Data Profile is a good place to start to gather your evidence.
  - Examine and analyse other summative measures of student achievement - refer to [School improvement planning guide](#).
- What will you do to improve students' learning?
  - Map the contextual and School Opinion Survey data in the School Data Profile to the [School Improvement Hierarchy](#) to consider school processes and practices that could be changed to improve student learning.
  - Consider instructional data regarding school processes and programs.
- How will you know whether it is working?

Over time, revisit the School Data Profile and other school datasets as part of your inquiry cycle to measure the impact of your school improvement efforts.

ACARA - MySchool Statement

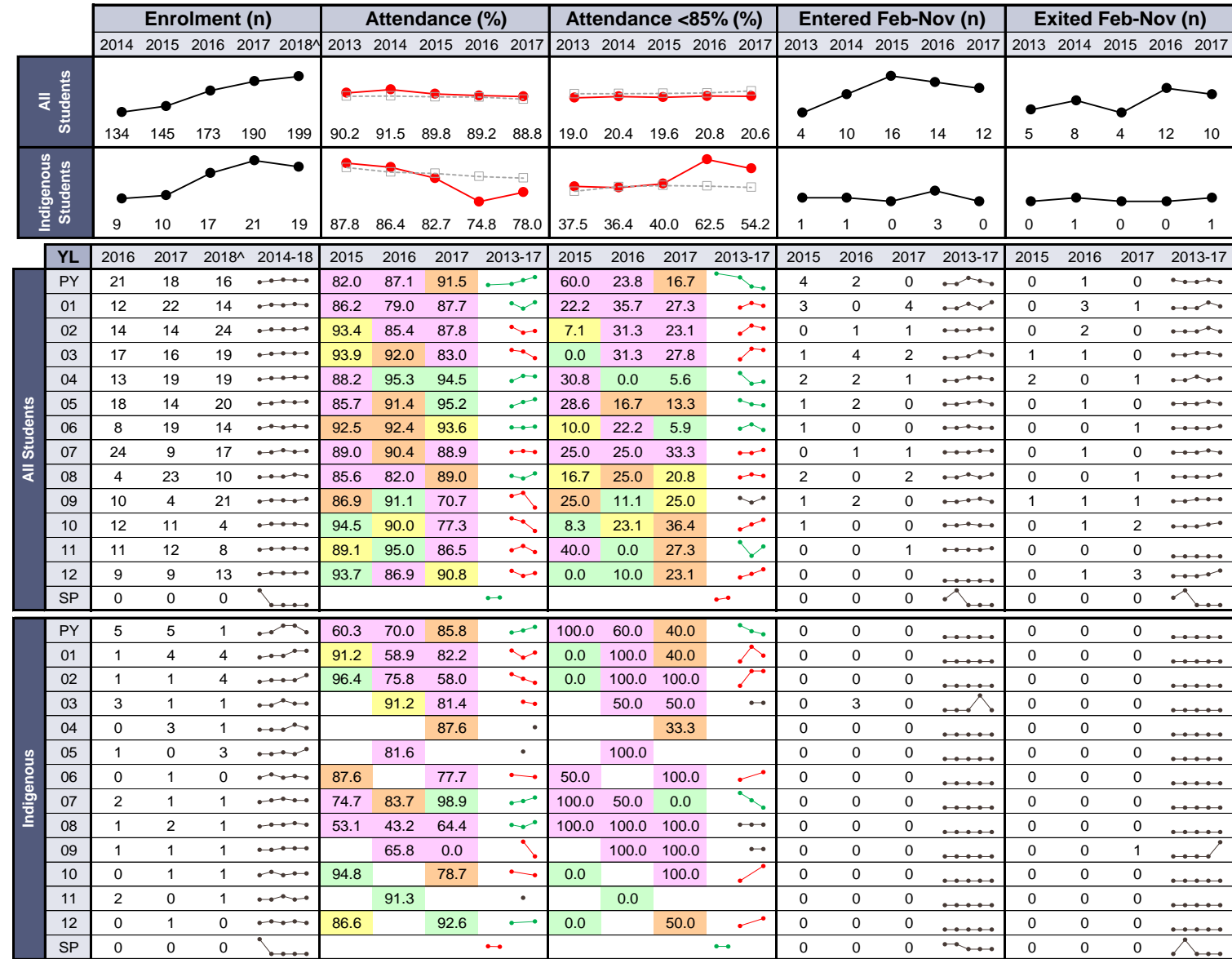
At Pine Rivers Special School we acknowledge the individual abilities of all students. We strive to meet their needs to make a positive difference sothat they reach their potential as a valued and respected members of their community for the rest of their lives. The school actively promotes positive partnerships with parents and the broader community. Emphasis is placed on developing the knowledge and skills that enable our students to participate in society in an active and productive manner.

School Information and Program Involvement

Geographic Region	Remoteness Area	Physical Address	Enrolment Band	Centre Type
NCR	Major Cities of Australia	Lawnton	11	Special School
Low Year Level	High Year Level	QSR Year	Positive Behaviour for Learning	Independent Public School
OP	12	2020	Y	N

ENGAGEMENT

Enrolment, Attendance Rates, Continuity



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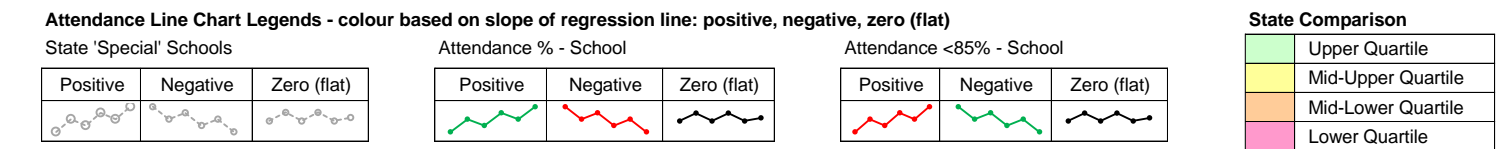
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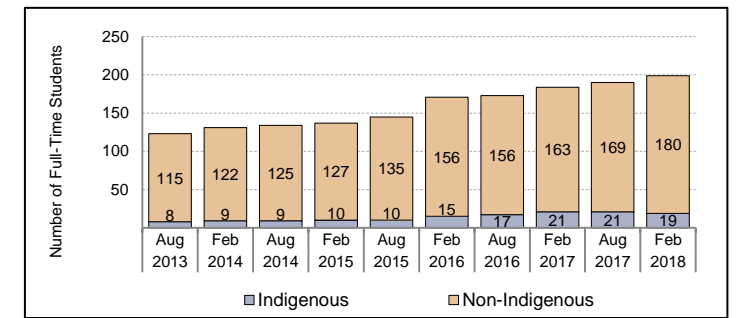
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Pre-Prep (OP) in Indigenous communities is a part-time, early years education program targeting 3 to 4 year olds living in 35 Aboriginal and Torres Strait Islander communities. OP figures may include eKindy. Only full-time students are included in the above Enrolment figures for all year levels except Pre-Prep. N Entered/Exited Feb-Nov is the number of students that entered/exited the school during that period. Students not assigned to a valid year level will be included in the 'All Students' rows, but not represented in the individual Year Level rows; therefore the 'All Students' values may not equal the sum of the Year Level values. The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years. Where applicable, Continuing Junior (CJ) students are included in the above Year 10 column, and Continuing Senior (CS) students are included in the above Year 12 column. Attendance figures are for Semester 1. ^ 2018 Enrolment is based on the February collection; other years are based on the Census Collection.



Enrolment Full-Time Counts (excludes pre-prep)



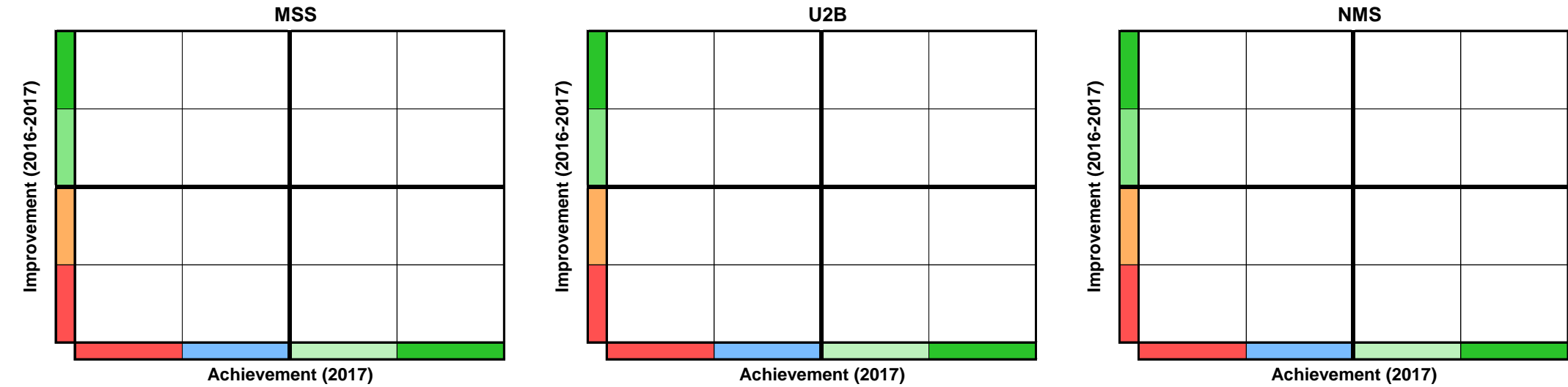
While students of unknown indigenous status are included in the "All Student" enrolment (in the accompanying table to the left), they are not included in the above enrolment chart.

Class Sizes

Proportion of classes achieving class size targets (%)	
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ACHIEVEMENT: National Assessment Program – Literacy and Numeracy (NAPLAN)

Mapping School Achievement and Improvement - most recent comparison





ACHIEVEMENT (Continued): National Assessment Program – Literacy and Numeracy (NAPLAN)

In Confidence - Not for Distribution

		Mean Scale Score (MSS) - Achievement												MSS Improvement Relative to Nation						MSS	
		This School						Nation			QSS	SQSS			This School			Qld State Schools		%ile	
		2008	2014	2015	2016	2017	2008 - 17	2008	2016	2017	2017	2015	2016	2017	2016-17	2008-17	2016-17	2008-17	2017		
Year 3	R							400.5	425.6	431.3	421.4								0.3	26.5	
	W*							414.2	420.7	413.6	397.8								-0.4	12.8	
	S							399.5	419.8	416.1	407.1								3.8	30.0	
	GP							403.2	435.8	439.2	432.5								-1.4	33.8	
	N							396.9	402.0	409.4	399.0								-1.9	24.3	
Year 5	R							484.4	501.5	505.7	497.7								-1.3	17.9	
	W*							486.5	475.6	472.5	455.7								-3.0	7.5	
	S							483.8	492.9	500.8	492.2								2.3	18.4	
	GP							496.2	504.9	499.3	491.5								-4.9	19.3	
	N							475.9	493.1	493.8	486.4								1.7	16.0	
Year 7	R							536.5	540.8	544.7	531.3								-2.4	2.6	
	W*							533.7	515.0	512.9	490.8								-0.6	-3.7	
	S							538.7	542.9	549.5	539.0								-0.3	6.5	
	GP							529.0	540.0	541.5	528.9								-1.7	5.1	
	N							545.0	549.7	553.9	540.7								-0.8	-0.1	
Year 9	R							578.0	580.8	580.9	565.2								-0.1	6.1	
	W*							569.4	549.1	552.0	522.6								-4.1	-1.2	
	S							576.9	580.3	581.4	570.9								2.3	7.9	
	GP							569.1	569.3	573.6	565.3								2.4	9.5	
	N							582.2	588.9	591.9	578.0								1.1	9.4	

MSS Summary Counts: 2017 Achievement: 0 0 0 0 2016-17 Improvement: 0 0 0 0 2008-17 Improvement: 0 0 0 0

		% Upper Two Bands (U2B) - Achievement												U2B Improvement Relative to Nation						
		This School						Nation			QSS	SQSS			This School			Qld State Schools		
		2008	2014	2015	2016	2017	2008 - 17	2008	2016	2017	2017	2015	2016	2017	2016-17	2008-17	2016-17	2008-17		
Year 3	R		0.0	0.0	0.0	0.0		39.5	49.4	51.6	43.5								-3.2	5.1
	W*		0.0	0.0	0.0	0.0		44.6	48.8	44.6	37.4								0.6	6.3
	S		0.0	0.0	0.0	0.0		37.5	46.4	45.6	43.4								0.8	16.2
	GP		0.0	0.0	0.0	0.0		40.5	52.5	55.5	55.9								6.1	19.7
	N		0.0	0.0	0.0	0.0		33.5	35.6	39.8	34.6								-1.9	11.1
Year 5	R		0.0	0.0	0.0	0.0		27.4	35.3	37.0	34.4								-1.5	6.4
	W*		0.0	0.0	0.0	0.0		26.2	17.2	15.8	11.3								-0.5	5.4
	S		0.0	0.0	0.0	0.0		25.8	29.8	34.3	28.7								1.0	3.6
	GP		0.0	0.0	0.0	0.0		33.3	36.3	34.4	29.7								-4.1	7.6
	N		0.0	0.0	0.0	0.0		20.6	28.3	27.9	24.7								2.2	6.0
Year 7	R		0.0	0.0	0.0	0.0		24.6	26.2	29.0	21.6								-4.3	-1.1
	W*		0.0	0.0	0.0	0.0		24.7	15.5	16.5	13.4								1.8	1.2
	S		0.0	0.0	0.0	0.0		26.9	28.2	32.9	30.5								1.1	2.8
	GP		0.0	0.0	0.0	0.0		22.5	27.6	28.8	22.5								-2.5	-2.9
	N		0.0	0.0	0.0	0.0		28.9	30.3	33.1	24.9								-1.4	-2.9
Year 9	R		0.0	0.0	0.0	0.0		20.0	20.6	21.0	15.2								-1.8	2.3
	W*		0.0	0.0	0.0	0.0		20.8	12.3	15.4	10.9								0.7	2.9
	S		0.0	0.0	0.0	0.0		21.3	21.8	22.2	20.5								4.3	2.7
	GP		0.0	0.0	0.0	0.0		17.4	16.2	19.0	19.1								0.0	5.2
	N		0.0	0.0	0.0	0.0		22.1	22.5	24.0	15.8								-2.0	2.1

U2B Summary Counts: 2017 Achievement: 0 0 0 0 2016-17 Improvement: 0 0 0 0 2008-17 Improvement: 0 0 0 0

Achievement Colour Legend

#	Statistically below the Nation
#	Statistically similar to the Nation; numerically below the Nation
#	Statistically similar to the Nation; numerically equal to or above the Nation
#	Statistically above the Nation

\* Writing results from 2011 cannot be compared to previous years.  
QSS = Queensland State schools  
SQSS = School compared to Similar Queensland State Schools

Improvement Colour Legend

	Improvement relative to Nation is below the negative threshold; or zero for both tests
	Improvement relative to Nation is between the negative threshold and zero
	Improvement relative to Nation is between zero and the positive threshold
	Improvement relative to Nation is above the positive threshold; or no room for improvement

\* 'Improvement relative to Nation' = School Improvement - Nation Improvement  
'Improvement relative to Nation' is blank where there is no room for improvement  
(e.g. NMS = 100% for current year) or where achievement for both years (tests 1 & 2) is zero.

ACARA (MySchool) Mean Performance against															Nation - All Schools					Nation - Similar Schools				
This School															2008					2008				
2008	2014	2015	2016	2017	2008 - 17										2008	2014	2015	2016	2017	2008	2014	2015	2016	2017
Year 3	R																							
	W*																							
	S																							
	GP																							
	N																							
Year 5	R																							
	W*																							
	S																							
	GP																							
	N																							
Year 7	R																							
	W*																							
	S																							
	GP																							
	N																							
Year 9	R																							
	W*																							
	S																							
	GP																							
	N																							

School 2017 ICSEA: Percentile:

Participation % = (N Assessed + N Exempt) / N Cohort \* 100

Different methodologies are used to determine ICSEA and MSS Percentiles. Perfect correlations between these measures should not be expected.

		% At or Above National Minimum Standard (NMS) - Achievement										NMS Improvement Relative to Nation					
		This School						Nation			QSS	This School		Qld State Schools			
		2008	2014	2015	2016	2017	2008 - 17	2008	2016	2017	2017	2016-17	2008-17	2016-17	2008-17		
Year 3	R		0.0	0.0	0.0	0.0	<div><div></div></div>	92.1	95.1	94.9	93.1					-0.8	5.0
	W*		0.0	0.0	0.0	0.0	<div><div></div></div>	95.4	96.3	95.5	95.1					0.4	5.7
	S		0.0	0.0	0.0	0.0	<div><div></div></div>	92.5	94.0	93.4	93.7					0.6	5.8
	GP		0.0	0.0	0.0	0.0	<div><div></div></div>	91.7	95.5	94.4	91.1					-2.7	2.2
	N		0.0	0.0	0.0	0.0	<div><div></div></div>	95.0	95.5	95.4	93.9					-0.5	4.6
Year 5	R		0.0	0.0	0.0	0.0	<div><div></div></div>	91.0	93.0	93.9	92.6					1.0	7.8
	W*		0.0	0.0	0.0	0.0	<div><div></div></div>	92.6	93.2	91.7	85.9					-2.0	0.6
	S		0.0	0.0	0.0	0.0	<div><div></div></div>	91.7	92.8	93.8	91.5					-0.2	4.6
	GP		0.0	0.0	0.0	0.0	<div><div></div></div>	91.9	93.7	92.3	90.0					-1.8	3.9
	N		0.0	0.0	0.0	0.0	<div><div></div></div>	92.7	94.3	95.4	94.5					0.6	4.2
Year 7	R		0.0	0.0	0.0	0.0	<div><div></div></div>	94.2	94.6	94.0	90.3					-0.7	-0.8
	W*		0.0	0.0	0.0	0.0	<div><div></div></div>	91.8	89.7	87.9	82.1					-0.6	-1.5
	S		0.0	0.0	0.0	0.0	<div><div></div></div>	92.5	93.1	93.1	91.3					0.9	2.4
	GP		0.0	0.0	0.0	0.0	<div><div></div></div>	91.6	92.6	92.2	86.8					-3.2	-0.4
	N		0.0	0.0	0.0	0.0	<div><div></div></div>	95.4	95.5	95.4	94.3					1.0	0.1
Year 9	R		0.0	0.0	0.0	0.0	<div><div></div></div>	92.9	92.8	91.7	87.2					-1.4	0.5
	W*		0.0	0.0	0.0	0.0	<div><div></div></div>	87.2	82.9	81.6	69.3					-3.0	-6.3
	S		0.0	0.0	0.0	0.0	<div><div></div></div>	89.8	90.4	90.5	88.8					3.3	4.8
	GP		0.0	0.0	0.0	0.0	<div><div></div></div>	89.9	90.5	89.4	84.9					2.0	4.2
	N		0.0	0.0	0.0	0.0	<div><div></div></div>	93.6	95.2	95.8	95.8					1.1	3.5

Report Card scale distributions for Achievement, Effort and Behaviour - % of student results in English, Mathematics and Science Learning Areas

ENGLISH															MATHEMATICS															SCIENCE															
Yr	2013 S2 to 2017 S2					2017 Sem 1					2017 Sem 2					2013 S2 to 2017 S2					2017 Sem 1					2017 Sem 2					2013 S2 to 2017 S2					2017 Sem 1					2017 Sem 2				
Lvl	%WW or Higher					%AP	%MC	%WW	%EX	%BA	NR	%AP	%MC	%WW	%EX	%BA	NR	N	%WW or Higher					%AP	%MC	%WW	%EX	%BA	NR	N	%WW or Higher					%AP	%MC	%WW	%EX	%BA	NR	N			
Prep	100.....100																			100.....100													100.....0												

		%C or Higher					%A	%B	%C	%D	%E	NR	%A	%B	%C	%D	%E	NR	N	%C or Higher					%A	%B	%C	%D	%E	NR	%A	%B	%C	%D	%E	NR	N														
ACHIEVEMENT	01	100.....100																			100.....100													100.....100																	
	02	.....																				.....													.....											1	0				
	03	100.....100											0						0	0		100.....100										0	0		100.....100											0	0				
	04	100.....100																				100.....100													100.....100																
	05	.....																				.....													.....																
	06	.....																				.....													.....																
	07	.....																				.....													.....																
	08	100.....100					100						1									100.....100					100						1			0	0		.....											0	0
	09	0.....0											0										100.....100													100.....100															
	10	100.....100																					100.....100													100.....100															

EFFORT	01	100.....100																			100.....100													100.....100																	
	02	.....																					.....													0.....0.0												100		1	
	03	100.....100																		0		100.....100												0		100.....100													0		
	04	0.....100																				0.....100													100.....100																
	05	.....																				.....													.....																
	06	.....																				.....													.....																
	07	.....																				.....													.....																
	08	0.....100					100																100.....100					100									0		.....												0
	09	100.....100																					100.....100													100.....100															
	10	100.....100																					100.....100													100.....100															

BEHAVIOUR	01	0.....0																			0.....0													0.....0																		
	02	.....																					.....													0.....0.0												100		1		
	03	100.....100					100														0		100.....100					100									0		100.....100													0
	04	100.....100																					100.....100													100.....100																
	05	.....																				.....													.....																	
	06	.....																				.....													.....																	
	07	.....																				.....													.....																	
	08	100.....100					100																100.....100					100									0		100.....100												0	
	09	100.....100																					100.....100													100.....100																
	10	100.....100																					100.....100													100.....100																

Data current as at 06/02/18. The most recent value is shown to the right of its respective line chart; the beginning value is shown to the left of its respective line chart. **NR** is the count of 'Not Rated' student results; these are excluded from the percentage calculations. **N** is the count of 'Rated' student results. All student results within Learning Areas; English, Mathematics and Science are included. Where multiple subjects are timetabled in a Learning Area, results from these subjects have been aggregated. Students assessed at a different age cohort from their peers are excluded. Where applicable, Continuing Junior (CJ) students are included in the above Year 10 data.

The following Pine Rivers Special School reporting periods were used to populate this data: Semester 2 2017; Semester 1 2017; Semester 2 2016; Semester 1 2016; Semester 2 2015; Semester 1 2015

**Prep Achievement Scale:**  
AP = Applying; MC = Making Connections  
WW = Working With; EX = Exploring;  
BA = Becoming Aware

Line Chart Legend:

	Slope of Regression Line		
	Positive	Negative	Zero (flat)
School			
State *			

◆ highest point/s in School time series

\* Queensland State Schools

TRANSITIONS

Year 12 Outcomes

Year 12 Exit Cohort																						
Measure	This School - All Students						Queensland State Schools - All					This School - Indigenous Students						Queensland State Schools - Indig				
	2013	2014	2015	2016	2017	2013-2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013-2017	2013	2014	2015	2016	2017
n SEP	10	6	10	9	9		28,285	28,807	29,219	29,645	30,311			1		1		1,491	1,791	1,854	2,003	2,104
n QCIA	10	6	10	9	9		594	642	690	791	872			1		1		46	73	78	87	107
n QCE	0	0	0	0	0		24,403	26,124	27,578	28,199	28,871			0		0		1,085	1,476	1,684	1,857	1,939
n VET (inc SAT)	2	3	6	4	4		22,326	22,159	22,668	22,546	23,356			0		0		1,190	1,448	1,566	1,699	1,798
n VET Cert I	2	2	1	1	0		15,804	15,317	14,090	12,073	11,599			0		0		827	986	964	887	914
n VET Cert II	0	1	6	3	4		14,171	12,648	14,361	15,928	16,839			0		0		775	905	1,102	1,354	1,439
n Cert III or Higher	0	0	0	0	0		5,320	6,064	6,408	6,531	6,843			0		0		242	387	382	436	423
n SAT	0	0	0	0	0		3,625	4,478	4,326	4,194	4,377			0		0		279	415	391	400	382
n OP	0	0	0	0	0		11,925	11,845	11,630	11,389	11,687			0		0		270	317	343	333	340
n Without QCE, QCIA, VET, SAT, OP, IBD	0	0	0	0	0		747	555	283	230	222			0		0		116	92	35	27	26
% OP 1 to 15 or IBD							75.1%	75.7%	75.9%	77.7%	78.6%							49.8%	57.1%	54.6%	62.5%	63.9%
% QCE, VET, SAT, IBD	20.0%	50.0%	60.0%	44.4%	44.4%		95.1%	96.0%	97.4%	97.6%	97.8%			0.0%		0.0%		89.2%	91.9%	95.8%	96.1%	96.5%
% QCE	0.0%	0.0%	0.0%	0.0%	0.0%		86.3%	90.7%	94.4%	95.1%	95.2%			0.0%		0.0%		72.8%	82.4%	90.8%	92.7%	92.2%
% QCE or QCIA	100.0%	100.0%	100.0%	100.0%	100.0%		88.4%	92.9%	96.7%	97.8%	98.1%			100.0%		100.0%		75.9%	86.5%	95.0%	97.1%	97.2%
% VET Cert II or Higher	0.0%	16.7%	60.0%	33.3%	44.4%		58.3%	54.6%	59.7%	63.2%	64.7%			0.0%		0.0%		58.6%	60.4%	67.9%	75.2%	74.9%
% VET Cert II or Higher Without OP 1-15 or IBD	0.0%	16.7%	60.0%	33.3%	44.4%		67.5%	66.6%	72.5%	75.1%	76.4%			0.0%		0.0%		60.5%	63.9%	71.1%	79.0%	79.1%
% VET Cert III or Higher Without OP 1-15 or IBD	0.0%	0.0%	0.0%	0.0%	0.0%		22.3%	25.4%	26.5%	26.5%	27.5%			0.0%		0.0%		17.2%	22.7%	20.8%	22.9%	21.4%
% QTAC							95.3%	95.5%	95.3%	95.4%	96.6%											

Data current as at 14/02/18. The above values exclude VISA students.

Distribution of schools: Upper Quartile Mid Upper Quartile Mid Lower Quartile Lower Quartile

Stated Destinations of Secondary Early School Leavers and Non-Attendees in 2018

(as at 03/04/18)	All Students by Year Level								Indigenous Students by Year Level							
Stated Destination / Reason	7	8	9	10	11	12	Total	7	8	9	10	11	12	Total		
Early Leavers - Active students whose enrolment status was changed to Left or Inactive, and who didn't re-enrol in another Queensland state school																
Qld - Non-State or Home Schooling	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qld - Further Education & Training	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Qld - Employment (FT/PT)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Interstate/Overseas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown / Other / Qld State Schooling *	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Attendees - Future students whose enrolment status was changed to Non-Attendee, and who didn't re-enrol in another Queensland state school																
Enrolled at another educational centre	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Application Withdrawn / Enrolled in Error	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Application Declined ^	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unknown (Unable to be determined)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* The stated destination is State Schooling but no enrolment at another State School has occurred as at the date indicated above.

^ Application Declined includes: Age inappropriate; Application refused; Outside catchment area; Unable to provide educational program.

Apparent Retention % (as a percentage of previous year enrolment)

		Percentage of Apparent Retention for Selected Year Levels										
	Year Levels	This School						Queensland State Schools				
		2014	2015	2016	2017	2018	2014 - 2018	2014	2015	2016	2017	2018
February	08 - 10				220.0	80.0		104.2	104.5	103.9	105.7	102.2
	08 - 12							88.7	90.9	91.5	91.4	91.5
	10 - 12				100.0	108.3		85.6	87.7	87.8	87.4	88.1
August	08 - 10				183.3			103.1	103.5	103.2	105.4	
	08 - 12							82.9	84.8	85.3	85.8	
	10 - 12				69.2			80.6	82.1	82.7	82.9	

Apparent retention: the number of FT students in a given year and Year Level divided by the number of FT students in the previous Year and Year level

✕<sup>1</sup>

In Confidence - Not for Distribution

Year 12 Overall Position (OP)

Year 12 Exit Cohort - Count of Students by OP					
OP	2013	2014	2015	2016	2017
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
OP 1-5					
OP 6-10					
OP 11-15					
OP 16-20					
OP 21-25					
Total					
OP 1-15	Include VISA				
	Exclude VISA				

Data current as at 14/02/18. The above student counts include VISA students.

Next Step Survey - Main Destinations

Summary Statistics for Year 12 Completers					
Year (Cohort):	2013 (2012)	2014 (2013)	2015 (2014)	2016 (2015)	2017 (2016)
Total Students	DW	10	6	11	9
Total Respondents	DW	8	6	8	8
Response Rate	DW	80.0%	100.0%	72.7%	88.9%
Bachelor Degree	DW	0.0%	0.0%	0.0%	0.0%
VET Cert IV+	DW	0.0%	0.0%	0.0%	0.0%
VET Cert III	DW	0.0%	0.0%	0.0%	0.0%
VET Cert I-II / other	DW	12.5%	33.3%	25.0%	12.5%
Apprenticeship	DW	0.0%	0.0%	0.0%	0.0%
Traineeship	DW	0.0%	0.0%	0.0%	0.0%
Post Education/Training	DW	12.5%	33.3%	25.0%	12.5%
Full-time employment	DW	0.0%	0.0%	0.0%	0.0%
Part-time employment	DW	12.5%	0.0%	0.0%	25.0%
Seeking work	DW	0.0%	16.7%	25.0%	12.5%
Not in the labour force, education or training	DW	75.0%	50.0%	50.0%	50.0%

DW = Data Withheld

Early School Leavers Survey - Destinations Summary

Early School Leaver Respondents				
Year (Cohort):	2014 (2013)	2015 (2014)	2016 (2015)	2017 (2016)
Education, training or employment				DW
Seeking work, or not in the labour force, education or training				DW
Total				DW

DW = Data Withheld

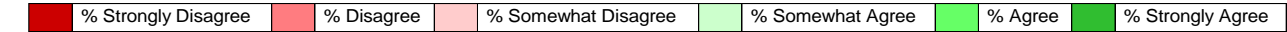
Staff		This School						LSG: NAL			State: Special		
		% Agreement			Distribution		N	% Agreement			% Agreement		
Type	Item Description	2015	2016	2017	2016	2017	2017	2015	2016	2017	2015	2016	2017
Teaching Staff	S2122/S3241: I feel that students receive a good education at this/my school *	87.5	92.3	93.8	<div></div>	<div></div>	32				97.7	96.7	96.7
	S2118/S3239: I feel confident engaging all of my students in learning at this/my school *	93.8	94.9	93.8	<div></div>	<div></div>	32				97.8	97.2	97.4
	S2116/S3238: I feel confident using student assessment data to improve student achievement at this/my school *	100.0	89.7	96.9	<div></div>	<div></div>	32				97.7	95.3	96.9
All Staff	S2108: This is a good school	96.9	91.2	95.5	<div></div>	<div></div>	66				96.2	94.2	93.5
	S2107: I would recommend this school to others. S3231: I would recommend my school as a good place to work #:	93.8	91.2	92.4	<div></div>	<div></div>	66				95.5	93.1	89.8
	S2074: Student behaviour is well managed at this school	97.0	87.0	92.3	<div></div>	<div></div>	65				93.0	89.2	86.1
	S2072: Students are encouraged to do their best at this school	100.0	100.0	98.4	<div></div>	<div></div>	64				98.6	97.0	96.3
	S2086: I have access to quality professional development.	97.0	91.4	89.2	<div></div>	<div></div>	65				92.0	89.5	88.6
	S2084/S3222: I feel that staff morale is positive at this/my school *	78.8	72.5	78.5	<div></div>	<div></div>	65				86.3	82.1	78.2
	Overall rating for "All Staff" survey items :	92.2	89.3	90.1	<div></div>	<div></div>	N/A				93.4	91.3	90.3

Parent		This School						LSG: NAL			State: Special		
		% Agreement			Distribution		N	% Agreement			% Agreement		
Item Description		2015	2016	2017	2016	2017	2017	2015	2016	2017	2015	2016	2017
S2035 This is a good school		92.9	100.0	100.0	<div></div>	<div></div>	35				96.9	96.8	95.9
S2034 I would recommend this school to others		92.9	100.0	100.0	<div></div>	<div></div>	34				96.4	96.2	95.0
S2016 My child is getting a good education at this school		92.3	96.0	100.0	<div></div>	<div></div>	34				94.8	95.4	93.8
S2012 Student behaviour is well managed at this school		100.0	92.3	97.3	<div></div>	<div></div>	37				96.9	95.6	93.0
S2021 Teachers at this school are interested in my child's wellbeing		92.3	100.0	97.2	<div></div>	<div></div>	36				97.3	97.6	95.5
S2017 My child's (Literacy) English skills are being developed at this school		91.7	95.7	97.1	<div></div>	<div></div>	34				94.7	95.4	92.6
S2018 My child's (Numeracy) Mathematics skills are being developed at this school		92.3	96.0	100.0	<div></div>	<div></div>	34				94.4	94.2	94.0
S2006 Teachers at this school provide my child with useful feedback about his or her school work		91.7	92.3	100.0	<div></div>	<div></div>	35				95.6	95.0	93.1
S2028 This school provides me with useful feedback about my child's progress		92.9	92.3	97.3	<div></div>	<div></div>	37				94.2	94.6	92.8
Overall rating for all survey items		92.8	96.1	97.9	<div></div>	<div></div>	N/A				95.6	95.5	93.8

Student		This School						LSG: NAL			State: Special		
		% Agreement			Distribution		N	% Agreement			% Agreement		
Item Description		2015	2016	2017	2016	2017	2017	2015	2016	2017	2015	2016	2017
S2068 This is a good school													
S2067 I would recommend my school to others													
S2048 I am getting a good education at my school													
S2044 Student behaviour is well managed at my school													
S2063 My teachers care about me													
S2049 My English skills are being developed at my school													
S2050 My Maths skills are being developed at my school													
S2040 My teachers provide me with useful feedback about my school work													
S2059 My teachers encourage me to do my best													
Overall rating for all survey items							N/A						

In 2017, a review of School Opinion Survey staff items resulted in the removal and addition of some items and minor changes to other items. This has resulted in a time series break for some items. Four of the staff items reported on the profile have minor wording changes and one deleted item has been replaced by a similar item. Refer to the School Data Profile Handbook for additional information about the reported SOS results. DW = Data Withheld. \* Minor change to item from 2017. # New item from 2017. ∴ Timeseries break from 2017

% Agreement = percentage of positive responses ("Somewhat Agree", "Agree" and "Strongly Agree"); N = minimum number of respondents for item/s  
Distribution Legend:



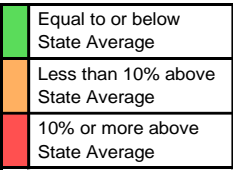
Staff Workforce Composition

Estimated Establishment Staffing Counts						
Year	Teaching Staff		Non-teaching Staff		Indigenous Staff	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2017	52	45.0	55	38.3	<5	<5
2016	49	40.1	56	35.9	<5	<5
2015	41	35.7	51	32.4	<5	<5
2014	40	34.0	48	31.5	<5	<5
2013	41	34.1	49	30.7	<5	<5

Averages are based on up to 11 snapshots of establishment data per full calendar year (6 snapshots for 2017). Establishment data includes permanent and temporary teachers who were not on leave for more than 5 working days and 30 days for non-teachers. FTE = Full-time equivalent. Teaching Staff includes School Leaders.

WorkCover

WorkCover Snapshots					
Year	CLR	CLR - Statewide	CPR	CPR - Statewide	
Jan 2015 - Dec 2017	20.9	5.3	\$373	\$378	
Jan 2014 - Dec 2016	16.7	5.3	\$203	\$374	
Jan 2013 - Dec 2015	16.7	5.4	\$197	\$361	
Jan 2012 - Dec 2014	19.1	5.4	\$301	\$350	
Jan 2011 - Dec 2013	22.8	5.7	\$560	\$340	



CLR (Claim Lodgement Rate) = Claims lodged per 100 FTE  
CPR (Cost Paid Rate) = Statutory costs paid per FTE  
Data excludes journey, recess, cancelled and notification only claims.

School Audit Report

Latest Report Date - 23/02/2015	
Audit Result	Sound

Audit Result Ratings:

• Effective Controls

• Minimal Controls

• Sound Controls

• Unsatisfactory Controls

Data current as at 09/04/18

Environmental Footprint

Year	Electricity & Water Usage	
	Electricity KWh	Water kl
2016-2017	202,565	7,684
2015-2016	184,637	4,704
2014-2015	176,875	2,830
2013-2014	173,795	5,204
2012-2013	151,023	714

Energy consumption data gathered direct from ERM report.  
Water consumption data gathered from OneSchool (Cat 2 field).

The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.  
Contact - Facilities Utilities 3034 4542

School Bank Account Balances

Bank Balances	2013	2014	2015	2016	2017	2013 - 2017
	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
March	553,022	305,634	350,482	294,167	343,086	<div></div>
June	528,336	246,073	223,615	264,647	304,519	<div></div>
September	537,827	265,692	251,490	330,212	322,409	<div></div>
December	500,898	299,815	212,639	243,473	243,442	<div></div>
Dec-Dec Change		-201,083	-87,176	30,834	-31	<div></div>
\$ per Student (June)	3,834	1,691	1,389	1,389	1,488	<div></div>
School Grant (Total)	99,830	106,180	111,475	127,930	140,280	<div></div>
June Balance / School Grant	5.3	2.3	2.0	2.1	2.2	<div></div>

minimum quarterly balance

○ = Decile 1 to 6, All State Schools

● June Bank Balance

●●●●● = Decile 7 to 10, All State Schools



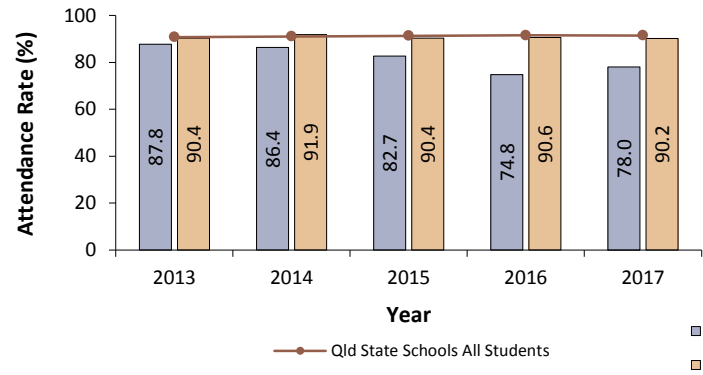
Closing the Gap Report

Full and Part-Time Enrolments February 2018

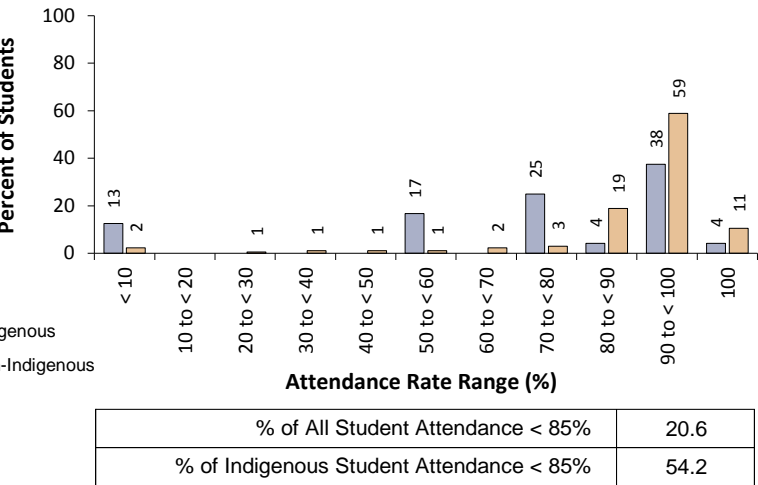
Indigenous Status	Year Levels in the School														
	Pre-Prep	Prep	1	2	3	4	5	6	7	8	9	10	11	12	Spec
Indigenous	6	1	4	4	1	1	3		1	1	1	1	1		0
Non-Indigenous	74	15	10	20	19	18	17	14	16	9	20	3	7	13	0
Unknown															0
Total	80	16	14	24	20	19	20	14	17	10	21	4	8	13	0

Student Attendance

Student Attendance Rate Semester 1  
Indigenous & Non-Indigenous Students

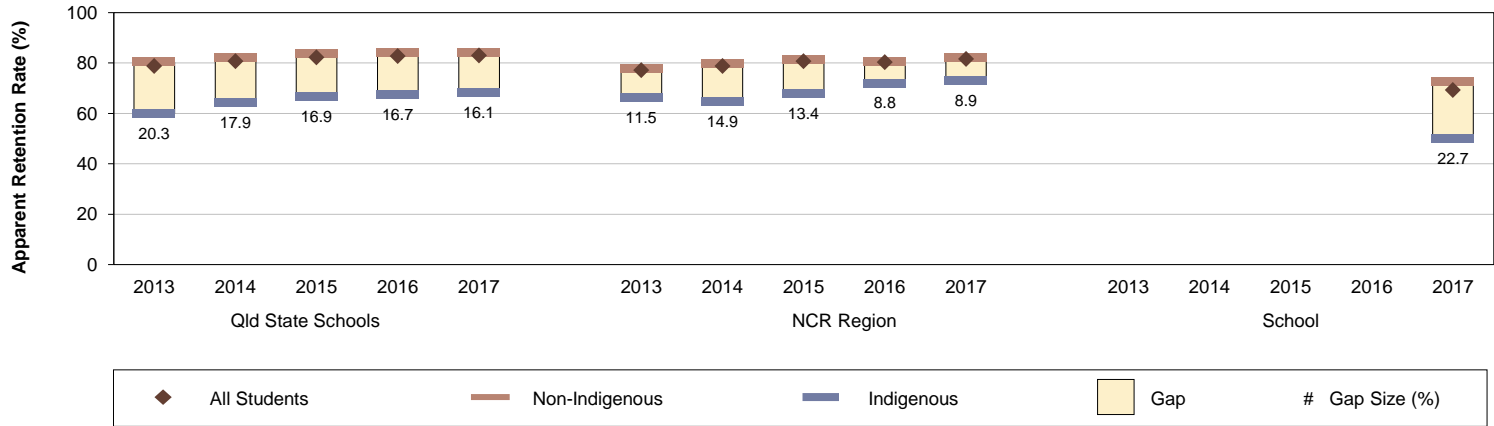


Proportion of Students by Attendance Range  
Semester 1, 2017 - Indigenous & Non-Indigenous Students



% of All Student Attendance < 85%	20.6
% of Indigenous Student Attendance < 85%	54.2

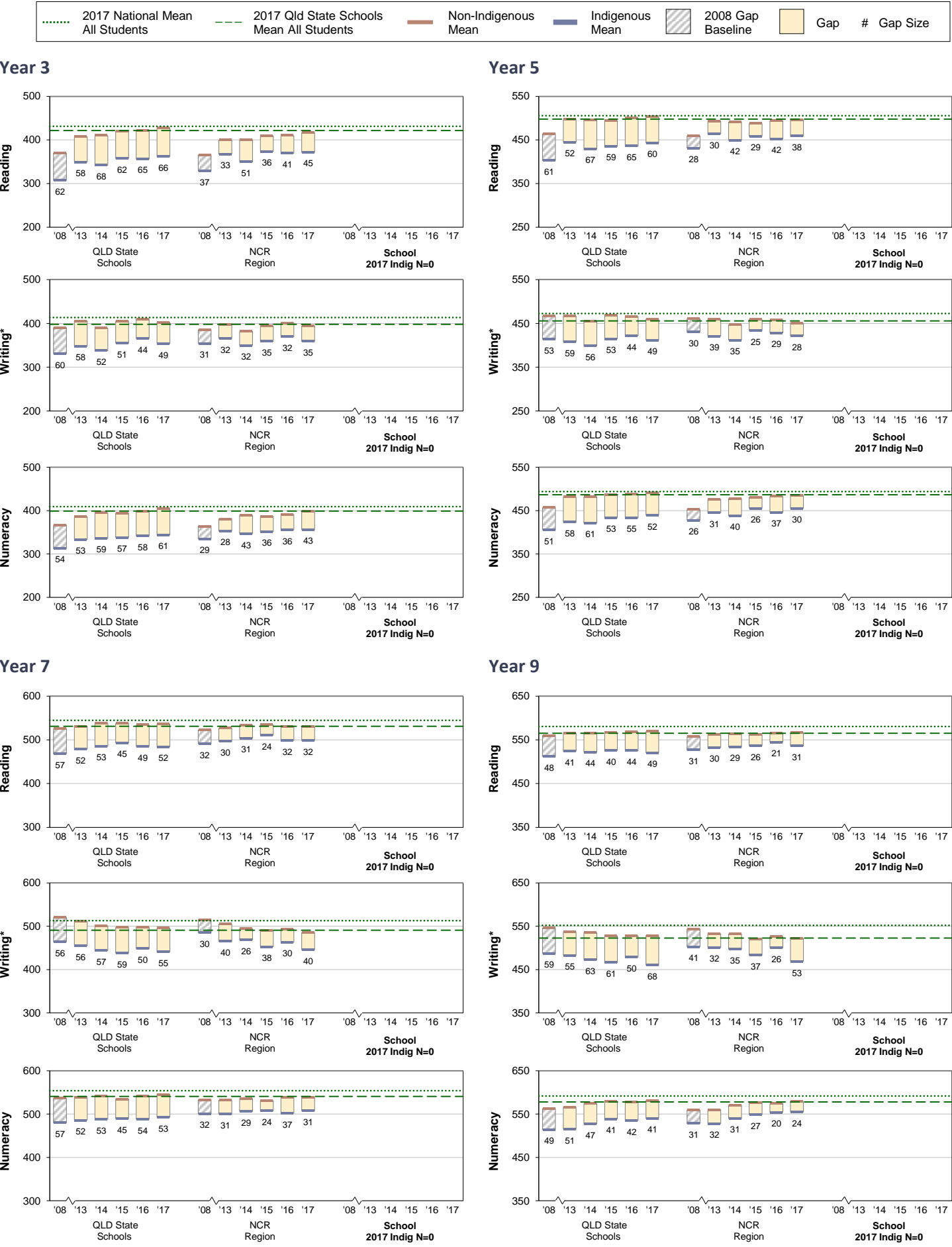
Apparent Retention Year 10 to Year 12 - Indigenous/Non-Indigenous Gap



Apparent retention rates are computed as the ratio of the number of year 12 full-time students in a given year to the number of year 10 full-time students 2 years prior. The retention rates are labelled "apparent" as they do not take account events such as interstate or overseas migration, repeating students, return of adult students and the movement of students to and from the state sector. For these reasons it is possible to obtain apparent retention rates greater than 100%. Based on the August Census enrolment collection.

NAPLAN Indigenous/Non-Indigenous Gap

In Confidence - Not for Distribution



\* Writing results from 2011 cannot be compared to previous years.  
Indig N is the count of indigenous students with a score (excludes absent, exempt & withdrawn students).