



North Lakes State College

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

The College is at the heart of a modern, urban community. Our Prep to Year 12 college organisation provides a seamless transition through learning for our students. Continuity of learning across all facets of student life enables students to strive for and achieve excellent outcomes. Our continued commitment to excellence and high expectations across all phases of the College is reflected in the variety of opportunities available to all students, both within and outside the classroom.

North Lakes State College is an Independent Public School with a College Council established in 2014.

Principal's Foreword

Introduction

The vision of North Lakes State College is to inspire our students to dream and succeed now and in the future. This report provides a snapshot of these opportunities, our achievements for 2017 and how we continue to live our vision.

School Progress towards its goals in 2017

Improvement Priority 1: Attendance

The College refined its strategies to monitor and support attendance P-12 and to send clear and consistent messages to the community regarding attendance. Through setting the aspirational target of 94% attendance, the extension of improved structures and processes to monitor attendance, and regular reporting through college communications such as newsletters, the website and Facebook site, school attendance has become a priority in the school community. The introduction of Pedagogical Coaches across Prep to 12 has supported teachers to provide engaging curriculum and pedagogy supportive of high rates of attendance. The College has maintained its focus on attendance and in 2018 attendance rates continue to increase.

Improvement Priority 2: Improved student learning outcomes for all students Prep to 12

The College established a culture of continuous student monitoring and performance review by embedding internal monitoring processes. These processes support the collection of student performance data, the tracking of individual students and informs and supports differentiated teaching.

Improvement Priority 3: Articulating and embedding a consistent Prep to 12 approach to pedagogical practices

In 2017, four pedagogical coaches were employed across Prep to 12 to support teachers in the use of the IMPACT teaching model to enhance the NLSC Pedagogical Framework. All teachers had the opportunity to seek feedback around their enactment of the Pedagogical Framework and set goals on their professional development through the Annual Performance Review Process.

Improvement Priority 4: Strengthening Senior Schooling Outcomes

Investing for Success resources were again utilised in 2017 to further refine the monitoring of student progress towards 100% achievement of QCE/QCIA achievement. Monitoring tools were used such as Track Ed to have meaningful conversations with both students and parents. The College continued to engage with external consultants and the wider community to complete



the already rigorous QCS preparation program and to enhance the vocational pathways for senior students. This sharp and narrow focus lead to the follow outcomes in 2017:

- 6 OP 1's
- 85% of OP eligible students receiving an OP1 -15
- 100% Queensland Certificate of Education (QCE) attainment
- In Vocational Education and training (VET):
 - 85% of our cohort achieved Certificate I-IV
 - 45% of our cohort achieved Certificate III of higher

Improvement Priority 5: Facilities Enhancement

The College has worked strategically with the North Coast Region to maximise opportunities for our students. Construction of the new building on the Senior Campus commenced. This new facility, due to be finished late 2018, will provide a state of the art, 21st century learning environment. Upgrade work to the Junior Secondary Precinct was also completed.

Improvement Priority 6: Independent Public School (IPS)

The College has continued to drive innovation with such initiatives as the Year 1 Italian Bilingual Class and the trail of the Project Based Learning class in Junior Secondary. Partnerships with local alliance schools have continued to strengthen, in particular through a shared moderation process involving 4 primary schools from around the local area. This will extend to partnerships with high schools in the area in 2018 to support the new senior syllabus rollout.

Future Outlook

In 2018 the College continues its sharp and narrow focus on improving student attendance and improving learning outcomes.

Improved student learning outcomes for students will be achieved through implementation a coaching model to support pedagogical practice across the College. The NLSC pedagogical framework will also be refined to enhance our shared language of teaching and learning.

The College attendance of 94% will be achieved by embedding strategies to send a clear and consistent message to the community about attendance and refining processes to monitor and support attendance Prep to 12.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2962	1487	1475	73	93%
2016	2973	1493	1480	65	93%
2017	2997	1485	1512	85	93%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

North Lakes State College provides a seamless transition through learning, from Prep to Year 12. The College values of Choice, Courage and Respect underpin all that staff, students and parents do.

The College is at the heart of a modern, urban community and was master planned to grow with the community. The Senior Campus provides state-of-the-art facilities for Years 10, 11 and 12 in the busy heart of the North Lakes' commercial hub.

North Lakes State College has established a reputation for achieving consistently high literacy and numeracy results through early intervention practices, purposeful extension programs from Prep to Year 9, a junior secondary philosophy centred on the individual child and a commitment to Whole of College literacy and numeracy programs.

North Lakes State College has a culture of parent involvement exemplified by a joint staff/parent space operating within the college, Cafe Bella Bean. The very active Parents' and Citizens' Association run a number of key events each year and contribute funds raised to many facets of the College's development.

At North Lakes State College, student voices are valued and contribute to the College's strategic direction. The Student Representative Council has elected members representing the four College houses - Anzac, Halpine, Kinsellas and Discovery - from each of the Years 6 to 12.

The College remains committed to its vision to inspire our students to dream and succeed now and in the future.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	23
Year 4 – Year 6	27	27	27
Year 7 – Year 10	26	26	24
Year 11 – Year 12	21	20	19

Curriculum Delivery

Our Approach to Curriculum Delivery

North Lakes State College strives to continuously provide innovative and inclusive curriculum catering to the needs of all students across our college. 2017 saw us continue our partnerships with other local schools to refine our assessment and moderation practices.

Strong alignment of teaching and learning to the Australian Curriculum and the Queensland Curriculum Assessment and Reporting Framework underpins all curriculum offerings at the College. Individual, year level and faculty planning activities are utilised to ensure the curriculum is differentiated to meet the needs of all students.

North Lakes State College proudly offers Italian language programs from Prep to Year 12 and a Chinese program in Prep to Year 6. In Years 7, 8 and 9 students are able to elect to undertake their core subjects through an Italian Immersion Program. The College has a number of signature programs: Dance, Robotics; Basketball, Rugby and Golf, which offer students an enriched program of learning and performance.

Students in Years 4 to 6 are benefiting greatly from the Prep to Year 12 advantages of our College. Students in these year levels are able to access explicit teaching by Arts specialists in Drama, Music, Dance and Visual Arts. Students in Year 7 have the opportunity to study Economics and Business, Food Technology, Materials Technology and Computing.

The College planning model focuses on aligning teaching practices with student needs. Teachers identify individual students' strengths and weaknesses to support differentiation of classroom programs. Key support staff including the Advancement Team, Support Teachers: Literacy and Numeracy and teacher aides play a vital role. Our teachers also liaise with visiting advisory teachers and outside agencies to ensure their planning meets the needs of students in their classes.

With a continued focus on improving student performance in the pursuit of excellence, North Lakes State College has a suite of quality excellence programs offered to students from Prep to Year 9. Our Honours classes in Year 7, 8 and Year 9, are just one way we extend students in Mathematics, English, Humanities and Science. To enter Honours classes, students completed a day of testing, accompanied by a one on one interview with our College Administrators. This process ensured students were fully aware of the commitment the Honours classes required.

Co-curricular Activities

Robo Club is available to all students from Years 5 to 12 and in 2017 teams had the opportunity to compete at local, state and national competitions.

Opportunities in the Arts are provided for students through Dance Troupe, College Theatre Sports, choirs, ensembles and bands. An expanding instrumental music program is raising the quality and membership of all bands and ensembles. Our ensembles perform highly in Fanfare, a regional showcase of the high standard of musical talent and teaching in state school ensembles.

The College provides a comprehensive outdoor education program with a range of day activities and camps in all year levels from Prep to Year 12. Students have the opportunity for individual development and to enhance personal skills including resilience and responsibility, organisational skills and the ability to cope with change.

How Information and Communication Technologies are used to Assist Learning

At North Lakes State College, 2017 saw the beginning of BYOD across Prep to Year 12. By the end of 2017, approximately half of the student cohort had enrolled in the BYOD program. The collegial work from the teachers, IT staff and Administration has seen a continual growth of BYOD and ICT use in the classrooms.

The College has a dedicated ICT Coach who works with the HODs and classroom teachers on supporting the effective use of embedded ICT in teaching and learning. The library also has laptop trolleys and banks of iPads that are borrowed by teachers for student use during class time. All classroom teachers have a departmental laptop and access to data projectors and interactive whiteboards as well as recently upgraded wireless infrastructure across the College.

Social Climate

Overview

North Lakes State College is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Many strategies are used by our school to provide appropriate behaviour consequences for unacceptable student behaviour. A review process for this plan began in 2017 and will continue into 2018.

In 2017, we continued to embed positive student behaviour through student understanding of the meaning of our college values of Choice, Courage and Respect. Classroom protocols continued to be a focus throughout the year. North Lakes State College strives to embrace inclusiveness, encouraging all students to have the courage to reach their potential and realise their aspirations.

North Lakes State College promotes a supportive and safe school environment in a variety of ways. Parents of Years Prep to 6 students are invited to participate in class Learning Celebrations at the end of each semester. Parents of all students are invited to attend a variety of events celebrating The Arts and physical education and sports, throughout the year.



In Years Prep to 6 there is a Reflection Room for students in need of social and emotional support, and Games Room/Factory which supports appropriate social behaviour through proactive programs. Year Level Coordinators on each year level provide additional support to students and parents.

The College provides a range of services to support students throughout their learning journey. Support services include Learning Support, our Advancement Centre catering for special education needs, specialist teachers for students with English as an additional language (EAL/D), and Guidance Services.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	88%	93%
this is a good school (S2035)	90%	83%	87%
their child likes being at this school* (S2001)	87%	88%	87%
their child feels safe at this school* (S2002)	89%	86%	85%
their child's learning needs are being met at this school* (S2003)	87%	85%	80%
their child is making good progress at this school* (S2004)	88%	86%	92%
teachers at this school expect their child to do his or her best* (S2005)	94%	92%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	81%	86%
teachers at this school motivate their child to learn* (S2007)	87%	82%	83%
teachers at this school treat students fairly* (S2008)	81%	72%	78%
they can talk to their child's teachers about their concerns* (S2009)	90%	90%	93%
this school works with them to support their child's learning* (S2010)	84%	81%	85%
this school takes parents' opinions seriously* (S2011)	80%	68%	76%
student behaviour is well managed at this school* (S2012)	79%	55%	62%
this school looks for ways to improve* (S2013)	90%	74%	83%
this school is well maintained* (S2014)	94%	81%	89%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	93%	92%
they like being at their school* (S2036)	88%	89%	88%
they feel safe at their school* (S2037)	91%	90%	90%
their teachers motivate them to learn* (S2038)	92%	90%	89%
their teachers expect them to do their best* (S2039)	96%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	84%
teachers treat students fairly at their school* (S2041)	81%	86%	79%
they can talk to their teachers about their concerns* (S2042)	79%	81%	74%
their school takes students' opinions seriously* (S2043)	76%	80%	73%
student behaviour is well managed at their school* (S2044)	72%	75%	68%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school looks for ways to improve* (S2045)	90%	89%	85%
their school is well maintained* (S2046)	88%	87%	82%
their school gives them opportunities to do interesting things* (S2047)	86%	89%	82%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	76%	87%
they feel that their school is a safe place in which to work (S2070)	97%	88%	89%
they receive useful feedback about their work at their school (S2071)	86%	56%	67%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	82%	83%
students are encouraged to do their best at their school (S2072)	97%	94%	91%
students are treated fairly at their school (S2073)	93%	85%	81%
student behaviour is well managed at their school (S2074)	83%	56%	53%
staff are well supported at their school (S2075)	84%	46%	46%
their school takes staff opinions seriously (S2076)	84%	43%	52%
their school looks for ways to improve (S2077)	96%	72%	74%
their school is well maintained (S2078)	95%	87%	87%
their school gives them opportunities to do interesting things (S2079)	89%	62%	68%

* 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

Parent involvement at North Lakes State College is welcomed and encouraged. Parents support student learning in classrooms through regular or short term volunteer work. Parents are also invited to attend monthly meetings of the Parents' and Citizens' Association and to meet their child's teachers at parent/teacher interviews twice a year. The College Facebook page, web site, email system and electronic sign are efficiently and effectively used to engage and communicate with our parent community.

Families of students with diverse needs are encouraged to work in partnership with their students' case manager/support staff to address the needs of their student. Adjustments are planned and supports are put in place to ensure all students have full access to participate in the curriculum. Staff write personalised learning plans for students with disabilities and work in collaboration with all stakeholders to ensure every student succeeds.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. The Health curriculum from Prep to Year 12 focuses student learning on personal safety and awareness, developing students' knowledge and skills to be able to resolve conflict without violence.

The guidance officers ran a number of targeted groups in 2017 that focused on appropriate, respectful, equitable and healthy relationships including:

- Rock and Water Years 2&3: Supported students to resolve conflict without violence and to make better choices
- The Friendship Saver Program Year 3: Supported students to form and maintain healthy friendships
- Girls Group Years 5-9: Focused on self-confidence, self-esteem/self-worth, resilience and self-image
- Momentim Years 7-9: Cultural and wellness program for indigenous boys
- Deadly Sisters Years 7-9: Cultural and wellness program for indigenous girls
- Team Up Years 7-9: Focused on resilience building
- Break Out Years 7-9: Supported students with emotional regulation
- Love Bites Year 10: Focused on respectful relationships
- Mental Health Week Prep to 12
 - Prep – 6: Focused on gratitude and positives
 - Years 7-9: Guest speaker from Starfish
 - Years 10-12: Personal safety and awareness talks

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	236	298	438
Long Suspensions – 11 to 20 days	11	16	11
Exclusions	12	6	9
Cancellations of Enrolment	1	27	25

Environmental Footprint

Reducing the school's environmental footprint

North Lakes State College is working towards a commitment to reduce our environmental footprint. Through the continued development of our College's Environmental Management Plan, we are empowering our students to become environmental leaders. With the support of community partnerships, the students and teachers of North Lakes State College value and respect the environment which they live.

We have planted many native trees throughout the main campus which will support our native wildlife. The students and teachers of North Lakes State College are annual participants in Clean Up Australia Day. We work closely with state and local governments to keep our community one of the tidiest in Queensland.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,300,168	18,889
2015-2016	1,118,422	37,792
2016-2017	1,558,889	28,726

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

School Funding

School income broken down by funding source

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	227	79	6
Full-time Equivalents	208	58	5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	9
Graduate Diploma etc.**	71
Bachelor degree	144
Diploma	3
Certificate	

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$359 000.

The major professional development initiatives undertaken were as follows:

- IMPACT - Delivery by SENTIS
- SATE processes and system implementation
- VET qualifications - maintaining and updating
- Senior Syllabus Updates, QCAA workshops and conferences
- Pedagogy Coaching
- John Hattie
- Staff Wellness
- Women in Leadership
- 'Fierce Conversations'
- N&B beginning teacher mentoring
- School Wide Positive Behaviour Processes
- Accessing and using student data
- Individual teacher identified PD

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	85%

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

The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

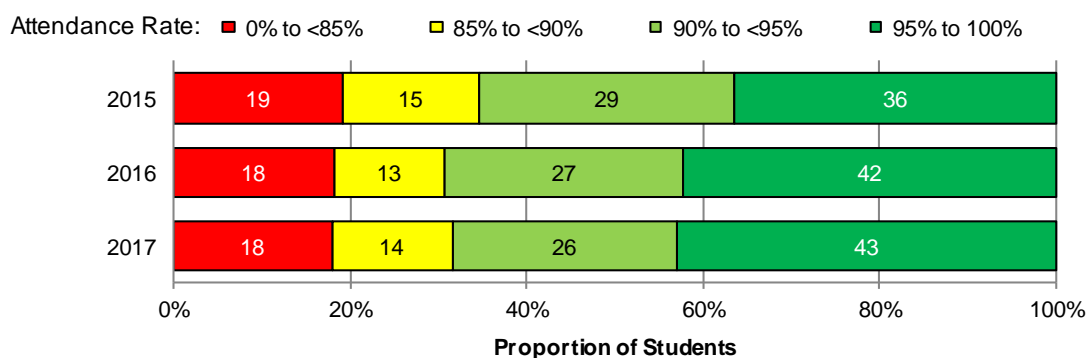
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	93%	94%	93%	93%	93%	93%	92%	91%	90%	88%	86%	86%
2016	92%	92%	94%	93%	94%	93%	93%	92%	92%	90%	89%	85%	86%
2017	94%	92%	93%	93%	94%	93%	93%	92%	91%	89%	90%	88%	86%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

North Lakes State College:

- Is committed to promoting the key strategies of DETE's Every Day Counts policy.
- Supports all children to be enrolled at school and attend school all day, every school day.
- Monitors, communicates and implements strategies to improve regular school attendance.
- Believes truancy can place a student in unsafe situations and impact on their future employability and life choices.
- Believes attendance at school is the responsibility of everyone in the community.

School Responsibilities:

- Provide information and education to parents and community about our school attendance policy and targets.
- Inform parents of their legal obligations in regard to enrolment and attendance.
- Implement strategies to manage student enrolment, absences, chronic absenteeism, school refusal and truancy using the guidelines set out in the Every Day Counts policy.
- Monitor student absences and identify when a student is absent for three or more consecutive days, or where there is a pattern of persistent unexplained absences, or where a student's attendance rate is reasonably considered unsatisfactory.
- Take reasonable steps to follow up unexplained absences as soon as possible or ideally within three days of the absence.
- Continue to work with regional and other local resources to re-engage students and their families with the aim of returning the students to school.
- Follow established processes for enforcing parental obligation in regard to: enrolment, attendance, compulsory participation. These are undertaken through process within OneSchool.

At our school we promote 100% attendance by including Every Day Counts information and discussing the importance of attendance with every new family upon enrolment displaying Every Day Counts material within the school. As a school we are committed to surpassing a 94% attendance rate for Prep to Year 12.

Responses to Absences:

When a student is absent without explanation for 3 days or a pattern of absences has been identified, the College will take the following actions to monitor attendance:

- Absences are actioned daily via SMS text messaging to parents and phone calls to non-SMS parents.
- An email is sent weekly to parents to seek an explanation for absences.
- Weekly monitoring of three or more unexplained absences is conducted.

- Regular monitoring of all absences is conducted by classified officers utilising percentage reports and validating all students with less than 80% attendance rate.

Where there is a persistent pattern of unexplained absences or absences without reasonable justification, a student's attendance can be considered unsatisfactory. The principal will commence compulsory schooling and compulsory participation processes.

Strategies to Increase Attendance

North Lakes State College has implemented a range of strategies to acknowledge the positive attendance of classes and year level cohorts. Class teachers display their class attendance weekly on an attendance tracking chart which is consistent from Prep to year 12. Assemblies are utilised to celebrate classes who have reached the College goal of 94% or above for 4 or more weeks. The College newsletter is used to provide regular updates to the community of the attendance data and celebration of year levels who have met the target. Through tracking attendance each day of the week the College has been able to respond and plan activities that encourage students to engage and attend on those days when attendance is less than other days.

NAPLAN

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

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

Find a school

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	310	321	250
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	141	148	123

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of Indigenous students receiving an Overall Position (OP)	17%	40%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	37	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	267	269	213
Number of students awarded an Australian Qualification Framework Certificate II or above.	215	230	166
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	310	321	250
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	74%	85%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	96%	98%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	14	52	48	27	0
2016	21	40	49	37	1
2017	19	51	35	18	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	204	154	132
2016	194	152	146
2017	161	100	106

As at 14th February 2018. The above values exclude VISA students.

The VET qualifications completed by North Lakes State College students in 2017 were:

- Certificate I in Business
- Certificate II in Business
- Certificate III in Business Administration
- Certificate I in Dance
- Certificate II in Dance
- Certificate I in Information, Digital Media and Technology
- Certificate III Screen and Media
- Certificate II in Engineering
- Certificate I in Manufacturing (Pathways)
- Certificate II in Outdoor Recreation
- Certificate I in Sport and Recreation
- Certificate I in Hospitality
- Certificate II in Hospitality
- Certificate III in Hospitality
- Certificate III in Fitness
- Certificate III in Early Childhood Education and Care
- Certificate III in Tourism

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	97%	91%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	100%

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

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

Early leavers information

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

For students who cannot engage in the pathways offered at school, North Lakes State College supports them to identify and engage in a pathway that is meaningful for them and leads them to a successful future. North Lakes State College supports these students through a range of structures including individual case management, support through a Guidance Officer or Senior Schooling Head of Department or other support personnel.

Students are connected to programs including tertiary preparation programs, external employment agencies, TAFE certificate courses and external support agencies as appropriate.