

Nanango State High School Queensland State School Reporting 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report highlights the many achievements of Nanango State High School. The 2015 year has been another exceptional year for our school. This report indicates a wide range of successes in many diverse areas of which the school and community are very proud.

Experienced and dedicated staff, quality students and a supportive community all contribute to the success of Nanango. While the community has been hit in recent times with flood and drought, we are indeed living up to our motto of 'strive to achieve'. The school continues to out-perform similar schools and is recognised as a leading school in rural education.

In 2015 the Year 7 group joined the Secondary school. Due to the build up work of the Junior Secondary Transition team at all schools this change has been very successful.

School progress towards its goals in 2015

The school has implemented the Big 3 Nanango Target Priorities (NTP). These three priorities are:

1. All students receive at least a 'C' in English and Maths and are reading at their age appropriate level or higher
2. 100% of students receive a QCE, QCIA, completed a SAT or awarded a VET certificate, and
3. 100% attendance (target 93% for 2015)

Underpinning all these goals is a priority of Improving Boys outcomes in all areas. The following table indicates school success in its targeted goals.

Priority	Outcome																												
<p>1. All students receive a 'C' in English and Maths</p>	<table border="1" style="margin-bottom: 20px;"> <thead> <tr> <th style="background-color: #add8e6;">ENGLISH</th> <th style="background-color: #add8e6;">% of Students 'C' or Higher</th> </tr> </thead> <tbody> <tr><td>Year 7</td><td>86</td></tr> <tr><td>Year 8</td><td>77</td></tr> <tr><td>Year 9</td><td>63</td></tr> <tr><td>Year 10</td><td>62</td></tr> <tr><td>Year 11</td><td>86</td></tr> <tr><td>Year 12</td><td>96</td></tr> </tbody> </table> <table border="1" style="margin-bottom: 20px;"> <thead> <tr> <th style="background-color: #add8e6;">MATHS</th> <th style="background-color: #add8e6;">% of Students 'C' or Higher</th> </tr> </thead> <tbody> <tr><td>Year 7</td><td>80</td></tr> <tr><td>Year 8</td><td>72</td></tr> <tr><td>Year 9</td><td>73</td></tr> <tr><td>Year 10</td><td>83</td></tr> <tr><td>Year 11</td><td>94</td></tr> <tr><td>Year 12</td><td>100</td></tr> </tbody> </table> <ul style="list-style-type: none"> The school was statistically similar in NAPLAN Mean Scale score with Qld and the Nation. The school continues to have success with results in NAPLAN in the Upper 2 Bands (U2B) e.g. 20% of students in Year 9 were in this range of Spelling. 	ENGLISH	% of Students 'C' or Higher	Year 7	86	Year 8	77	Year 9	63	Year 10	62	Year 11	86	Year 12	96	MATHS	% of Students 'C' or Higher	Year 7	80	Year 8	72	Year 9	73	Year 10	83	Year 11	94	Year 12	100
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<p>2. Intensive Reading Program</p>	<p>The overarching goal is for students to be reading at age appropriate level i.e. Year 8 is 12 years.</p> <p><u>Results for 2015:</u></p> <table border="1" style="margin-bottom: 20px;"> <thead> <tr> <th style="background-color: #add8e6;">Grade</th> <th style="background-color: #add8e6;">Students Involved</th> <th style="background-color: #add8e6;">Improvement</th> </tr> </thead> <tbody> <tr><td>7</td><td>16</td><td>94%</td></tr> <tr><td>8</td><td>12</td><td>92%</td></tr> <tr><td>9</td><td>13</td><td>92%</td></tr> </tbody> </table> <ul style="list-style-type: none"> A number of students graduated out of the Fountas and Pinnell program. Some students have improved their reading by 3 years in the space of 12 months. This program is funded by I4S money (previously GRG) 	Grade	Students Involved	Improvement	7	16	94%	8	12	92%	9	13	92%																
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7	16	94%																											
8	12	92%																											
9	13	92%																											
<p>3. 100% of students receive a QCE or completed a SAT</p>	<ul style="list-style-type: none"> 100% of students (Year 12) obtained a qualification 76% of OP eligible students obtained a score between 1-15 93% of students received a QCE 100% of eligible students received a QTAC offer 100% of Indigenous students received a QCE 																												
<p>4. 100% Attendance</p>	<ul style="list-style-type: none"> 88% overall school attendance and 82% Indigenous student attendance 34% of students had an attendance rate between 95 and 100% 53 students across all year levels presented with 100% award on 'Celebrating Success' afternoon 																												

Future outlook

The school continued on a journey through its 4 Year Strategic Plan (2014-2017). This is available on the school website. There are eight (8) key priorities.

1. Implement Nanango SHS Pedagogical Framework
2. Improve Literacy, Numeracy and Reading results
3. Prepare and implement Junior Secondary Program
4. Improve graduating student outcomes
5. Develop a professional coaching and feedback program
6. Develop a school Bring Your Own Device (BYOx) program
7. Improve whole-school attendance results
8. Support students/parents through the Student Support Team

A number of committees take ownership of these major priorities. They are led by members of the leadership team. These three (3) committees are:

1. Positive Behaviour and Learning (PBL)
2. Student Services
3. Workplace Health and Safety

A number of other committees exist at school including Senior Outcomes Team (SOT), Junior Secondary Transition Team, Student Support Team, Studies Committee, Leadership Team and Local Consultative Committee (LCC).

In 2015 the school received \$177 530 as part of the Great Results Guarantee (GRG) Funding. This money was spent on:

- Intensive Teacher Aide Support in the schools Reading Program
- Improving student outcomes in the Bronze Duke of Edinburgh Award Program and
- Teacher and Teacher Aide Funding to assist in Literacy / Numeracy Intervention Strategies.

The school was also successful (mid 2015) in securing \$286 500 in funding under the Collaboration and Innovation Fund (CIF). This has been targeted at improving Boys Education at Nanango. One of the main directions here has been the employment of a Head of Department (Boys Education). This project will continue into 2016.

The short, narrow school focus revolves however around the 3 Nanango Target Priorities Goals already mentioned previously.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	513	276	237	31	88%
2014	514	257	257	31	85%
2015	545	246	299	51	87%

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

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

In 2015, there were no students enrolled in a Pre-Prep program.*

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

Characteristics of the student body:

Nanango State High School has been previously identified as a National Partnership low socio-economic school. Figures show that 43% of families live on less than \$500 a week. Nanango is ranked in the top 20% of most disadvantaged (statistical local areas of Qld).

Alarming trends are also evident for the Nanango area. Nanango ranks in the high range (top 2%) for the number of vulnerable people across Queensland. Nanango also ranks in the high range (top 2%) in the area of reported Mental Health issues.

The school has strong links with local organisation CTC and the Family and Child Connect program.

A large population of the community have farming backgrounds. Major employers for Nanango and the South Burnett are the Tarong Coal Mine, Stanwell Power Station and the South Burnett Regional Council. Drought is still effecting the local community. The fluctuating electricity generation industry is creating some job instability.

There is currently about 9% of the student population being indigenous and 9% of students have a recognised disability. The school ICSEA rating is 955.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	22	21	21
Year 11 – Year 12	18	17	16

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	161	204	313
Long Suspensions - 6 to 20 days	17	7	15
Exclusions	4	6	6
Cancellations of Enrolment	5	3	3

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

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

Curriculum delivery

Our approach to curriculum delivery

In our Senior School:

- 14 Authority (QSA) subjects delivered at school
- 5 more Authority (QSA) currently delivered through Brisbane School of Distance Education
- 8 Authority Registered Subject Area Specification (SAS) subjects
- 4 Vocational Education and Training (VET) Certificate II courses delivered at school
- A variety of Certificate II and III courses offered and delivered at TAFE (Kingaroy Campus)

- Queensland Inter-Year Program (QIP) which provides Senior students an excellent opportunity to develop leadership, organisational and pastoral care skills working with Year 8 students
- Peer Skills Program which provided Year 10, 11 and 12 students an opportunity to liaise, support and mentor junior students in Years 7, 8 and 9
- 8 Qld Certificates of Individual Attainment (QCIA)
- All senior students are given the opportunity to complete the Bronze Level Duke of Edinburgh program.

In our Junior School:

- A broad based curriculum that aligns with National requirements
- A wide selection of 'Elective' subjects for students to sample
- A strong Pastoral Care curriculum focused on Social and Emotional Wellbeing, Drug and Alcohol education, Human Relationship education that is delivered through our CEALS program
- Programs developing student links with community organisations such as Duke of Edinburgh and Army Cadets
- The Junior Secondary Program Flying Start commences in 2015. A Head of Department (Junior Secondary) has been appointed. A strong and well supported transition program exists between Nanango and its feeder Primary Schools.
- All Year 10 students have the opportunity to complete a Certificate I in IDMT and a short course in Career Development.

Flexi School:

- Students in Years 8-10 who for some reason do not 'fit' within a school setting are offered an alternate curriculum and setting through the Flexi School. Here students are offered opportunities to gain skills in Literacy, Numeracy and Life Skills.

Extra curricula activities

- Strong and successful sporting culture with successful school teams in AFL, Triathlon, Soccer, Rugby League, Volleyball, Softball, Netball, Cross Country and Athletics
- Successful cultural events including Drama evenings
- Musical Band
- Award winning Agricultural Show Team
- Human Powered Vehicle (HPV) Team
- Many Academic competition successes – Maths, Science, Economics, Geography and Poetry
- Defence Force Cadet Unit (located at Nanango State High School)
- Successful Wide Bay Broncos Rugby League Teams and Vicki Wilson Netball Teams
- Duke of Edinburgh program offered in all year levels
- Relay for Life – community support for cancer fundraising

How Information and Communication Technologies are used to improve learning

The school has recently become part of the BYOX Connect programme. Currently 47% of students have full-time access to a device through either the BYOX programme or the NSSCF programme. Equity devices are in place for all other students.

Teachers use EdStudios, Virtual Classrooms and various Web 2.0 tools to assist in student learning. Student communication and collaboration through these initiatives has seen an increase in higher order thinking skills and hence depth of student learning. 24/7 access to these learning environments has provided students with the means to learning anywhere, anytime which enables them to undertake extra-curricular activities knowing the work covered in class is available online in a number of subject areas.

The leadership and expertise of staff with digital pedagogy is extensive. All teaching staff are highly competent in the integration of digital learning activities within the curriculum and these are widely used across the majority of subject areas. Approximately 80% of our Education Support Works hold the Digital Practice Guide qualification. Staff members frequently attend OneChannel Professional Development sessions along with attendance at voluntary workshop held within the school.

Social Climate

The school climate is based upon an extensive pastoral care system. A partnership of Year Co-ordinator and Administration member is responsible for each year level with that partnership following the student's right through from Year 8 to Year 12. This partnership monitors student welfare, behaviour management and overall academic performance. The Year Co-ordinator is also responsible

for developing and presenting a personal development program, Career, Education and Lifeskills (CEALS), one period per week throughout the five years.

The School has adopted the Positive Behaviour Support Program. An extensive Matrix has been developed. This is underpinned by the 4 key Principles of RESPECT, RESPONSIBILITY, SAFETY and EFFORT. School wide Positive Behaviour support provides a whole school framework to create a positive learning environment. Proactive systems define, teach and support appropriate student behaviours.

Programs that develop a positive school culture include Peer Skills, RAGE, Boys / Girls Anti-Bullying Days, Petero's NRL Reading Challenge, Newsletter articles, Parade items, the Flexi Learning Centre and Days against Bullying and Violence recognition. Nanango SHS is an ESmart school promoting safe online behaviours. The school website details strategies and responses to bullying.

Improving Boys outcomes has seen work in a number of areas including:

- Increased opportunities for boys in leadership positions,
- Review of curriculum and adoption of boy friendly strategies,
- Increased participation in work placement/experience options and
- Intensive programs to improve reading capacity.

The school also has a Special Education Unit that is led by a Head of Special Education Services (HOSES). There are currently 57 ascertained students at Nanango. Twenty-eight (28) of these are based in the Unit. Students in Years 7-10 are on Individual Curriculum Plans (ICPs) if they are unable to access curriculum at the same year level cohort.

A Student Support Team is led by the Head of Department Student Services. The team also includes the Guidance Officer, School Nurse, Chaplain and Ground Force Coordinator, CHYMS, HOSES, BM Support and CTC Youth Worker. The group actively case manages individual students and liaises with outside agencies.

It is pleasing to note that parents, students and staff all respond very favourably to questions in the School Opinion Survey related to 'feeling safe at school'.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	97%	82%
this is a good school (S2035)	83%	92%	86%
their child likes being at this school (S2001)	88%	90%	89%
their child feels safe at this school (S2002)	92%	87%	95%
their child's learning needs are being met at this school (S2003)	88%	97%	88%
their child is making good progress at this school (S2004)	92%	92%	87%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	95%	84%
teachers at this school motivate their child to learn (S2007)	83%	97%	84%
teachers at this school treat students fairly (S2008)	67%	81%	80%
they can talk to their child's teachers about their concerns (S2009)	96%	89%	87%
this school works with them to support their child's learning (S2010)	91%	92%	85%
this school takes parents' opinions seriously (S2011)	78%	76%	83%
student behaviour is well managed at this school (S2012)	71%	84%	84%
this school looks for ways to improve (S2013)	78%	95%	91%
this school is well maintained (S2014)	100%	100%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	96%	88%
they like being at their school (S2036)	92%	90%	83%
they feel safe at their school (S2037)	94%	92%	86%
their teachers motivate them to learn (S2038)	94%	87%	86%
their teachers expect them to do their best (S2039)	99%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	93%	91%	89%
teachers treat students fairly at their school (S2041)	81%	79%	77%
they can talk to their teachers about their concerns (S2042)	79%	79%	77%
their school takes students' opinions seriously (S2043)	84%	85%	76%
student behaviour is well managed at their school (S2044)	91%	82%	78%
their school looks for ways to improve (S2045)	98%	92%	90%
their school is well maintained (S2046)	97%	95%	92%
their school gives them opportunities to do interesting things (S2047)	94%	89%	80%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	96%
they feel that their school is a safe place in which to work (S2070)	99%	100%	99%
they receive useful feedback about their work at their school (S2071)	79%	87%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	91%	88%
students are encouraged to do their best at their school (S2072)	96%	100%	100%
students are treated fairly at their school (S2073)	96%	98%	93%
student behaviour is well managed at their school (S2074)	94%	95%	97%
staff are well supported at their school (S2075)	87%	95%	92%
their school takes staff opinions seriously (S2076)	83%	88%	90%
their school looks for ways to improve (S2077)	95%	97%	97%
their school is well maintained (S2078)	94%	94%	99%
their school gives them opportunities to do interesting things (S2079)	91%	90%	94%

'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

The P&C of Nanango State High School remains to be an active and valued component of the school's daily operation. Our two tuckshop staff continue to make great food choices for students. The tuckshop is the chief fundraising avenue for the P&C. At various times throughout the year there have been special parent up skilling nights. These have included subject selection nights, junior secondary information nights, boys education nights and QCE/study tips nights.

Parents are involved in many aspects of school life including:

- Parent teacher afternoons
- Celebrating Success afternoons
- Year 8 afternoon teas
- Agricultural Show Team assistance
- Human Powered Vehicle events
- Debating and sporting teams
- Celebrating Success afternoon
- Awards Night
- School based traineeship mentors
- Volunteer reader programs
- Subject Selection nights
- Sporting events
- Facebook Page
- Sporting Teams
- Parent Information Meetings
- Tuckshop Volunteers
- Survey Monkey Responses
- School Opinion Surveys

Students with diverse needs are managed in a number of ways. The student support team case manages many students and offers support services accordingly. Students with special needs are actively case managed by the staff at the Special Education Program. Nanango is a proud inclusive school.

Reducing the school's environmental footprint

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

- The school maintains and services its reverse cycle air conditioners to ensure they are running efficiently.
- Gardens are mulched regularly to reduce water usage.
- The school has reduced printing costs by sending our newsletter, invoices and statements out electronically.
- Colour copying has been restricted to keep costs to a minimum.
- Air Conditioning remotes – temperature restrictive remotes have been purchased for all air conditioners.
- Blinds have been placed on all windows throughout the school to assist with climate control.
- Tank water is used sparingly throughout the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	273,093	2,174
2013-2014	281,887	661
2014-2015	306,068	1,547

*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.

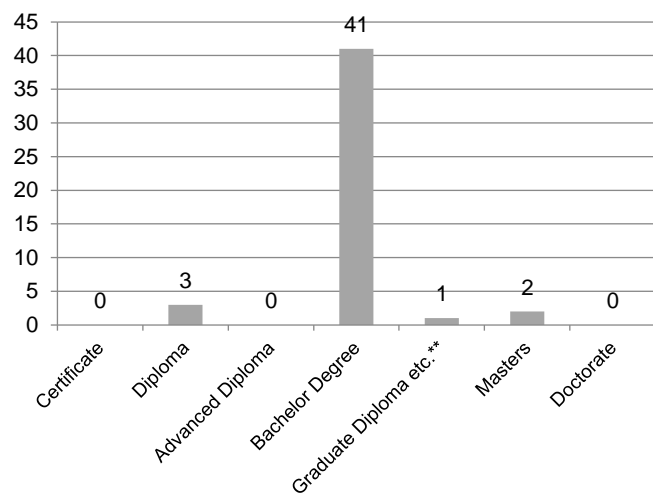
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	37	0
Full-time equivalents	49	26	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	41
Graduate Diploma etc.**	1
Masters	2
Doctorate	0
Total	47



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$34 052

The major professional development initiatives are as follows:

- Excel and One Note training
- QCAA workshops
- QSPA conference
- SBMAQ conference
- BEAQ conference
- 'It starts with us' conference
- Beginning teachers workshops
- Test and Tag course
- Mental health first aid
- MAAD workshop
- Chainsaw course
- First aid and CPR certificates
- BYOD roadshow
- Timetabling workshop

- Rock and Water training
- PBL coaches day
- Cleaners training

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	82%	82%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

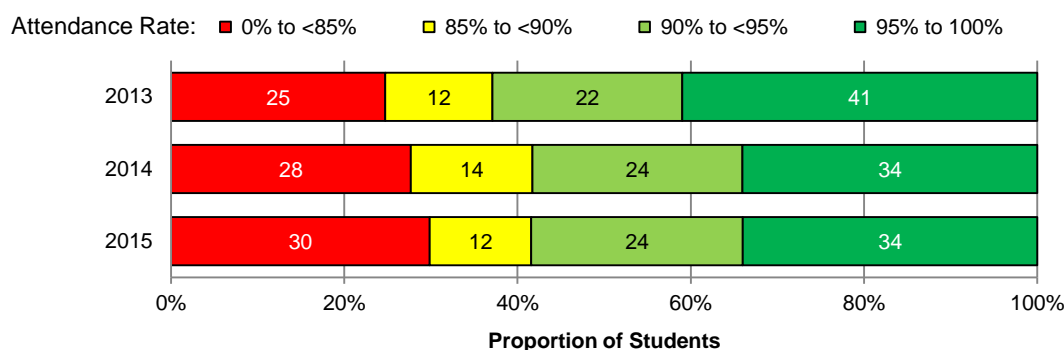
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									93%	90%	88%	90%	89%
2014									91%	88%	84%	88%	90%
2015								91%	88%	88%	86%	85%	92%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

The Student Well-Being Committee has implemented the Attendance Planning Tool to analyse the current situation, using data and plan for improvement.

A 5 step process is followed:

1. School culture promoted
 2. High expectations are communicated
 3. Record / follow up absences
 4. Monitor non-attendance and
 5. Support and intervention
- Employment of staff to monitor attendance
 - Text messages are sent daily to follow up absences
 - Persistent follow up measures to parents of students who are not attending regularly e.g. phone calls, text messages
 - Strong relationship between Student Services personnel
 - Weekly meeting between Attendance Officer and HOD Student Services discussing attendance issues and track individual students
 - HOD of Student Services follows up on specific cases and prosecution process utilised if required
 - Rewards for authorised absence/attendance
 - Consistent communication regarding the importance of attendance to students, parents and community members
 - The school uses the ID Attend computer software program to track and report student attendance. Rolls are marked each lesson.
 - Regular Intervention meetings with Admin, Year Level Coordinators, Support staff and identified students.
 - Attendance Officer contacts all parents of children of compulsory school age to authorise all absences
 - HOD Student Services monitors all students in compulsory phase of Senior Schooling

The school has a 90% attendance target in 2015 and is one of our key targets.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

Government

Non-government

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	84%	90%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	117%	60%	117%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	78	93	76
Number of students awarded a Queensland Certificate of Individual Achievement.	3	4	1
Number of students receiving an Overall Position (OP)	29	38	29
Percentage of Indigenous students receiving an Overall Position (OP)	29%	33%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	12	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	78	92	76
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	50	39
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71	85	71
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71%	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.	66%	71%	76%
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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	100%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	3	11	5	9	1
2014	4	7	16	11	0
2015	3	9	10	7	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	78	61	8
2014	92	48	3
2015	76	33	8

As at 16 February 2016. The above values exclude VISA students.

Nanango State High School offers five (5) VQF certificate qualifications to students in Year 10, 11 and 12. Four (4) of these qualifications are offered by the school as the Registered Training Organisation (RTO) and one (1) qualification (Certificate II in Engineering Pathways) via an external RTO (Blue Dog Training).

Students are also involved in a number of VQF qualifications via external RTOs as stand alone courses or as part of their School Based Traineeship or Apprenticeship. These include Certificate III in Fitness Training, Certificate II in Hairdressing, Certificate II in Bee Keeping, Certificate II in Retail, Certificate II in Business Administration.

Current courses on offer at Nanango SHS are:

Certificate I	Certificate II
Certificate I in Business	Certificate II in Manufacturing
Certificate I in Information, Digital Media and Technology	Certificate II in Business
	Certificate II in Engineering Pathways (MOU with Blue Dog Training as RTO)

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

In general terms about 30 students leave school prior to completing Year 12. About 50% of these students would be completely further training or employed.

All early leavers have had intervention from the school in the form of both Academic Coaching and the Students Outcomes Team (SOT). In 2015 the school had a fulltime Guidance Officer who was used extensively for support. The local agency CTC was recommended and where necessary the services of Family and Child Connect were initiated. The Flexi Learning Centre was an avenue for an alternate pathway for students in Year 10.

The Student Support Team and the Student Outcomes Team case manage students 'at risk' and broker appropriate services.