



Cavendish Road State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Cavendish Road State High School was established in 1952 and enjoys a strong reputation for high quality education, academic success, pedagogical excellence, tradition and innovation. In 2018, our school student population will exceed 1800 students from approximately 30 different cultural backgrounds. Our school community has a high expectation that students will strive to achieve their personal best, both individually and as part of the team. This incorporates high standards in dress, application to learning, manners, conduct and attitude. Our school motto is "Nil Sine Pulvere" (Nothing without Effort, Nothing but the Best). Our staff are committed to implementing Marzano's Art and Science of Teaching pedagogical framework which guides the teaching and learning process.

Cavendish Road State High School is a National showpiece school with an accredited Academy of Mathematics, Science, Ideas (Philosophy) and Instrumental Music and Jazz Excellence Academy. Our centres of Sporting Excellence in Football, Netball and Touch Football attract students from across the State. Through our academies, a large cohort of students study University subjects whilst at school and are guaranteed entry into Science, Mathematics, Engineering, Health Sciences and Business degrees through our education partners - The University of Queensland and Griffith University. The school has a proven record of academic, cultural and sporting achievements. Recent State and National Awards include OptiMinds, Mathematics, Science, Philosophy, Music, Football and Touch Football. Our NAPLAN results are consistently above State and National average with nearly 50% of all Year 7 students in 2016 achieving in the Upper Two Bands in Numeracy, Spelling, Reading and Grammar and Punctuation. Students are well motivated with a positive attitude towards their education. Cavendish Road State High School ensures all students from Year 7 study Philosophy during which students are taught how to think critically and creatively. Strong links to support the success of Philosophy have also been established with our feeder schools including Holland Park SS, Buranda SS and Seville Road SS as well as a range of external partners.

The school has extensive sporting facilities, including a gym, tennis courts, basketball courts, volleyball courts and well maintained ovals to cater for the full range of outdoor sports. The school boasts an accredited Biotechnology teaching laboratory. A student laptop program exists across Years 7-12. The school has a peer support program and pastoral care program which assists in the provision of a safe and supportive learning environment for all students. An Enrolment Management Plan dictates student enrolment eligibility with many students competing for entry from across Queensland and northern New South Wales. The school was awarded International School status through the Department of Education in 2009. Science, Technology, Engineering and Mathematics (STEM) Student Prefects in Years 9 and 12 ensure a strong focus on STEM opportunities for students. 'Philanthropic' Student Prefects lead a range of activities demonstrating our student's commitment to less fortunate members of our society.

Situated on the corner of Cavendish and Holland Roads, Holland Park, the school is central to transport routes to and from southern Brisbane suburbs and is located 6km from Brisbane City.

Cavendish Road State High School continues to be recognised as one of the highest performing schools in Queensland.

Principal's Forward

Introduction

School Progress towards its goals in 2016

At Cavendish Road State High School, a strong emphasis is placed on academic achievement complemented by sporting, cultural and personal development. In 2016, the school was successful in building on this solid foundation. We:

- Continued to develop a Junior Secondary model of schooling that ensures an outstanding educational experience for young people from Years 7 to Year 12
- Continued to implement the Australian Curriculum
- Continued to improve academic achievement for all of our students to ensure a bright future
- Continued to implement a clear pedagogical framework that drives the work of teachers in classrooms
- Developed understandings of instructional and distributive leadership with a focus on workforce performance
- Used data to inform teaching practice
- Continued to improve the learning environment for students
- Continued to expand on the inclusive nature of our school to ensure all members of our community feel valued and supported to achieve excellence
- Continued to develop state of the art facilities that support the strategic priorities of the school through master planning.
- Implemented a Strategic Leadership Team structure that ensured all students were supported to maximise their potential
- Implemented a range of Attendance strategies to increase the attendance rate of students to 95%.

Future Outlook

Key priorities for 2017 include:

- Support all students in their learning to ensure every student is achieving to the best of their ability and is being challenged to achieve academic success.
- Ensure academic and pedagogical excellence is evident across the school including the success of the seven Education Queensland approved Academy Programs of Excellence.
- Review the structure of the non-teaching workforce across the school to ensure improved service to the school and community and the physical presentation of the school.
- Analyse the extent to which the current five values reflect the future goals of the school.
- Provide targeted support to students to enable them to remain engaged in education and training programs – Attainment (Targets: OP 1-15 90%; OP 1-5 25%; QCE 100%)
- Ensure all students are supported across junctures of schooling.
- Achieve 95% Attendance Target
- Ensure high attendance and learning outcomes of Indigenous students.

Measure	2010	2011	2012	2013	2014	2015	2016
Enrolment	1212	1189	1228	1226	1245	1504	1579
% In-catchment Enrolment	27%	26%	26%	28%	28.5%	31%	33%
Attendance	90%	90%	91.5%	92%*	92.3%	93%	95%
Indigenous Attendance	85.4%	85.6%	89.7%	89.7%	90.6%	91%	93%
QCE	90%	92.5%	96.4%	99.1%	100%	100%	100%
OP1-5	13%	21%	20%	18%	28%	11%	22%
OP 1-15	72%	73%	90.9%	85.6%	89%	86%	89%
QTAC Offers	99.3%	100%	98.7%	98.6%	98%	97%	96%
SOS – <i>This is a good school</i> Parents	90%	83%	100%	95.7%	97%	98%	96%
SOS – <i>This is a good school</i> Students	90%	83%	95.5%	98.9%	98%	98%	97%
SOS – Staff (morale is positive)	83%	89%	88%	81.6%	90.2%	89%	82%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1282	553	729	51	96%
2015*	1504	634	870	60	97%
2016	1579	695	884	52	96%

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 2016, 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

Overview

Cavendish Road State High School draws students from 60 different State, Independent and Catholic Primary Schools from across the south-east corner of Queensland. Students who are accepted from outside of catchment for our Programs of Excellence are highly performing students in Mathematics, Science, Philosophy, Music, Netball, Football and Touch Football.

Our students come from a range of cultural and ethnic backgrounds and include 65 international students who have chosen to study at the school.

Cavendish Road SHS is also a specialist centre for the education of students with a visual impairment. The school recognises and celebrates difference.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	25	25
Year 11 – Year 12	19	20	20

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

We have accelerated curriculum programs in Mathematics, Science and Music leading to specialised pathways into University. University subjects are taught on site by qualified teachers with credit and in some cases guaranteed entry to specific university courses (eg: Biomedical Science).

We also offer Programs of Excellence in Mathematics, Science, Ideas (Philosophy), Instrumental and Jazz Music, Football, Touch Football and Netball.

Co-curricular Activities

- International Schools Program
- Leadership Programs
- Debating
- Student Representative Council
- Musical
- Instrumental Music Program
- Opti Minds
- Kokoda Challenge and World Challenge
- National and International Sporting Competitions
- International Exchange Program
- Peer Support Program
- Academic Competitions including University of New South Wales Science, Mathematics, Information Technology and Writing Competitions
- Supported work experience and industry placement

How Information and Communication Technologies are used to Assist Learning

In 2016, the 1:1 Laptop Program included all students across Years 7 – 12. A feature of this program is the ability for students to access their school laptop from home. Student engagement in classes has been a highlight of this initiative with staff and students learning together to make the most of the opportunities provided with this digital learning platform.

Students also have the option of selecting a number of subjects throughout Years 9 – 12 that develop ICT skills within the context of the subject area. A Head of Department is responsible for the maintenance of an infrastructure platform that supports 21st century classrooms.

Social Climate

Overview

We enjoy a reputation in the local and broader community as a school of choice. Our school is characterised by high standards and expectations, with students, staff and parents satisfied that Cavendish Road SHS is a great school. Our students enjoy a strong culture that enhances learning.

Our culture is driven by our vision to achieve and celebrate success through a commitment to individual excellence. Our values of Courtesy, Co-operation, Consideration, Commitment and Challenge are evident throughout the school. This is explicitly reinforced in our Peer Support and Pastoral Care Programs. The school is a mobile phone free school significantly reducing opportunities for bullying including cyber bullying.

We pride ourselves on providing a caring, supportive and disciplined environment where students feel valued, safe and are encouraged to pursue their learning to the best of their ability.

The Peer Support teacher has a key role in supporting the welfare and development of their students. Our additional support team is extensive and includes Year Coordinators, Directors of Student Achievement, Deputy Principals, Guidance Officers, a School Chaplain, a School Based Youth Health Nurse, an Indigenous Liaison Officer and a Community Education Counsellor.

Parent and student satisfaction with the social climate of the school is evident in the results of the 2016 School Opinion Survey.

From our Students:

97% say that 'Cavendish Road SHS is a good school'

97% say 'they like being at their school'

98% say 'I feel safe at Cavendish Road SHS'

95% say 'I am getting a good education at Cavendish Road SHS'

From our Parents:

96% say 'my child is getting a good education at Cavendish Road SHS'

96% say 'their child feels safe at this school'

95% say 'I would recommend Cavendish Road SHS to others'

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	97%	97%	96%
this is a good school (S2035)	97%	98%	96%
their child likes being at this school* (S2001)	95%	96%	93%
their child feels safe at this school* (S2002)	96%	95%	96%
their child's learning needs are being met at this school* (S2003)	94%	93%	94%
their child is making good progress at this school* (S2004)	93%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	94%	92%
teachers at this school motivate their child to learn* (S2007)	92%	92%	88%
teachers at this school treat students fairly* (S2008)	94%	91%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	95%	98%
this school works with them to support their child's learning* (S2010)	92%	94%	93%
this school takes parents' opinions seriously* (S2011)	93%	87%	88%
student behaviour is well managed at this school* (S2012)	94%	92%	90%
this school looks for ways to improve* (S2013)	96%	94%	96%
this school is well maintained* (S2014)	96%	95%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	95%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	93%	91%	97%
they feel safe at their school* (S2037)	95%	97%	98%
their teachers motivate them to learn* (S2038)	95%	90%	98%
their teachers expect them to do their best* (S2039)	99%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	92%	89%	94%
teachers treat students fairly at their school* (S2041)	88%	78%	94%
they can talk to their teachers about their concerns* (S2042)	87%	78%	86%
their school takes students' opinions seriously* (S2043)	88%	81%	87%
student behaviour is well managed at their school* (S2044)	90%	80%	87%
their school looks for ways to improve* (S2045)	98%	93%	97%
their school is well maintained* (S2046)	97%	94%	99%
their school gives them opportunities to do interesting things* (S2047)	97%	91%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	97%
they feel that their school is a safe place in which to work (S2070)	96%	99%	99%
they receive useful feedback about their work at their school (S2071)	89%	88%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	85%	85%
students are encouraged to do their best at their school (S2072)	99%	99%	99%
students are treated fairly at their school (S2073)	98%	99%	98%
student behaviour is well managed at their school (S2074)	98%	97%	96%
staff are well supported at their school (S2075)	94%	92%	89%
their school takes staff opinions seriously (S2076)	87%	90%	84%
their school looks for ways to improve (S2077)	97%	98%	97%
their school is well maintained (S2078)	89%	94%	96%
their school gives them opportunities to do interesting things (S2079)	94%	94%	97%

* 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

At Cavendish Road State High School we believe that parents are our partners in the education of our young people. Parents have many opportunities to participate in our school. We have an active Parents and Citizens' Association with sub committees in Special Education and Instrumental Music. The main point of contact for parents is their child's Peer Support Teacher, Year Coordinator and Director of Student Achievement.

Communication processes are important in assisting the development of the partnership between the school and parents. Parent teacher interviews occur twice a year. Parents and teachers regularly communicate in person, by phone or email to discuss

student progress. Our website is constantly updated to keep parents and the broader community informed and involved in our school. We also use Facebook, Twitter and the QParents App to ensure our parents are kept well informed.

Parents and caregivers are actively encouraged to participate in the education of their children through:

- Parents and Citizens Meeting is held on the third Tuesday of the month at 7pm
- Parent Forums including Junior Secondary School information evenings
- NAPLAN and QCS Information sessions
- Principal morning teas
- Parent Teacher Interviews twice per year
- SET Plan Meetings
- Subject Selection Evenings

A range of adjustments are made to assist students with diverse needs to access and participate fully at school.

The school's support personnel including the Directors of Student Achievement, the Support Teacher Literacy and Numeracy, the Guidance Officers and the Head of Special Education Services have developed consultation processes to ensure all students are supported during their time at school.

The Head of Special Education Services, Special Education teachers and teacher aides provide specific support to students with disabilities to ensure full participation in curriculum programs.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

These programs are primarily implemented through the Peer Support and Pastoral Care Programs.

External providers are also engaged to support the successful implementation of the programs across all year levels.

Our junior and senior student prefects lead this agenda through the Student Representative Council and are ably supported by our Peer Support Leaders who are trained by the Head of Department, Student Wellbeing to deliver the school's Peer Support Program.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	110	68	99
Long Suspensions – 6 to 20 days	4	6	7
Exclusions	5	1	6
Cancellations of Enrolment	6	2	2

* 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.

Environmental Footprint

Reducing the school's environmental footprint

Staff are committed to reducing the environmental footprint.

Students and staff are aware of the impact of their behaviours on this important issue.

The increase in the use of electricity and water can be attributed to the increased school population.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	482,565	10,702
2014-2015	499,775	11,198
2015-2016	552,936	11,524

ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	117	54	<5
Full-time Equivalents	110	35	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	4
Masters	13
Graduate Diploma etc.**	30
Bachelor degree	67
Diploma	2
Certificate	0

*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 2016 were \$146 993.

The major professional development initiatives are as follows:

- Implementation of the Australian curriculum in English, Mathematics, Science and History
- Implementation of Marzano's 'The Art and Science of Teaching'
- Building capacity in the teaching of Literacy and Numeracy across the curriculum.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	93%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	91%	93%

*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 2016 for all Queensland Secondary schools was 90%.

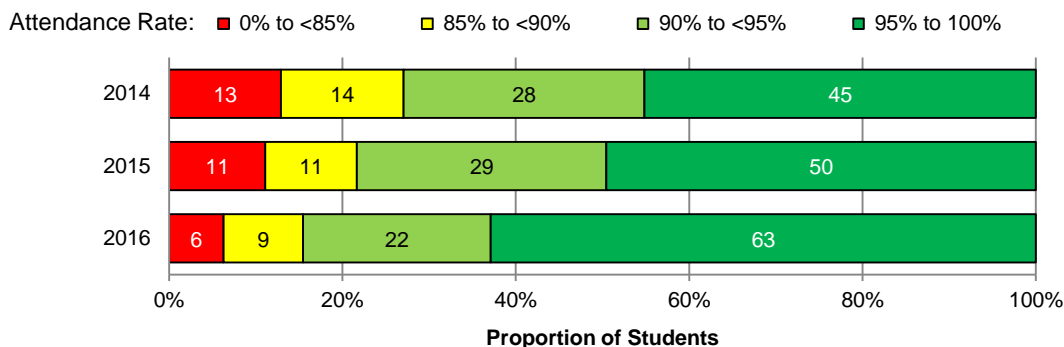
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									94%	93%	91%	92%	92%
2015								96%	94%	93%	92%	92%	92%
2016								96%	95%	95%	94%	95%	95%

*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 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.

Rolls are marked electronically at the beginning of each day and at the start of each lesson. An SMS texting system is used to notify parents of student absences.

Early parent contact is made by Year Co-ordinators, Directors of Student Achievement and Year Level Deputy Principals to support regular attendance. A network of school-based and external services are implemented as needed to support full engagement of students at school.

Key strategies that are being used to increase attendance are:

- Attendance Health Check letters
- A Student Attendance App on every student's laptop
- An Attendance Data Wall
- Peer Support Class Top 10 Attendance Rates published each week
- School Attendance Rates and Year Level Attendance Rates published each week with comparison data from previous years
- End of term attendance prizes for each year level

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

Suburb, town or postcode

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 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	2014	2015	2016
Number of students receiving a Senior Statement	223	211	244
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	2
Number of students receiving an Overall Position (OP)	131	117	135
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	36%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	31	22	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	125	104	142
Number of students awarded an Australian Qualification Framework Certificate II or above.	110	98	139
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	221	210	242
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

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	89%	85%	88%
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.	99%	97%	96%

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
2014	35	43	38	14	1
2015	23	47	30	17	0
2016	27	48	44	16	0

As at 3rd February 2017. 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
2014	45	93	38
2015	5	81	50
2016	7	131	44

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

Students have had the opportunity to complete:

- Certificate I in Engineering
- Certificate I in Furnishing
- Certificate I in Information, Digital Media and Technology
- Certificate II in Engineering Pathways
- Certificate II in Furnishing
- Certificate II in Business
- Certificate II in Music
- Certificate II in Tourism
- Certificate II in Visual Art
- Certificate II in Hospitality
- Certificate II in Workplace Practices
- Certificate II in Logistics
- Certificate II in Health Support Services
- Certificate III in Fitness
- Certificate III in Business

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	94%	97%	93%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	82%	108%	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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.cavroadshs.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.

The majority of students leaving school prior to the completion of Year 12 transition to full time work or training at TAFE.

Students who leave school before completing Year 12 are provided with ongoing access to the School's Guidance and Careers Officers. All students who leave Cavendish Road State High School prior to the completion of Year 12 have a defined pathway.