



Cavendish Road State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Our school was established in 1952 and is situated on the corner of Cavendish and Holland Roads, Holland Park, 6km from Brisbane City and is well serviced by transport routes across the greater southern metropolitan districts. Current enrolment is 1805 students and predicted to increase to 1955 students by 2020. We have a strong reputation for excellence in education. Our school motto is "Nil Sine Pulvere" (Nothing without Effort, Nothing but the Best) across 4 signature pillars: Tradition, Innovation, Excellence, and Community. Less than 20% of our students come from NESB.

High expectations, inclusion and opportunity is our ethos. Cavendish Road SHS is Enrolment Managed School. Our school is high performing and student outcomes amongst the best in the State. The school community values high standards and our school has a strong wellbeing focus. The proportion of in-catchment enrolments is increasing as a means of guaranteed entry as a school of preference. Students from out of catchment are required to have academic as well as personal attributes commensurate with the high standards to enter and maintain their place in programs of excellence as means of entry. Student leadership and governance provides students with a voice, citizenship and community connection. Peer support and pastoral care programs are explicitly taught and students' personal accountability for their behaviour, presentation and being contributors to the school and broader community are fostered. Innovation and philanthropy are signature to our school.

Marzano's Art and Science of Teaching pedagogical framework guides teaching practice and professional reflection. Our school prides itself in being foremost as a school of scholarship and programs of excellence in academic and sporting fields provide depth to school culture, pride and belonging. Preparation is well underway for the new senior implementation in 2019/20. Learning is enriched in both depth of authentic learning experiences provided to students and through Programs of Excellence incorporates programs of excellence including the Academy of Ideas, Instrumental and Jazz Music, Football, Netball and Touch Football and Academic Explorers in Science and Humanities and co-curricular programs including Academic Explorers, Years 7 and 8.

Higher order thinking, project based learning and Philosophy are introduced from Year 7. A-C and Behaviour and Effort results regularly exceed 95%. Our academic and NAPLAN results are consistently above the State and Nation. Our school performs exceptionally well in State and National Awards including OptiMinds, Mathematics, Science, Philosophy, and Music. Students may 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.

Our school has well-resourced classrooms, scientific laboratories, arts facilities, and an auditorium, a new state-of-the-art indoor Sports Centre and Performing Arts Centre under construction for 2020. Science, Technology, Engineering and Mathematics (STEM) Student Prefects are inducted in Years 9 and 12 ensuring a strong focus on STEM opportunities for students.

Facilities include extensive sporting facilities, including a gym, tennis courts, basketball courts, volleyball courts and curated ovals. Learning technology is well resourced and a student laptop program operates Years 7-12 with 98% participation rate. Parent participation in our student resource scheme is exceptional and our P&C is active, and conducts profitable business units such as the school Canteen and Uniform shops that provide value to assist parents to provide schooling requisites for their child.

School progress towards its goals in 2018

Our school continues to refine and focus upon essential elements to our school improvement in three areas; academic excellence, pedagogical excellence and student engagement. Our focus of high performance in student outcomes in 2018 is currently embracing methods and strategies for teaching for impact and learning growth for every student is our goal. In 2018, the school re-focussed on strategic and outcomes objectives:

- 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 and making adjustment to authentic delivery of the intended curriculum in 2019 to ensure mandatory obligations are met by 2020.
- Continued to improve academic achievement for all of our students to ensure a bright future through learning pathways and next steps in education, training and employment
- 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
- 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.

The 2018 AIP marked the mid-point in the school's 4 year strategic plan for school improvement and development milestone. Sharper strategies were defined to deliver on the key improvement priorities of:

- Academic Excellence
 - Using data to track, monitor and support teaching and learning for best impact
 - Emphasis on learning growth as the key to further improving student achievement and outcomes
 - Ensuring challenge and rigour in the Australian Curriculum
 - Revitalising the school's literacy and whole of school Reading Program
- Pedagogical Excellence
 - Re-engagement of teachers in the embedding of the school's ASoT pedagogical framework
 - Developing professional learning circles and dialogue
- Student Engagement
 - Explicit implementation of wellbeing and school culture signatures
 - Exploring and initiating new learning partnerships for authentic, enriched and extension learning opportunities

Future outlook

Our school is committed to excellence and inclusion and seeks for ways to improve its relevance to and connection of young people to learning with purpose. To ensure every student has sense of belonging and pride in themselves and their school, our school is soon to adopt 4 Pillars of Learning – Tradition, Innovation, Excellence and Community articulating the signature elements of our school as a learning institution.

Our school's Annual Improvement Plan for 2019 identifies three priorities in the overall strategic direction of our school includes the following priorities:

- Measurable learning growth for every child
- Teaching Excellence, capacity building and professional collaboration
- Student engagement and re-alignment to the "5 C's" core values of our school

Further and closer inquiry of school performance data, school opinion survey results add weight to a cycle of inquiry and standards of evidence approach to design strategies, actions and measures to deliver on these priorities.

A sharp and narrow focus of improvement indicates that the following work of our school to be:

- Continuing to improve Reading & Writing fluency but through a whole of school and across the curriculum approach where these skills are contextualised and remain key to and complementary to 21st century skills
- Focussing our work not only on performance, but upon student learning growth with an emphasis on improving the upper 2 bands of achieving students, and ensuring no student remains at risk of not achieving academic success
- Building our culture for learning through explicit inclusive practices, wellbeing and student governance

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1579	1688	1790
Girls	695	760	831
Boys	884	928	959
Indigenous	52	54	54
Enrolment continuity (Feb. – Nov.)	96%	97%	97%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The majority of students are enrolled from out of catchment. Cavendish Road State High School draws students from approximately 60 different State, Independent and Catholic Primary Schools from across the south-east corner of Queensland. Students who are accepted from outside of catchment and who participate in 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 with 24% of students having a language background other than English.

Cultural diversity is valued in our school. A successful International Student Program supports 60 international students who have chosen to study at the school. Indigenous and Torres Strait Island students represent 3% of the enrolment.

The school is also a specialist centre for the education of students with a visual impairment.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	24
Year 11 – Year 12	20	20	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

The school offers Programs of Excellence in Mathematics, Science, Ideas (Philosophy), Instrumental and Jazz Music, Football, Touch Football and Netball.

The Australian Curriculum is implemented in the Junior Secondary years of 7, 8, 9 and 10. The Senior Secondary curriculum is accredited by the Queensland Curriculum and Assessment Authority (QCAA).

Accelerated curriculum programs are offered 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 (e.g.: Biomedical Science).

The school's pedagogical framework is informed by Marzano's Art and Science of Teaching (under review in 2019)

Co-curricular activities

Our school offers a range of extra-curricular activities:

- Instrumental Music Program
- Choir
- Cav Quest
- Arts on the Green
- Drama Club
- Kokoda Challenge
- National and International Sporting Competitions
- World Challenge
- Opti Minds
- Debating
- Leadership Programs
- Student Representative Council
- International Exchange Program
- Academic Competitions including University of New South Wales Science, Mathematics, Information Technology and Writing Competitions

How information and communication technologies are used to assist learning

The 1:1 Laptop Program which was introduced in 2016 for all students across Years 7 to 12 continued in 2018. 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 digital platform initiative.

A structured BYO Device (BYOD) program for senior students, beginning with Year 10 students began in 2018.

Students 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 of Information Services is responsible for the maintenance of an infrastructure platform that supports 21st century classrooms.

Social climate

Overview

Cavendish Road State High School enjoys 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 the Peer Support and Pastoral Care Programs. The school has a mobile phone policy that allows only the responsible use of smart phones and devices 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.

Items from the *School Opinion Survey*, where students and parents express their satisfaction with 'safe at school', 'treated fairly', 'behaviour and discipline' and 'like being at this school', are consistently above State and Like Schools comparators.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	97%	98%
• this is a good school (S2035)	96%	96%	97%
• their child likes being at this school* (S2001)	93%	98%	98%
• their child feels safe at this school* (S2002)	96%	95%	97%
• their child's learning needs are being met at this school* (S2003)	94%	95%	97%
• their child is making good progress at this school* (S2004)	94%	94%	98%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	96%	96%
• teachers at this school motivate their child to learn* (S2007)	88%	94%	95%
• teachers at this school treat students fairly* (S2008)	91%	95%	96%
• they can talk to their child's teachers about their concerns* (S2009)	98%	96%	98%
• this school works with them to support their child's learning* (S2010)	93%	95%	94%
• this school takes parents' opinions seriously* (S2011)	88%	89%	94%
• student behaviour is well managed at this school* (S2012)	90%	92%	90%
• this school looks for ways to improve* (S2013)	96%	97%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	95%	99%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	98%	97%
• they like being at their school* (S2036)	97%	90%	94%
• they feel safe at their school* (S2037)	98%	94%	91%
• their teachers motivate them to learn* (S2038)	98%	93%	90%
• their teachers expect them to do their best* (S2039)	99%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	96%
• teachers treat students fairly at their school* (S2041)	94%	83%	82%
• they can talk to their teachers about their concerns* (S2042)	86%	76%	77%
• their school takes students' opinions seriously* (S2043)	87%	85%	79%
• student behaviour is well managed at their school* (S2044)	87%	82%	71%
• their school looks for ways to improve* (S2045)	97%	96%	91%
• their school is well maintained* (S2046)	99%	95%	86%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	100%	99%
• they feel that their school is a safe place in which to work (S2070)	99%	98%	99%
• they receive useful feedback about their work at their school (S2071)	91%	92%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	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%	99%
• student behaviour is well managed at their school (S2074)	96%	92%	92%
• staff are well supported at their school (S2075)	89%	95%	95%
• their school takes staff opinions seriously (S2076)	84%	92%	95%
• their school looks for ways to improve (S2077)	97%	98%	99%
• their school is well maintained (S2078)	96%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	97%	94%	92%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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 and Year Level Deans.

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:
- The Parents and Citizens' Meeting which is held on the third Tuesday of the month at 7pm
- Parent Forums including school information evenings
- NAPLAN and QCS Information sessions
- Principal morning teas
- Parent Teacher Interviews which are held twice per year
- Student Education and Training Plan (SETP) Meetings
- Subject Selection Evenings
- Sports carnivals and performance evenings
- The electronic newsletter which is distributed once per month.

A range of adjustments are made to assist students with diverse needs to access and participate fully at school. The school's support personnel includes Head of Department (Teaching & Learning), 2 teacher STLN, an EALD specialist, and Indigenous Liaison Support Teacher-Aide, 3 Guidance Officers, a School Based Health Nurse, School Chaplain, a Youth Support Worker and a range of specialist Advisory Visiting Teachers.

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 education programs

Our school's Responsible Behaviour Plan outlines and details the core values of safe and respectful behaviours. The school has developed and implemented a whole school approach to respectful relationships education which is primarily implemented through the Peer Support and Pastoral Care Programs.

The school also utilizes the opportunity presented through the curriculum and school practices to build a culture that respects all relationships and that seeks to prevent gender based violence. External providers are 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.

A Student Wellbeing team including the Guidance Officers, School Based Youth Health Nurse, Chaplain, Indigenous Liaison Officer, Deputy Principal (Wellbeing) and Directors of Student Achievement meet regularly to determine strategies of support for students.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	99	144	123
Long suspensions – 11 to 20 days	7	9	2
Exclusions	6	6	8
Cancellations of enrolment	2	3	2

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

The number of student suspensions as a percentage of total school population has decreased as direct result of wellbeing and targeted intervention strategies.

Environmental footprint

Reducing this 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. Resource use reduction has been achieved through sustainable practices and significant investment in school maintenance.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	552,936	554,661	508,301
Water (kL)	11,524	12,490	9,866

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	134	54	<5
Full-time equivalents	126	36	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	5
Masters	11
Graduate Diploma etc.*	38
Bachelor degree	80
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$175,663.45.

The major professional development initiatives are as follows:

- Implementation of the Australian curriculum
- Implementation of Marzano's 'The Art and Science of Teaching'
- Building capacity in the teaching of Literacy and Numeracy across the curriculum
- Preparation and planning for the introduction of The New Senior and ATAR

- Establishment of Professional Learning Communities.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	94%	94%
Attendance rate for Indigenous** students at this school	93%	91%	91%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

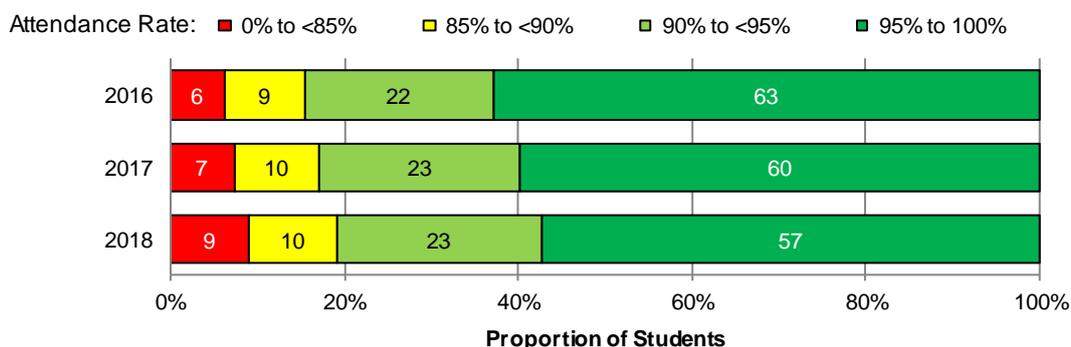
Year level	2016	2017	2018
Year 7	96%	96%	95%
Year 8	95%	94%	94%
Year 9	95%	93%	92%
Year 10	94%	93%	93%
Year 11	95%	95%	95%
Year 12	95%	95%	94%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

Rolls are marked electronically at the beginning of each day and at the start of each lesson. Attendance is checked and reconciled with off campus and other curriculum activities. An SMS texting system is used to notify parents of student absences.

Rolls and records of attendance comply with the Department of Education's policy. Early parent contact is made by Year Co-ordinators, Directors of Student Achievement and Year Level Deputy Principals to support regular attendance and reinforce the school's attendance target of 95%.

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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	244	237	243
Number of students awarded a QCIA	2	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	242	234	241
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	135	154	154
Percentage of Indigenous students who received an OP	36%	20%	8%
Number of students awarded one or more VET qualifications (including SAT)	142	125	116
Number of students awarded a VET Certificate II or above	139	120	115
Number of students who were completing/continuing a SAT	14	21	18
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	88%	86%	90%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	96%	97%	96%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	27	43	30
6-10	48	44	51
11-15	44	46	58
16-20	16	21	15
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	7	16	8
Certificate II	131	105	105
Certificate III or above	44	48	51

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students have had the opportunity to complete:

- Certificate II in Engineering Pathways
- Certificate II in Furniture Making
- Certificate II in Music Industry
- 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
- Certificate I in Construction

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	93%	97%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	100%	120%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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