



Spinifex State College - Mount Isa
Education and Training Precinct

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Spinifex State College - Mount Isa is a three campus educational facility of a Junior Campus (Yrs 8-10); a Senior Campus (Yrs 11-12) and the Residential Campus. Spinifex embraces the many cultures represented in our school - including approx 35% Indigenous students. Our students are encouraged to learn from and respect all cultures. Spinifex State College is committed to being recognised as a high performing school. Our college values each individual learner and supports: hard work, dedication, innovation, creativity and the pursuit of success through individual pathways and personalised learning. Our core values are: Respect, Excellence, Co-operation, Accountability and Productive Relationships. Our School Expectations are: As Learners at Spinifex: We are Safe; We are Respectful and We are Responsible. Our students are recognised and rewarded for modelling these expectations.

Spinifex State College - Mount Isa is based in a rural and remote setting however our students have access to excellent facilities for learning. The Senior Campus opened the North West Queensland Mining and Engineering Trade Training Centre in 2012 and has a modern Multi-media Centre. The Junior Campus has a newly refurbished Resource Centre, four-court multi-purpose recreation facility and recently refurbished classrooms. Our Residential Campus works with outlying remote communities to provide quality secondary education for students in their local area. Each year the Residential campus celebrates with students and families the graduation of year 12 students - often the Frist in Family to finish secondary schooling.

Our school is proud of the excellent results we achieve. Each year our students who aspire to Tertiary education achieve excellent results due to the support and readiness programs run by the school. Students who aspire to transition into work or VET training benefit by our close links with TAFE and Industry. Our strong links with Mount Isa Mines and other businesses have led to many authentic learning opportunities to prepare students for their chosen post-school pathways. This includes School Based Apprenticeships, work experience and guest speakers. Spinifex students are encouraged to work hard and achieve their best – our school is proud of the achievements of our students.

Principal's Foreword

Introduction

School Progress towards its goals in 2018

In 2018 the school had a focus on improving results for all students. This was done by:

- Focusing on having all staff skilled to deliver quality curriculum programs to all students.
- Consolidating the adoption of the Gradual Release of Responsibility model as the commonly adopted teaching framework for all classrooms.
- Consolidating the focus on the teaching of reading and writing across all curriculum areas.
- Embedding the Positive Behaviour for Learning program by training staff, teaching school Expectations, and having celebration events.
- Celebration of ANZAC Day, National Sorry Day, Remembrance Day and Reconciliation Week and NAIDOC week on both Junior and Senior campuses;
- Celebrating Special Events – Cultural, Performing Arts and Academic activities.

Future Outlook



Key priorities identified for improvement in the school for 2018:

- **Embed a positive learning environment** – through the consistent implementation of Positive Behaviour for Learning and the Spinifex Success Principles
- **Embed a culture of high aspiration and successful learning** – delivered through the Gradual Release of Responsibility methodology.
- **Enhance essential literacy skills** across the school – a continued focus on Learning to Read and Reading to Learn.

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	830	817	806
Girls	409	392	398
Boys	421	425	408
Indigenous	325	316	294
Enrolment continuity (Feb. – Nov.)	81%	83%	85%

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

Spinifex State College – Mount Isa is built on Kalkadoon land and provides education to a student body from a wide variety of cultural and socio-economic backgrounds. While the Kalkadoon are the local indigenous group we have students from as many as 16 different cultural groups from around Queensland and the Northern Territory. Approximately 38% of the student population identify as being Indigenous, and we also have a large number of students from overseas countries including New Zealand and South East Asia.

The school ICSEA rating in 2017 was 875 which placed the school in National Decile 1 and State School Decile 2 – an indication that our students come from a challenging backgrounds. Each year approximately 20% of the senior graduates transition to Tertiary education with the remainder seeking employment locally. Our programs cater to all post-year 12 pathways.



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	20	22	21
Year 11 – Year 12	17	16	15

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

Since opening in 2003 we have worked closely with local industry partners to encourage them to be part of the educational program offered to our students. Our school delivers the Australian Curriculum to students in years 7 to 10 where it is available and follows the Queensland Curriculum for all other subjects. A full copy of our Curriculum Plan is available on our website: www.spinifexsc.eq.edu.au

The establishment of the North West Queensland Mining and Engineering Trade Training Centre has enabled our students to access industry standard training programs delivered with industry standard facilities. The close proximity to Mount Isa's TAFE campus also gives students access to extended VET programs in their timetable.

As Queensland Minerals and Energy Academy founding member our students are able to access programs offered both in Mount Isa and around the state with a focus of promoting career pathways in the mining sector.

Co-curricular activities

- Gifted and Talented Programs – including a program for year 6 students in the areas of Maths/Science, Manual Arts, Sports Science and Technology
- Year 11 Leadership and Personal Development Camp Year 12 Leadership Camp – Captains and School Council Members – years 9-12
- Senior Tutorial Classes – Yrs 11-12
- School-Based Apprenticeships/Traineeships Yrs 10-12
- Structured Industry Placements – Yrs 10-12 – over 300 placements
- Rock Pop Mime
- Drama workshop – Yrs 9-12
- Instrumental Music Program – Yrs 7-12
- North West Sports – Yrs 7-12
- James Cook University Residential Camps – Yr 10 “Get into Uni” and Yr 12 Experience
- Yr 6 Transition Days
- Tools4Change – community sponsored transition program – Yrs 6
- Yr 8 Survivor Program
- Yr 9 – Skills NQ – Townsville Try-A-Trade
- Siemens Science Summer School – Yrs 10-12
- QMEA – Outback @ Isa excursions, Senior Engineering Camp, 4Girls2 Program
- Mount Isa Mines - Mining Expo
- Year 7&8/12 Day
- School Musical

How information and communication technologies are used to assist learning

Information Communication Technologies are embedded in the school program in areas such as:



- Technology is embedded into subjects;
- Year 10 students studied Cert I in Information, Digital Media & Technology and use the skills in other curriculum areas;
- Year 11/12 Information Technology Systems or Information Communication & Technology were subject options, and
- Many other senior subjects have technology components embedded into the work program.

Each campus has a number of computer lab rooms to allow all subject areas access to technology – Junior Campus has 5 full labs, Senior Campus has 5 full labs. Each campus also has a classrooms with a number of computers available for use in classrooms. Senior Campus has 5 laptop trolleys holding 28 laptops each and a trolley holding 16 laptops for use in classrooms. The school has a number of iPad available for use in classrooms.

The library at each campus holds a number of laptops for use and desktops that can be accessed by students throughout lessons and in breaks. Since the beginning of 2010 all teachers have their Computers for Teachers laptops and are using them to access technology across the curriculum. 100% of classrooms have had wireless connectivity for students and all classrooms now have internet connections through either wireless or data ports.

Social climate

Overview

Spinifex is committed to providing an intentionally inviting environment for students. Our school's Responsible Behaviour Plan for Students is focused on shared responsibility for education with students, parents and the school working together. Our Student Support Program consists of a number of staff who work together to ensure that students are encouraged to engage fully in our education program.

Specialist staff who work with teachers and administration include:

- Guidance Officer
- School Based Youth Health Nurse
- School Based Police Officer
- School Chaplain
- Community Education Counsellors
- Youth Support Coordinators

In 2015 the school embedded the Positive Behaviour for Learning (PBL) Program. School expectations taught to students are: As Learners at Spinifex - We are SAFE; We are RESPECTFUL; and We are RESPONSIBLE.

The PBL Program has a focus on rewarding students through issuing of Spinifex Stamps for meeting school expectations. Stamps were spent at the Spinifex Shop or raffles. Reward activities each term for the top earners were held also – these included Pizza parties, bowling activities and movie entrance.

The school has a commitment to inclusive practices and the development of a positive school culture including:

- Evidence based programs to enhance social and emotional development of students: Drumbeat, Girls With a Purpose, Seasons for Growth, Deadly Choices, and PCYC Boxing Program
- The Breakfast Club run by the SBYHN and Chaplain



- The Young, Black and Deadly Program (included serving at the Elders Lunch during NAIDOC week in 2015),
- Lunchtime sports at both Junior and Senior Campus,
- Students of the Week awards given on year level parades,
- Student Council events such as Shave for a Cure, Jeans for Genes Day, Spinifex Has Talent
- Commemoration of significant events such as ANZAC Day Parades, Sorry Day Parades, Reconciliation Week and NAIDOC Week activities
- Involvement in Community events such as annual ANZAC Day Parade and NAIDOC Elders lunch.

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)	91%	94%	93%
• this is a good school (S2035)	88%	97%	93%
• their child likes being at this school* (S2001)	94%	97%	98%
• their child feels safe at this school* (S2002)	91%	91%	85%
• their child's learning needs are being met at this school* (S2003)	94%	91%	88%
• their child is making good progress at this school* (S2004)	88%	97%	93%
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	97%	90%
• teachers at this school motivate their child to learn* (S2007)	85%	94%	90%
• teachers at this school treat students fairly* (S2008)	78%	94%	95%
• they can talk to their child's teachers about their concerns* (S2009)	94%	97%	93%
• this school works with them to support their child's learning* (S2010)	91%	97%	90%
• this school takes parents' opinions seriously* (S2011)	82%	94%	89%
• student behaviour is well managed at this school* (S2012)	78%	82%	75%
• this school looks for ways to improve* (S2013)	88%	94%	95%
• this school is well maintained* (S2014)	91%	91%	100%

* 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)	99%	97%	94%
• they like being at their school* (S2036)	82%	84%	81%
• they feel safe at their school* (S2037)	87%	90%	83%
• their teachers motivate them to learn* (S2038)	93%	92%	94%
• their teachers expect them to do their best* (S2039)	97%	99%	97%



Percentage of students who agree [#] that:	2016	2017	2018
• their teachers provide them with useful feedback about their school work* (S2040)	93%	94%	94%
• teachers treat students fairly at their school* (S2041)	81%	74%	75%
• they can talk to their teachers about their concerns* (S2042)	74%	80%	75%
• their school takes students' opinions seriously* (S2043)	68%	74%	79%
• student behaviour is well managed at their school* (S2044)	58%	64%	67%
• their school looks for ways to improve* (S2045)	86%	94%	90%
• their school is well maintained* (S2046)	85%	90%	78%
• their school gives them opportunities to do interesting things* (S2047)	85%	91%	89%

* 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)	92%	84%	91%
• they feel that their school is a safe place in which to work (S2070)	95%	84%	93%
• they receive useful feedback about their work at their school (S2071)	82%	75%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	73%	74%
• students are encouraged to do their best at their school (S2072)	92%	86%	96%
• students are treated fairly at their school (S2073)	87%	80%	85%
• student behaviour is well managed at their school (S2074)	70%	50%	72%
• staff are well supported at their school (S2075)	77%	68%	86%
• their school takes staff opinions seriously (S2076)	76%	68%	86%
• their school looks for ways to improve (S2077)	84%	81%	92%
• their school is well maintained (S2078)	82%	75%	85%
• their school gives them opportunities to do interesting things (S2079)	85%	76%	85%

* 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

Our school encourages parents to participate in the education of their students. We offer both formal and informal opportunities to do this. Some examples include:

- Meet the Teacher/Parent function in February of each year.
- Leadership Investiture/Awards Night / Yr 12 Graduation
- Fortnightly newsletters – sent via email and on the school website
- Regular Facebook posts
- Monthly P&C Meetings
- Quarterly Indigenous Advisory Committee meetings
- Parent/Teacher interviews – held twice per year



- SET Planning Interviews – all year 10 students and parents meet with school staff to develop individual Senior Education and Training Plans
- Regular teacher/parent contact – to celebrate success or to discuss issues of concern
- Year 7/8 Culminating Events/Open Day
- MAD About the Arts – Art Exhibition Evenings
- Spinifex Has Talent – performance evening
- School Events such as Sporting Carnivals, Musicals,
- Hospitality Restaurants
- Subject Selection Evenings
- Parent Meetings as part of the Case Management process, particularly for students involved in alternative programs
- Community Education Counsellor home visits
- Residential community visits – Head of Campus regularly visits communities with house parents and teachers
- Open Days/weekends were held at the Residential Campus where community members stayed at the residential campus with their children

Respectful relationships education programs

The schools Responsible Behaviour Plan for Students clearly defines the respectful ways of interacting and behavior at Spinifex State College. The school has a significant number of student support staff that provide students with additional support to assist them form respectful, equitable and positive friendship and interactions within the school environment. Case management is a key aspect of supporting students at Spinifex and is led by year level Deputy Principals, with the support of student services personnel. A range of external programs are provided to students throughout the year to promote healthy and positive living.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	315	413	435
Long suspensions – 11 to 20 days	21	29	16
Exclusions	5	4	6
Cancellations of enrolment	5	7	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.

Environmental footprint

Reducing this school's environmental footprint

Spinifex State College has attempted to reduce its environmental footprint by operating an efficient maintenance process to reduce the water and electrical usage. The reduction of leaking taps, the replacement of ineffective sprinklers and the replacement of inefficient electrical equipment has reduce school water and electrical usage. Staff at Spinifex SC are encouraged to turn off lights and air conditioners when leaving vacant rooms.



Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	356,557		958,387
Water (kL)	930		

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.

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

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

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	80	71	12
Full-time equivalents	79	58	9

*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	1
Masters	4
Graduate Diploma etc.*	7
Bachelor degree	66
Diploma	
Certificate	

*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 \$103,936.

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

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Principal Professional Learning Communities and Conferences
- Literacy Skills/Reading In-service – Literacy Coach
- QCAA – Australian Curriculum Years 7 to 10
- QCAA – SATE (new senior syllabus)
- Teacher Profile Training
- Cultural Awareness In-service - to address Closing the Gap Initiatives
- Positive Behaviour for Learning
- Essential Skills for Classroom Management
- QTAC – new ATAR system
- Beginning Teacher Mentor training
- First Aid and Rehabilitation Officer training
- OneSchool Finance training

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%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 85% 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	83%	83%	84%
Attendance rate for Indigenous** students at this school	74%	73%	74%

* 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	84%	85%	85%
Year 8	82%	80%	81%
Year 9	83%	81%	79%
Year 10	82%	81%	81%
Year 11	83%	84%	89%
Year 12	85%	89%	90%

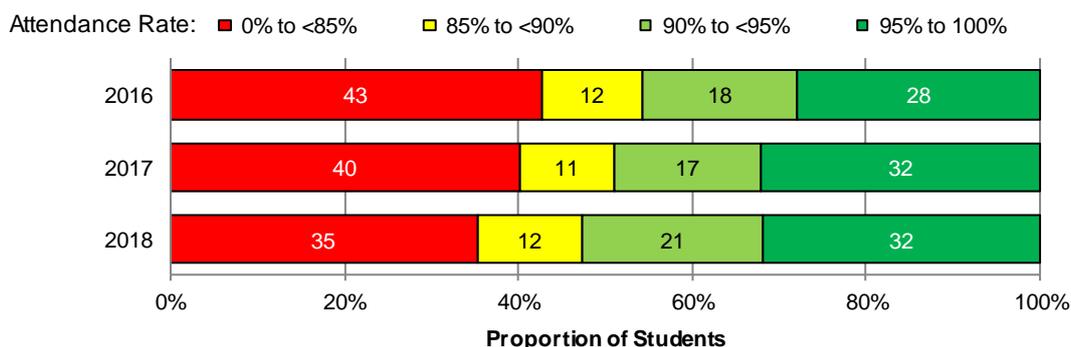
Notes:

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.

- The school operates a text-messaging system to give parents early notification if a child is not at school and asks for parents to contact the office to discuss reasons for absences.
- Rolls are marked each morning on both Junior and Senior Campus. Students who are flexed off at Senior report to the office on arrival.
- Students late to school report to the office and are counselled by the Principal or Deputy Principal. Regular late arrivers are given consequences for this which may include Attendance Cards.
- Roll marking is completed for each teacher in each class using ID Attend during the day to ensure up-to-date electronic records.
- School staff contact home for students who are regularly absent from school to discuss issues with intent to encourage attendance.
- Five-weekly attendance audits were performed on Senior Campus – attendance linked to eligibility to attend extra-curricular activities such as Leadership Camp and Graduation.
- A Teacher Aide is employed on each campus to contact home to follow up ‘unexplained’ absences.
- Community Education Counsellors and Student Case Managers visited homes of students with poor attendance records to encourage re-entry to schooling.
- Residential Campus runs reward activities to encourage students to return promptly from holidays.
- Letters are sent home to families when children are absent for more than three unexplained days. Where there is not a suitable response alternatives such as making the child’s enrolment ‘inactive’ or sending home letters to start legal prosecution are considered.

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	99	129	108
Number of students awarded a QCIA	6	5	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	93	124	108
Percentage of Indigenous students awarded a QCE at the end of Year 12	85%	93%	100%
Number of students who received an OP	16	28	22
Percentage of Indigenous students who received an OP	3%	8%	5%
Number of students awarded one or more VET qualifications (including SAT)	90	123	106
Number of students awarded a VET Certificate II or above	69	101	76
Number of students who were completing/continuing a SAT	15	9	7
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	94%	64%	64%
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	95%	96%	100%
Percentage of QTAC applicants who received a tertiary offer.	85%	92%	88%



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	3	5	4
6-10	2	5	4
11-15	10	8	6
16-20	1	5	7
21-25	0	5	1

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	75	106	117
Certificate II	69	95	76
Certificate III or above	5	8	4

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).

Certificate Courses offered to our students included those offered at school, offered through TAFE and through RATEP.

School

MEM10105 Certificate One engineering

ICA10111 Certificate Information Digital Media and Technology

TAFE

Cert I Construction, Cert II Automotive Vocational Preparation; Cert II Electro-technology; Cert II Engineering Pathways, Cert II Furniture Making, Cert II Health Support Services

RATEP: Cert III in Education (Aboriginal and Torres Strait Islander Programs)



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	83%	68%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	82%	53%	59%

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.

Students who chose to leave school prior to completion of their QCE are supported to transition to either full-time work or further education. Support staff work in the school and network with community organisations (such as Centacare and Youth Connect) to support students to make a smooth transition.

As we are a mining community the nature of the city population is transient - families leave town for either interstate or international destinations.

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.spinifexsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

