



Caloundra 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

Caloundra State High School is a vibrant, contemporary student focused centre of learning. Expectations of student learning engagement with high levels of concentration and productivity, with no student having the right to 'opt out' of learning and participating, ensures that every student learns and achieves every day to the best of their ability. Our school priorities are 21st Century Learning and Learner, being a School of the Future and having Engaged Learners. Our focus is undeniably LEARNING but learning in a 21st century mode incorporating the use of digital ICT with every student expected to have and use their own electronic device and teaching the 21st Century skills and attributes of Collaboration, Communication, Critical Thinking, Creativity, Citizenship and Character (6 C's). These attributes and skills provide work readiness skilling or higher education and training preparedness. The school is driving an effective researched based pedagogical approach to learning with Marzano's Art and Science of Teaching framework, which has enabled a wide variety of strategies to enhance the learning outcomes of students in a positive, caring approach with high expectations. A diverse, innovative and relevant curriculum that is responsive to individual, community, resource availability and staff expertise delivers high academic and vocational outcomes. Our curriculum continues to reflect current and future needs and is subject to continuous improvement. The Sunshine Coast Technical Trade Training Centre (SCTTTC) located on site and in partnership with three other state schools, is recognised as highly successful and innovative with an outstanding student employment success. Caloundra has created a school culture which is highly collegial and provides students with a highly caring and supportive learning environment. Passionate experienced teaching professionals are innovative in course delivery, promoting a learning culture where achievements are celebrated and acknowledged. The valuing of individual students, enables tailored learning pathways where staff possess a thorough knowledge of students' abilities and where they aspire to be. Our highly supportive school culture is recognised internationally through our expanding International Schools program. Student learning is based on partnerships between the Student, Parent and School community with each having clear responsibilities to support the learner. These partnerships are a crucial component of Caloundra's way of doing business and the success of our students is dependent on the partnership between the student, parent and the school. Clear consistent communication ensures that learners are in class learning and engaged, therefore, achieving to their full potential. For over 50 years our school has nurtured and produced students of the highest quality for a range of vocational and academic pathways. Student learning, quality pedagogy and student achievement for meaningful pathways will continue to drive the school's improvement agenda, aligning with our motto 'Lighting the way to Broad Horizons and Bright Futures'. We build futures here at Caloundra State High School!!

School progress towards its goals in 2018

School Improvement priorities 2018 and outcomes:

Improvement priority – 21 st Century Learning	Strategy – 21 st Century Learning and Learner			
	Actions	Targets	Outcome	Comment
Improvement priority – 21 st Century Learning	Implement whole of school writing program with a focus on the explicit teaching of writing for year 7 and 9 students using a range of strategies including 7 Steps, TEEEL, 5 Tier writing process	Increase Yr 9 NAPLAN NMS from 77.7% to 100% and U2B from 7.1% to 15%, Yr 7 NMS from 92.6% to 100%, Yr 7 U2B from 13.45 to 15%	Year 9 writing NMS boys (53.5%)	Yr 9 NMS for writing 70.4% (decrease), U2B 9.2% (increase) Yr 7 NMS for writing 85.8% (decrease), U2B 10.2% (decrease)
	Educate staff & students (focus Yr 10) about new Senior Assessment and Tertiary Entrance (SATE). Prepare school processes for implementation (2019) - re-structure Yr 10 curriculum, rename subjects, align assessment & content (meeting ACARA requirements), yr 10 exam block, formal exams Yr 7-10, utilisation of pathways brochure. Explicitly teach cognitive verbs.	100% year 10 students and parents informed about SATE 100% Yr 9 students with a SET plan 100% Yr 10 students with a 'Pathway', 100% of Yr 7-10 assessment uses Cognitive Verbs (where applicable)		100% students/ parents informed - 2 parent nights. Significant info. sent out. SATE practices adopted - Yr 10 curriculum re-structure, formal exams Yr 7-12, pathways brochure. Cognitive verbs used in classes.
	Provide individual student case management and programs for students identified at risk of not attaining, not attending or not transitioning successfully. Employ support staff : Attendance Officer, Lit & Num T/A (Yr 9/10 focus), Indigenous T/A and GO	93% Whole school attendance (89% Indigenous) A-C data for Yr 9/10 – 85% pass rate (English, Maths and Science)		Whole school attendance 90.5%, Indigenous students 85.2%. Target achieved for A-C attainment except for Yr 9 Science (78.2%) and Year 10 Maths (82.6%)
	Build professional capability of teachers through provision of peer coaching (Teaching and Learning Coach) focusing on STEM (CASE in Science), ASOT, SATE, BM – as determined by individual teacher needs . Provide professional development on coaching.	100% teachers complete ATSI self reflection tool and refer to it in APDL 100% Coaches obtain qualifications 50% of individual Teachers supported		Peer coaches appointed and utilised. Additional teacher provided for teacher release to develop skills and knowledge on SATE, BM CASE implemented.
Improvement priority – School of the Future	Provide avenues for Aerial Technology (AT) to be a point of distinction with new courses eg. Start Uni Now – CQU, B of Aviation, Cert 111 in Aviation (Remote Pilot), Drone Day (Step up Program Yr 5/6). Market distinction. Link with local airport.	100% Yr 7 Digital, Yr 8-10 Design, Yr 9 STM, Cert II in IDMT, Cert III in Aero Tech – use aerial technology as a teaching tool 100% Geog. classes use Aerial Tech. 100% students enrolled in course, exit with Cert 111	Further work in faculties to develop strategies to use Aerial Technology as a teaching tool	Cert 111 delivered but due to low numbers (3) students have re-enrolled in 2019. Successful Drone Day held Airport links established
	Embed ICT as a learning tool (e-learning) fully with all students using devices in class, most accessing textbooks electronically, use of One Note/Learning Place as a learning platform, students engaging with technology eg GIS or virtual reality in classes, teachers explicitly teaching ICT skills. Provision of PD for staff to integrate E-Learning and staff accessing peer teacher Digital Jedi.	100% of students with BYOD 75% of Yr 7-12 subjects using e-texts (where applicable) 100% of teachers and students engaged with e-learning	Not all students have a device, use e-texts or e-learning and are developing their ICT skills	96% of students with their own device 96% of students using e-texts, 96% of staff and students using e-learning One Note or Learning Place used as learning tools ICT skills explicitly taught
Improvement priority – Engaged Learners	Implement Pathways to Success program through career counselling for each year 10 & 12 student to ensure successful pathways to employment or further education and training – employ an additional GO for 1 day per week with resources plus the employment of a part time Industry Liaison Officer. Utilise the Pathways to Success brochure.	90% of exiting students to be engaged in employment or further education or training (Next Steps Data) 100% Year 10 students engaged in work experience OP 1-15 increase to 75% (from 69%)		GO employed & Career Counselling provided with 98% QTAC successful applications and 79.6% OP 1-15 (most successful results in 7 years) 4 students did not participate in WE but were given permission not to participate
	Continue to embed Respectful Relationships in the school: White Ribbon school and program, expand Community Ambassadors (Z Club) program, create visual symbols, explicitly teach in Bright Futures and work with school and community.	100% students receiving White Ribbon message		100% students received White Ribbon message explicitly taught in class, White Ribbon events occurred, White Ribbon message artworks erected. Community Ambassador program engaged with community.
	Implement the Stephanie Alexander Garden program to promote positive food habits for life – construct gardens, teach program in Food Studies in year 7 and SEP student program.	100% SWD students involved in program 100% year 7 students involved in program		Stephanie Alexander garden program established and implemented with 100% of Yr 7 students accessing program.
	Market and promote the school at every opportunity through increased digital marketing, increased presence in community, showcasing of school through nominations for awards and grants. Promote Aerial Technology as a point of difference.	Enrolments in school to 1130 students Community investing in school –physically or financially Successful in awards and grants		Enrolment Day 8 of 1152 P and C contributed \$50 000 for refurbishment of Kitchen (facilities) Successful applied for ISP funding for classroom refurbishment

Future outlook

2019 Annual Implementation Plan

Improvement priority – 21 st Century Learning	Strategy – 21 st Century Learning and Learner			
	Actions	Targets	Timelines	Responsible Officer/s
	Implement New QCE implementation (SATE) for yr 11. Implement SATE ways of working for Yr 7-11 eg Academic Integrity policy, assessment moderation & reduction in assessment to 1 per term. Provide targeted career counselling to Yr 10 and 11 students.	100% implementation of SATE for Yr 11 students 100% students and staff complete Academic Integrity online course Formation of Assessment committee 100% Assessment moderated 100% faculties - 1 piece assessment per term	End of 2019 End of term 1 Term 1 Throughout year	Leadership team HOD Senior and Senior DP Teaching staff and students Assessment committee
	Implement targeted strategies to improve the attainment of students specifically boys in Yr 9 reading and writing, NAPLAN NMS and U2B and in A-C results in Maths, English and Science (Yr 7-9)	Increase A-C boys attainment to 85% in Eng. Maths & Science Improve NMS to 95+% from Writing Yr 7- 81.6%, Yr 9 53.5%, Reading Yr 9 76.1%, Spelling Yr 7 92.2%, Yr 9- 88.4%, G&P Yr 7 91.2%, Yr 9 87% and Numeracy Yr 9 92.8% Improve U2B – Yr 7 to 25% reading (from 20%), G&P (from 23.5%), Spelling 30% (from 25.5%) & Numeracy (from 28.9%). Writing to 13% (from 10.2%). Yr 9 writing 15% (from 9.2%) & Reading (from 11.3%). 22% for Spelling (from 20.7) & G&P (from 20.9%) Numeracy 25% (from 18.1%)	End of 2019	All teaching staff HODS – Maths, English and Science
	Strategy – Quality Teacher Quality Teaching			
	Actions	Targets	Timelines	Responsible Officer/s
	Build professional capacity and capability of teachers through peer coaching (Teaching and Learning Coach) focusing on SATE, Teaching Boys (Kinaesthetic Learning) and ASOT – as determined by individual teacher needs. Continue with Digital Jedi committee for provision of PD to staff on using Digital Technology. Utilise PD to fund.	100% assessment for new QCE approved through QCAA 100% students receive Satisfactory for SATE subjects 100% Teachers implement targeted strategies for teaching boys including introduction of movement in each class (kinaesthetic) ASOT practices evident in 100% teachers classrooms Digital Jedi provision of PD to teachers PD provided for individual teachers as needed	All year	HOD Teaching and Learning
	Review Yr 7 -10 curriculum to ensure that the Australian Curriculum will be fully implemented in 2020. Map subjects to ensure that the General Capabilities are being taught. Through assessment committee, moderate Yr 7-10 assessment for consistency and alignment. Employ moderation processes in faculties including cross marking.	100% applicable assessment screened though Turnitin All Yr 7-10 curriculum delivered as per ACARA 100% of faculties moderate marking 100% assessment monitored through assessment committee Improve SOS data for students with My teachers provide me with useful feedback from 76.8% to 85%	All year	HOD Teaching and Learning Curriculum HODS All teaching staff
Improvement priority – School of the Future	Strategy – Innovation			
	Actions	Targets	Timelines	Responsible Officer/s
	Create High Performing Athletes program (HPA) in partnership with USC, Falcons and Melbourne Storm Rugby clubs. Employ staff to support program. Utilise partnerships to apply for grants to enhance school resources.	20 students enrolled into HPA course Increased success for HPA students in sport and academically MOU signed with partners Successful grant (s) recipient through partnerships	All year	Head of Department HPE
Improvement priority – Engaged Learners	Strategy – Engagement			
	Actions	Targets	Timelines	Responsible Officer/s
	Focus on Boys Education –improve attainment, attendance and leadership through experiential (e.g. Yr 9 camp) and kinaesthetic learning (eg movement in lessons). Actively foster the 'Good Young Person' concept with all students.	Increase yearly attendance rate to 93% for boys in Yr 7 (from 92.2%), Yr 8 (from 88.2%), Yr 9 (86.9%) and Yr 10 (from 89.2%). Reduce SDA absences. Increase attainment for Boys in English to 85% (From Yr 7 80%, Yr 8 82%), Maths from (yr 7 83%) and Science from (Yr 8 83%) Reduce number of boys involved in BM incidents resulting in suspensions from 12.3% to under 10%. Increase number of boys applying for leadership positions in all areas of the school from 2 applicants to at least 5 per position.	All year	All teaching staff
	Strategy – Supportive School Environment			
	Actions	Targets	Timelines	Responsible Officer/s
	Create HOD Student and Staff Wellbeing . Design and implement <i>Learning and Wellbeing policy</i> . Provide programs and strategies to improve staff and student wellbeing. Focus on <i>Parent and Community engagement</i> .	Wellbeing policy developed. Programs implemented in the school to meet student needs eg Peer Skills/Peer Skills DV, Community Ambassador Z Cub, Cybersafety Increase in community interaction with the school Provision of resources for students in need Improve SOS results to 85% (from 71.7%) for students in <i>My Teachers care about me</i> and staff for <i>positive staff morale</i> to 85% (from 75.4%).	All of 2019	HOD Wellbeing
	Aligning with the Inclusive Education Policy, provision of strategies for each target group dependent on needs to ensure success	Close the Gap for Indigenous students - improve attendance to 90% from, Yr 8 86.8% , Yr 9 86.6%, Yr 10 69.8% Provision of strategies and programs for individual students dependent on need including utilising NDIS providers	All of 2019	HOD Wellbeing HOSE

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	1012	1054	1130
Girls	486	516	546
Boys	526	538	584
Indigenous	44	50	63
Enrolment continuity (Feb. – Nov.)	90%	89%	90%

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

Our students come from a diverse range of social and economic backgrounds with the school having an ICSEA of 1004 meaning that we are above average in terms of education of parents and financial standing within our families.

Characteristics of the student body:

- Overall 56% of the student population were male with only 44% being female – 52% of boys in year 7, more girls in year 8 (53%), more girls in year 9 (51%), more girls in year 10 (51%) but in senior, year 11 boys were 66% and 69% of year 12 students were male.
- 37% of students were in senior (years 11 -12), 30% in middle (years 9 -10) and 33% in junior (years 7-8).
- 5.5% of students are Aboriginal and/or Torres Strait Islander which was an increase from 2017.
- 67 International students attended Caloundra in 2018 with most students from Germany. Length of stay varied from one year to one term. International student numbers continue to increase (54 students attended in 2017).
- Very small number of ESL students.
- Very small number of independent students.

Majority live on the Caloundra coastal area with a small percentage living in hinterland.

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	21	21	22
Year 11 – Year 12	18	17	17

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

CALOUNDRA STATE HIGH SCHOOL - 2018 Curriculum, Reporting and Assessment Framework

STUDENT LEARNING

The student is the center of all teaching and learning. Planning starts with the student and curriculum decisions are based on students. Caloundra SHS has adopted strategies to enable students to succeed in their chosen coursework.

Australian Curriculum - Year 7 to 10 all students study subjects in Learning Areas aligned to the **Australian Curriculum (ACARA)**

Homework - all students undertake homework. Homework can consist of the completion of set tasks, revision of work, study, preparation for next day or completion of assessment tasks. The amount of homework per week is recommended as follows: Yr 7—4 hrs, Yr 8/9 5 hrs, Yr 10—7 hrs, Yr 11/12 min of 2 hrs per night. (10 hrs).

Enrichment Day - this is only for senior students (yr 11 and 12) on a Wednesday where students do not engage in traditional schooling but undertake a variety of other learning opportunities. They can:

- participate in industry placement or work experience
- complete a cert course at the Trade Training Centre
- access tutorials at the school
- work on assessment at home
- undertake university subjects or cert. courses
- complete school-based traineeships or apprenticeships

Keeping Track of My Learning (KTOML) - Yr 7 -12

For each curriculum unit, students are required to track their understanding of content based on the identified unit learning goals and enter results achieved. These are subject specific.

State Wide Assessment - Year 12 students eligible for an Overall Position (OP), sit the Queensland Core Skills Test (QCS) in September. All Yr 7 and 9 students will sit a National Test (NAPLAN) in May which tests the areas of Writing, Reading, Numeracy, Spelling, Grammar and Punctuation.

Behaviour - Positive Behaviour for Learning (PBL) - Under the Responsible Behaviour Plan and through the application of the Positive Behaviour for Learning, there is a focus on positive behavior. These positive behaviours align with the school expectations of being **Responsible, Prepared** and showing **Respect** for self and others. Teachers employ the use of Essential Skills for Classroom Management (ESCM) to assist in maintaining the positive learning in the classroom. Students are also encouraged to make Strong Choices where the onus rests with the student making the correct choice regarding their behavior.

CURRICULUM DELIVERY

The school timetable is divided into 70 minute lessons each day, with 4 or 5 lessons a day depending on year level. Each subject has 3 x 70 minute lessons (apart from Bright Futures lessons with Year 7 -10 students having 4 x 70 minute lessons per day (5 days per week) with form class commencing at 9:10am. Year 11 and 12 have 4 lessons on a Monday starting at 9:10 am and 5 lessons on a Tuesday, Thursday and Friday which commence at 8am. Wednesday is the enrichment day for students in year 11 and 12. The school day finishes at 3:00pm.

Students in year 11/12 study 5 or 6 subjects including mandatory English and a Maths subject. All year 11 and 12 subjects are for 2 years. Students in year 7-10 study 6 subjects concurrently with subject length varying. One year for English (7-10), Humanities (7-10), Maths (7-10), Science (7-10) and HPE (Yr 9 and 10 only); One semester for ARTS (Yr 7-10), Technology (Yr 7-9), Languages (Yr 7-8) and HPE (Yr 7 and 8 only); to one term for year 7-8 (Dance, Drama, Art, Music, Design Technology, Digital Technology, Technology for Living). In second semester year 10, students select subjects that will equip them with knowledge and skills and prepare them for their senior course of study.

PEDAGOGY

Instruction to students is provided using Marzano's **Art and Science of Teaching (ASOT)** which incorporates a series of structured strategies headed up with design questions constructed to ensure that the teacher is delivering the most effective lesson. Lessons have 4 distinct segments - introduction (warm ups - 10 mins), new knowledge (20 mins), consolidating new knowledge (20 mins) and a conclusion (checking for understanding - 10 mins).

ADDITIONAL CURRICULUM ENHANCEMENTS

Pastoral Care - Students in Yr 7-12, study a pastoral care program - Bright Futures which incorporates the Health and Well Being program. Part of the program is the teaching of Respectful Relationships which is delivered to students in Bright Futures in Yr 7/8 and through HPE in Yr 9 and 10.

Work Experience - Yr 10 undertake a 1 week of work experience at the end of term 3. **Literacy and Numeracy Program** - Yr 7 - 9 students undertake a Literacy/Numeracy program using a variety of online programs—Literacy Planet, Manga High and Accelerated Reader 1 lesson per week with Writing, Spelling and Grammar taught in all subjects. The Literacy program also incorporates the strategies See Plan Do Check, 5 Tier Writing Process, 7 Steps to Writing, TEEEL paragraph structure and Question Answer Relationship (QAR).

STUDENT EXTENSION

Highly achieving year 7 students are invited to join our **HORIZONS** program which continues until the end of year 8. In year 9 and 10, students are invited to apply for **Master Classes** in Science, Maths, History and English. Students move in and out of these classes depending on their results following a review at the end of each semester. Students in Yr 9 who are interested in Science, Technology, Engineering and Maths (STEM) may also select a **STEM class** as an elective subject, providing that the prerequisite of B's in Maths and Science are met. This is a yearlong elective that continues into Yr 10.

ASSESSMENT

Assessment is the means to provide evidence about student learning outcomes. It is an ongoing and integral part of the Teaching and Learning Process. A variety of assessment instruments and student responses are used to gather data on student progress. Assessment genres include: Assignment, Project, Essay, Exam/Test, Field Report, Experimental Investigation, Major Project, Minor Project, Module completion (for all VET courses), Oral, Performance, Portfolio, Practical and Workplace Assessment.

Cross marking is also employed to promote consistency. A comprehensive assessment policy exists which details assessment requirements (available on website).

Criteria and standards are used for all subjects to determine a level of achievement. Vocational subjects (VET) competency standards from the National Training Packages are used.

Formal moderation occurs once a year for Yr 11 and verification occurs once a year for Yr 12 for authority subjects and once a year for VET and subject area specification (SAS) subjects.

REPORTING

Student progress reports are based on information from student profiles collected from assessment completed in and out of class

Reporting

Formal reporting occurs at the end of Term 1 (interim), end of semester one, end of Term 3 (interim) and end of semester two for all year levels. Student results are recorded using a 5 point scale (A-E standard or VET course scale of competent or not yet competent). All Yr 7/9 students are issued with their NAPLAN results when available.

Parent Teacher Interviews

Are conducted two times a year - Term 2 and 3. Parents are able to request their student's achievement position compared to their peers (shown in a graph) for all subjects.

CERTIFICATION

Year 12 students who obtain a minimum of 20 credit points (obtained from successful completion or part completion of their subjects) receive at the end of year 12, a Queensland Certificate of Education (QCE). Eligible students with a disability receive a Queensland Certificate of Achievement (QCA), 100% of exiting year 12 students at Caloundra SHS receive a QCE or QCA.

Year 10 - 12 students who successfully complete the required modules of competency are awarded a certificate H/V from a range of Nationally recognised Vocational Certificates.



Co-curricular activities

- Senior, Middle and Junior Secondary Leadership Programs
- Academic competitions eg QUT Business competition, USC Science and Engineering challenge
- Student leadership camps eg Noosa North Shore camp for year 7 students
- RACI Chemistry Titration Competition
- Voices on the Coast, Years 7 to 9 Readers Cup
- Year 10 Pathfinders Program
- Year 10 Peer Support Program and Year 9/10 Z Club Community Ambassadors (Zonta International)
- Year 11 Rotary Youth Driver Awareness (RYDA)
- ANZAC Day Community March, Duke of Edinburgh
- School trips – Vietnam: Modern History and Rugby League – Inaugural Vanuatu Tour
- Debating – USC and Queensland Debating Union (QDU)
- Rosie's (Homeless charity)
- Regional, Zone and State sport opportunities
- Performance opportunities in Dramatic Arts, String Ensemble, Concert Band, Dance Extension Troupe
- Community Participation opportunities (Red Shield Appeal, Relay for Life)
- Lions Youth of the Year, USC Rise & Shine – STEM
- Study Tours (Taiwanese and Japanese)
- Robotics Club
- Health Heroes Expo, USC Experience Day, Sunshine Coast Careers Expo
- Sporting groups – Netball, AFL, Basketball
- Virtual Reality Art Competition



How information and communication technologies are used to assist learning

At Caloundra State High School, Information and Communication Technologies play an important role in assisting the learning of our students. Our focus is to develop digital pedagogies across all curriculum areas to engage student learning. All classrooms have access to a range of ICT devices including staff and student computer access and a range of other digital devices. All students in years 7-12 participate in the school BYO device program to support their learning.

Some examples of how ICT's are being used within the classroom include:

- Design Technology students working with industry standard software to design and create a range of projects including a variety of mediums with plastics, wood or metal;
- Physical Education students operating video analysis software to analyse their performance in comparison with an elite sports person;
- Learning support students use "Literacy Planet" and "Accelerated Reader" to improve their literacy;
- Geography students using Digital Worlds software including Virtual Reality to design, explore and create;
- Physics and Biology students exploring the use of digital devices such as electronic microscopes, pH readers, data loggers, motion detectors, and chemical Risk Assess Software;
- English students using a range of ICT's to develop multi-modal presentations incorporating iPads for recording, graphic design, video manipulation and document design;
- Maths students using "MangaHigh" to improve basic numeracy skills across all age levels;
- Information Technology immersed in Adobe Design Studio to create a range of multimedia designs and mobile applications;
- Business education teaches students to manage their business accounts with MYOB;
- Digital Technology uses a range of programming languages to develop skills in coding and scripting constraints in on-line and gaming contexts;
- Food Technology and Hospitality students use menu costing and nutritional information software to design and develop menus in a simulated industry environment;
- The Arts use technologies to capture and manipulate music, video and visual arts in a range of mediums to develop student creativity and engagement;
- Vocational Education areas use online and electronic versions of working in order to communicate and investigate industry standards;
- Students are able to delve into a range of careers using applications such as Career Voyager or the school based Careers Web;
- Special Education Unit works with assistive technologies to support students with a range of needs;
- Aerial Technologies incorporated across all year levels where students explore the world of drones and robotics in their programming and real world uses.

As Information and Communication Technologies continue to progress and change, we will look at ways of how we can utilise these new technologies to assist our student's learning.

Social climate

Overview

Students come from a diverse range of social and economic backgrounds and are supported by a strong student wellbeing team that exists within the school. This team includes The HOD of Wellbeing, Guidance Officers, Youth Support Co-ordinator, Chaplain, School Based Youth Health Nurse and is often complemented by external professionals such as staff from the Youth and Mental Health Unit, Community Centre and other local support agencies. Additionally, students are also supported on a daily basis by a range of staff including home group teachers, subject teachers, Line Managers, Year Coordinators, Heads of Department and Administration. Students can access a range of services such as, careers advice and guidance, alternative programs linking work and school, counselling, support in managing behaviours and study skills, social conflict management and programs that promote positive self-esteem and wellbeing. A Special Education program (Lighthouse Centre) offers individualised programs to suit students with a disability including whole school integration and engagement. Caloundra SHS operates a clear and fully endorsed Responsible Behaviour Plan that identifies the expected behaviours of all members of the school community. The school is a positive behaviour school guided by our expectations of being, **respectful, responsible and prepared**. Positive behaviours are recognised and rewarded regularly to promote student success and wellbeing. These services combine to create a social climate that is welcoming and understanding and that supports all students throughout their schooling to ensure they achieve their full potential.

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)	95%	96%	95%
• this is a good school (S2035)	91%	91%	91%
• their child likes being at this school* (S2001)	89%	88%	94%
• their child feels safe at this school* (S2002)	88%	89%	91%
• their child's learning needs are being met at this school* (S2003)	89%	93%	90%
• their child is making good progress at this school* (S2004)	90%	93%	92%
• teachers at this school expect their child to do his or her best* (S2005)	96%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	92%	91%
• teachers at this school motivate their child to learn* (S2007)	86%	93%	86%
• teachers at this school treat students fairly* (S2008)	84%	94%	81%
• they can talk to their child's teachers about their concerns* (S2009)	96%	93%	96%
• this school works with them to support their child's learning* (S2010)	90%	90%	90%
• this school takes parents' opinions seriously* (S2011)	83%	85%	83%
• student behaviour is well managed at this school* (S2012)	85%	81%	76%
• this school looks for ways to improve* (S2013)	88%	94%	89%
• this school is well maintained* (S2014)	93%	92%	92%

* 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)	92%	93%	88%
• they like being at their school* (S2036)	86%	84%	83%
• they feel safe at their school* (S2037)	84%	90%	92%
• their teachers motivate them to learn* (S2038)	84%	83%	73%
• their teachers expect them to do their best* (S2039)	98%	96%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	86%	77%
• teachers treat students fairly at their school* (S2041)	70%	64%	71%
• they can talk to their teachers about their concerns* (S2042)	72%	63%	66%
• their school takes students' opinions seriously* (S2043)	70%	66%	65%
• student behaviour is well managed at their school* (S2044)	66%	75%	67%
• their school looks for ways to improve* (S2045)	84%	84%	82%
• their school is well maintained* (S2046)	89%	85%	86%
• their school gives them opportunities to do interesting things* (S2047)	88%	83%	81%

Percentage of students 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	94%	94%
• they feel that their school is a safe place in which to work (S2070)	91%	93%	91%
• they receive useful feedback about their work at their school (S2071)	84%	82%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	78%	82%
• students are encouraged to do their best at their school (S2072)	96%	92%	92%
• students are treated fairly at their school (S2073)	94%	89%	91%
• student behaviour is well managed at their school (S2074)	86%	74%	78%
• staff are well supported at their school (S2075)	82%	81%	82%
• their school takes staff opinions seriously (S2076)	81%	74%	79%
• their school looks for ways to improve (S2077)	90%	86%	88%
• their school is well maintained (S2078)	91%	94%	92%
• their school gives them opportunities to do interesting things (S2079)	85%	87%	87%

* 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 Caloundra State High School, we actively and intentionally communicate as we uphold that belief that Parents are in partnership with the school in the education of their child and need to be active participants in the learning of their child. This communication has increased with the utilisation of electronic communication providing a richer exchange of information between the school and the families of our students.

In 2016, the school formed a School Council with representatives from the school community, local community, industry and local businesses. The Council continued in 2018 with the role of the School Council being to provide input into the strategic direction of the school. The school also has an active P and C Association who involve parents through regular meetings, utilising parent volunteers in the canteen and as members of various sub committees in the school. Feedback is sourced formally through the school opinion survey conducted annually and sent to every family as well as less formal surveying of parents utilising various communication channels.

There are regular Parent Information nights throughout the year, as well as three Parent Teacher Interview nights with parents receiving four achievement reports per year (year 12 only receives three- no report from the school at the end of year 12). The development of student centred documents such as the "Responsible Behaviour Plan for Students" as well as the school direction reflected in the school annual implementation plan and strategic plan have been developed in consultation with parents and other stakeholders.

A daily system of contact with parents of absent students also operate through SMS or phone calls ensuring that parents are aware of the school's attendance expectations, so the school and families can work together to address any attendance concerns.

Caloundra State High School is an active and engaged member of the Caloundra Community and contributes to the community as well as receiving contributions and support from the community. Community involvement is a significant focus of the school from membership with the local Chamber of Commerce, sponsorship from many local businesses, partnership in the delivery of learning activities and courses, volunteering and assisting where required, provision of coaching to local primary schools etc, with the engagement of the community within the school being very evident.

To keep the community informed, a newsletter is published once a month and sent electronically to our families with a hard copy being available if required. As well, the utilisation of the electronic display board provides constant updates on school activities as well as the school website. We have also introduced a school Facebook page to provide information through the social media medium.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. In 2016 the Respectful Relationships Program (RRP) was implemented at Caloundra SHS with this program continuing in 2018. The mandated program delivers a minimum of 5 hours face to face curriculum time but our level of implementation has seen far greater time invested in this program.

In Years 7 and 8 the RRP is conducted as part of our Bright Futures Program (BFP) which is a pastoral care program. Students spend a semester exploring the many aspects of their personal wellbeing such as social changes within generations, benefits of having relationships within a family and exploring adolescence. After the students have an understanding of the power within themselves, we can begin to look at what are respectful behaviours, how they can contribute and promote respectfulness around them while also being empathetic and show sensitivity in family and friendship relationships. The program is intended to enable students to make positive choices in their own relationships.

In Years 9 and 10 the RRP forms the base of the whole Term 4 theory unit. For all of Term 4, all Year 9 and 10 HPE classes are focused on RRP and further developing their skills as a person. In these years as our students start to mature, we are able to explore deep and meaningful content in an effort to prepare them for the real world outside of school. Topics in these years cover;

- External influences on relationship decisions.
- Factors that shape identities of self and others.
- Appropriate responses in relationships.
- Empathy and ethical decision-making.
- Empathy and ethics in relationships.
- Diversity and wellbeing.

Some issues surrounding respectful relationships may be sensitive and controversial. This program provides opportunities for young people to explore their own values and understandings in a safe and supportive environment. In this context, there is a possibility of students disclosing sensitive information concerning their own or other people's wellbeing.

To further advance Respectful Relationships, the school became a White Ribbon school in 2017. As part of White Ribbon students participated in activities that highlighted family domestic violence and abuse with the need to have respectful safe relationships. Information on respectful safe relationships was communicated and students were engaged in discussions about safe relationships.

Gender equality was also embraced in the school through non-gender specific uniform options and the right of every student to present as the gender of their choice fully supported.

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	303	288	271
Long suspensions – 11 to 20 days	12	11	15
Exclusions	4	3	6
Cancellations of enrolment	5	6	1

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

Caloundra State High School is conscious of reducing its environmental footprint and conserving natural resources. The school has implemented a number of recycling initiatives, one being the introduction of a compost system in the SEU, along with the use of council green waste bins. Paper recycling bins have been placed in staffrooms and classrooms, and there are two toner-recycling bins located in the Teacher Aide room

and the Administration office. In the attempt to reduce the school's energy costs, solar panels have been installed and classrooms/staffrooms/offices have signs reminding staff and students to turn off lights, fans and air conditioners when leaving the room. Students and staff are also reminded not to have windows open whilst the air conditioners are running. Although the school has installed waterless urinals, water usage has increased due to deterioration of pipes in the school grounds. Electricity costs have increased due to the expanding installation of air conditioners in classrooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	479,941	482,765	516,014
Water (kL)	16,337		

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

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	98	48	5
Full-time equivalents	89	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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	5	
Graduate Diploma etc.*	27	
Bachelor degree	61	
Diploma	5	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$48,097.22

The major professional development initiatives are as follows:

- **Increasing Teacher ICT capability** – use of One Note in the classroom; Using Learning Place, Basic ICT skills training; Excel and Spreadsheet fundamentals; i-Educate conference; Turnitin; Readcloud; Clickview;
- **Provision of Training in First Aid and CPR;**
- **Improving Teacher capability** – Beginning Teacher conference; Mentor of Beginning Teacher workshop; panel training; QCAA & SATE Training; Behaviour Management; CASE pedagogy; STEM in Education;
- **Providing targeted Teacher feedback** – classroom profiling training;
- **Accreditation to deliver Vocational Certificates** – eg Work placements (for industry currency); Certificate IV in Construction, Certificate IV in Training and Assessment, Certificate II & IV in Fitness, Cert I in Construction, Cert II in Manufacturing, Assessment and Validation of Assessment; Cert III in Aviation (Remote Pilot) License, Cert IV in Laboratory Techniques; Surf Rescue accreditation;
- **Upskilling of staff to provide effective behaviour management** of students – Essential Skills for Classroom Management training; Managing Actual and Potential Aggression Training; Mental Health & Wellbeing conferences; Student Protection training;
- **Maintaining currency of information** – QTAC workshop, Business Manager learning circle; Education International Conference, Queensland Secondary Principals Association conference, Legal Studies Teachers conference, EQI International conference, Home Economics (HEIA) conference, Health and Physical Education conference, Digital Technology, National Consistent Collect of Data (NCCD) conference, DATTA Q conference, Marine conferences, QCAA conferences, Career development workshop, Guidance

Officer forums, Australian Curriculum Roadshows, University visits; VET validation; Faculty Network cluster meetings; Highly Accomplished Teacher and Leader Teacher 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.	95%	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	91%	91%	90%
Attendance rate for Indigenous** students at this school	84%	88%	85%

* 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			

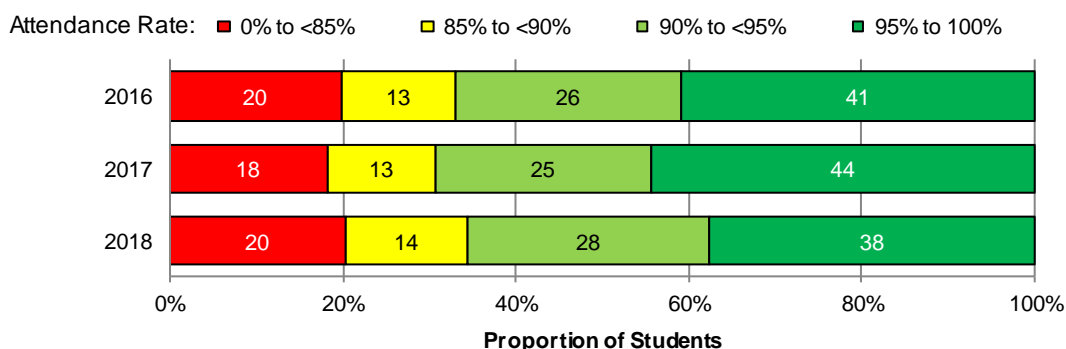
Year level	2016	2017	2018
Year 7	91%	93%	93%
Year 8	90%	90%	89%
Year 9	90%	89%	87%
Year 10	87%	90%	87%
Year 11	93%	92%	93%
Year 12	93%	93%	93%

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.

At Caloundra SHS we manage attendance through the use of an Attendance Officer. Under the direction of the Principal the Attendance Officer handles queries from parents, students and staff regarding attendance issues. The attendance officer is utilised to monitor and track students, liaise with Line Managers, Teachers, Deputy Principals, the Principal and parents regarding attendance issues and general administration duties associated with attendance.

Daily Attendance Procedures

- One School electronic roll marking is used to mark all Home Group and Class rolls.
- Home Group Rolls are entered by 9.30am daily.
- All class rolls are marked during class time enabling the school to track the movements of students throughout the day.
- Contact is made to parents via SMS, daily, where students are absent, without reason. The absence texts are sent for Period 0 (8am class), Roll Mark and late arrivals.
- Inconsistencies are monitored daily by the Attendance Officer who tracks students not attending timetabled classes or leaving the school without permission.
- Line Managers follow up with students and administer appropriate consequences.
- Unexplained Absence Letters are generated and sent once a student has been absent without reason for 3 days.
- Parents are contacted daily via phone, SMS and email regarding attendance issues.

Long Term Absences

- Letters/emails or phone contact is made via the relevant Deputy Principal to those students at risk of falling below the recommended 85% attendance bracket during the term.
- Enforcement of Attendance letters are generated, when guidelines suggest, for students still in the Compulsory Schooling Phase not attending school.
- Risk of Cancellation letters are generated when students with poor attendance in the Compulsory Participation Phase are not engaging in a program of study through not attending. These letters invite parents and the student to work with the school in resolving the attendance issues.
- Exemption from compulsory schooling/participation procedures followed when appropriate eg. Medical issues over 10 school days absent.

Methods used to ensure attendance

- Reminders regarding the importance of school attendance in all communications home eg Newsletters, Facebook.
- Individual student counselling by Guidance Officers, meetings with families and students by student services personnel, home visits if needed by the Students Services team and administration.
- Engagement with outside agencies to assist where needed.

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](http://www.myschool.edu.au/) website.

How to access our NAPLAN results

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

Find a school

Search website

Go

School sector

School type

State

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

View School Profile

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

School profile

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Notes:

- If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
- The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) 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	142	171	161
Number of students awarded a QCIA	2	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	140	168	158
Percentage of Indigenous students awarded a QCE at the end of Year 12	86%	100%	100%
Number of students who received an OP	52	71	59
Percentage of Indigenous students who received an OP	14%	0%	20%
Number of students awarded one or more VET qualifications (including SAT)	140	170	155

Description	2016	2017	2018
Number of students awarded a VET Certificate II or above	107	167	154
Number of students who were completing/continuing a SAT	25	32	34
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	77%	69%	80%
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	99%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	97%	98%

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	10	8	8
6-10	10	19	20
11-15	20	22	19
16-20	12	19	11
21-25	0	3	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	129	78	59
Certificate II	91	167	147
Certificate III or above	41	46	47

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).

The VET Qualifications offered to students in 2018 were as follows:

Certificate IV in Justice
 Certificate III in Health Services Assistant
 Certificate II in Health Support Services
 Certificate III in Fitness
 Certificate II in Business
 Certificate II in Visual Arts
 Certificate II in Community Services
 Certificate II in Information Digital Technologies and Media
 Certificate II in Manufacturing
 Certificate II in Engineering
 Certificate II in Sport and Recreation
 Certificate II in Sport and Coaching
 Certificate I in Business
 Certificate I in Information Digital Technologies and Media
 Certificate I in Sport and Recreation

In total 154 students were awarded a Certificate II or higher qualification. This represents 96% of students graduating from Caloundra High School with a minimum of Certificate II qualification.

Whilst Traineeship numbers have remained steady in the previous years, there was a slight increase in 2018 with 34 students completing a Traineeship.

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	67%	79%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	78%	167%	63%

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.

Caloundra SHS operates a supportive program called PATHWAYS that identifies students at academic and behavioural risk and engages them in a structured process of monitoring, goal setting and support. This program addresses many of the needs of students at risk of early leaving. Students who do not respond to this program are linked to guidance staff and other support staff to identify pathways beyond schooling that suit their needs. We have a high rate of success with students who after undertaking work experience are placed into a Traineeship or School Based Apprenticeship (in year 10, 11 and 12). These students often leave for full time employment and go into areas of employment in the traditional trades as well as into tourism and hospitality. We ensure that our leavers are leaving with a pathway to further education or training or a clear pathway to employment. Every Year 12 student meets with the Guidance Officer to discuss career planning and future study or employment pathways.

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

<https://caloundrashs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/next-step-summary-report.pdf> .