

# 2018 Headline Indicator Report

## Caloundra State High School

(2116)

North Coast  
Secondary  
Year 7 - Year 12

Contextual Information	
Enrolment (full-time students)	1130
Indigenous students	6%
Students with disability (EAP)	6%
Students with disability (NCCD)	29%
Enrolment Management Plan	Yes
NAPLAN participation	↗
absent/withdrawn	20%
OP/IBD students	37%
School Audit Report	28/08/2018
	Sound
School Review	2015
Bank balance per Student FTE	\$721.00
ICSEA	1000
National Decile	5
State Schools Decile	7

State School Priorities	
Improve academic achievement for all students.	
Lift the performance of our top students.	
Improve reading and writing for all students.	
Improve Year 12 certification rates.	
Close the gap for Aboriginal and Torres Strait Islander students.	
Improve the participation and achievement of students with disability.	
Prepare to implement the new Queensland Certificate of Education.	
Enhance the learning opportunities of rural and remote students.	

**Legend:**

- Highest category (formerly green).
- Middle category (formerly orange).
- Lowest category (formerly red).
- Data available in future.
- Data not available.
- Arrows represent the nature of change in the underlying data from the previous year.
- Italics* These indicators are relative. Because results are relative to another measure there will always be schools in each threshold category.
- Cannot be compared with later results due to changes in methodology or collection.

		Calendar Year			
		2015	2016	2017	2018
Achievement and Improvement	<b>English</b>				
	% A or B				
	% C or better				
	<b>Maths</b>				
	% A or B				
	% C or better				
	<b>Science</b>				
	% A or B				
	% C or better				
	<b>Literacy &amp; Numeracy</b>				
% NMS					
% U2B					
<i>% U2B SQSS</i>					
<i>Mean Scale Score SQSS</i>					
<i>Relative Gain SQSS</i>					
<b>Year 12 Attainment</b>					
% OP 1-15 / IBD					
% QCE, VET, IBD, QCIA					
% QCE or QCIA					
% Cert II+					
% Cert III+ Non OP 1-15					
Engagement	<b>Enrolment</b>				
	4-year trend				
	<b>Attendance</b>				
	Attendance				
	Attendance <85%				
	<b>Behaviour</b>				
Short Suspensions					
Exclusions					
Cancellations					
Confidence	<b>Satisfaction</b>				
	Overall rating (parent, staff, student)				
	<b>Post School Destinations</b>				
	Students in education, training or employment				

## Headline Indicators - Definitions, Criteria and Thresholds

### Thresholds

Indicator	Measure	Reported Year	Blue	Light Blue	Arrows	Reference/s	Release Schedule
<p><b>NOTE: Arrows</b> represent the nature of change in the current year compared with the previous year. Three directions are shown - up, down and no change. The <b>no change arrow</b> is shown if change since the previous year is less than 3 percentage points. The <b>up / down arrows</b> are shown if change since the previous year <math>\pm 3</math> percentage points or more, according to the direction of change. Arrows are not shown where schools have fewer than 50 full-time enrolments at the most recent Census enrolment collection.</p>							
<p><b>English, Maths &amp; Science</b> All students in Years 1 to 10, Semester 1 and 2 OneSchool report card results. ICP results are excluded. Results reported as N are included in denominator.</p>							
% A or B English	English result of A or B.	2018	>50%	>30%	<p><b>Principle:</b> Change since the previous year in the proportion of all students achieving the report card result indicated.</p> <p><b>Detail:</b> Results within 3% of the previous year's results are given the no change arrow. Results of 3% or more above or below previous results receive an up or a down arrow, respectively.</p>		April (following year)
% A or B Maths	Maths result of A or B.						
% A or B Science	Science result of A or B.						
% C or better English	English result of C or better.		>80%	>70%			
% C or better Maths	Maths result of C or better.						
% C or better Science	Science result of C or better.						
<p><b>Literacy &amp; Numeracy</b> Where there are between 1 and 20 assessed students, previous years' results are included until at least 20 students or a maximum of four years is reached.</p>							
% NMS	The proportion of all NAPLAN students, aggregated across all applicable year levels, achieving at or above the National Minimum Standard (NMS) in Reading and Numeracy.	2018	In more than <b>two thirds</b> of test areas: >95% for Year 3 >90% for Year 5, 7 & 9	In more than <b>one third</b> of test areas: >95% for Year 3 >90% for Year 5, 7 & 9	<p><b>Principle:</b> Net change since previous year in the number of areas meeting the arrow thresholds.</p> <p><b>Detail:</b> Each test area receives a score of 1 if the school result is 3 percentage points above the previous result and a score of -1 if the result is below. A positive score receives an upward arrow, a negative score receives a downward arrow and a score of zero receives a no change arrow.</p>	<p>*School Data Profile *OneSchool - Reports - NAPLAN</p>	August (Preliminary) / December (Final)
% U2B	The proportion of all NAPLAN students, aggregated across all applicable year levels, achieving in the upper two bands (U2B) in Reading and Numeracy.		In more than <b>two thirds</b> of test areas: >45% for Year 3 >35% for Year 5 >30% for Year 7 >20% for Year 9	In more than <b>one third</b> of test areas: >45% for Year 3 >35% for Year 5 >30% for Year 7 >20% for Year 9			
<p><b>Literacy &amp; Numeracy - Similar Queensland State Schools (SQSS)</b> <b>SQSS:</b> Schools that are 30 ICSEA ranks either side of the target school are included in the Similar Queensland State School (SQSS) group for that school. For each test area, the school result is compared with its SQSS result, and determined to be above, the same, or below (comparison ranges for each measure below). A <b>total value</b> across all test areas is calculated (above =1, similar =0.5, below =0).</p>							
			If the total is greater than <b>two thirds</b> of the possible score.	If the total is greater than <b>one third</b> of the possible score.			
% U2B	The proportion of all NAPLAN students achieving in the U2B in Reading and Numeracy compared to their SQSS.	2018	SQSS comparison range is $\pm 5$ percentage points		N/A	*Headline Indicators - Attached information	NAPLAN: August (Preliminary) / December (Final)  ICSEA: March following year
Mean Scale Score (MSS)	Average NAPLAN Reading and Numeracy scale score of all assessed students compared to their SQSS.		SQSS comparison range is $\pm 26$ scale score points				
Relative Gain	Average relative gain in Reading and Numeracy of all assessed NAPLAN students compared to their SQSS, Years 3 to 5 and/or 7 to 9 only. A minimum of five instances across both strands is required.		SQSS comparison range is $\pm 0.2$ standard deviations				

Indicator	Measure	Reported Year	Thresholds		Arrows	Reference/s	Release Schedule
			Blue	Light Blue			
<b>Year 12 Attainment</b>							
Data for visa students are not included in this report. A visa student is a student who is not a citizen or permanent resident of Australia.							
% OP 1-15 or an IBD	The proportion of OP recipients and IBD students that received an OP 1-15 or an IBD.	2018	>80%	>65%	N/A	* School Data Profile * QCAA Year 12 school learner report * QCAA Year 12 outcomes Report <a href="https://www.qcaa.qld.edu.au/publications/statistics">https://www.qcaa.qld.edu.au/publications/statistics</a>	February of following year
% QCE, VET, IBD or QCIA	The proportion of Year 12 completers who were awarded at least one of the following: a QCE, a VET qualification (including SAT), an IBD or a QCIA.		>99%	>90%	N/A		
% QCE or QCIA	The proportion of Year 12 completers who were awarded a QCE or a QCIA.		>90%	>80%	N/A		
% Cert II+	The proportion of Year 12 completers who were awarded a VET Certificate II or higher.		>65%	>30%	N/A		
% Non OP 1-15/IBD Cert III+	The proportion of Year 12 completers who did not receive an OP 1-15 or an IBD that were awarded a VET Certificate III or higher.		>20%	>10%	N/A		
<b>Enrolments</b>							
The enrolment trend is calculated each calendar year using that year and the 3 prior years.							
4-year trend	Census enrolment trend for the last four years as a percentage of the most recent Census enrolment collection. Historical Year 7 enrolments are not counted for schools with a high year level of Year 6.	2018	>-5%	N/A	N/A	* School Data Profile * Department of Education Statistics website <a href="https://qed.qld.gov.au/publications/reports/statistics">https://qed.qld.gov.au/publications/reports/statistics</a> * OneSchool	September
<b>Attendance</b>							
Attendance rate	Corporate (Semester 1) Attendance rate	2018	Greater than the State attendance rates calculated each year for each school type. In 2018: Primary: >92.4% Secondary: >89.1% PriSec: >88.6%	N/A	N/A	* School Data Profile * Department of Education Statistics website <a href="https://qed.qld.gov.au/publications/reports/statistics">https://qed.qld.gov.au/publications/reports/statistics</a> * OneSchool - Performance Dashboard	October
Attendance <85%	The proportion of students in the school with a Semester 1 attendance rate <85%.		Primary: <10% Secondary/PriSec: <20%	Primary: <20% Secondary/PriSec: <30%	N/A	* School Data Profile * OneSchool - Performance Dashboard	October

Indicator	Measure	Reported Year	Thresholds		Arrows	Reference/s	Release Schedule
			Blue	Light Blue			
<b>Behaviour</b>							
An effective average number of incidents per 1000 students per term for the reporting period.							
Short suspensions	The effective number of short suspensions per 1000 students per term.	2018	Primary: <25 Secondary/PriSec: <75	N/A	N/A	* School Data Profile * Department of Education Statistics website <a href="https://qed.qld.gov.au/publications/reports/statistics">https://qed.qld.gov.au/publications/reports/statistics</a>	April (following year)
Exclusions	The effective number of exclusions per 1000 students per term. Represents principal decision to exclude, which may be upheld or set aside on appeal.		Primary/PriSec: ≤0 Secondary: ≤2	Primary/PriSec: >0 but not increasing over 4 year period Secondary: >2 but not increasing over 4 year period	N/A		
Cancellations	The effective number of cancellations per 1000 students per term. Cancellation may be upheld or set aside on appeal.		PriSec: ≤0 Secondary: ≤2	PriSec: >0 but not increasing over 4 year period Secondary: >2 but not increasing over 4 year period	N/A		
<b>Satisfaction</b>							
The Overall rating for all survey items (parent, staff, and student respondent groups)							
Overall rating (parent, staff and student)	The proportion of Strongly Agree, Agree, and Somewhat Agree responses to all survey items for each respondent group. A group is not reported if its overall rating is not available or withheld for confidentiality reasons.	2018	In <b>all</b> reported respondent groups: Primary: >90% Staff/Parent/Student Secondary/PriSec: >85% Staff/Parent >80% Student	In more than <b>one third</b> of reported respondent groups: Primary: >90% Staff/Parent/Student Secondary/PriSec: >85% Staff/Parent >80% Student	N/A	* School Data Profile * OneSchool - Reports - School Opinion Survey	October
<b>Post-School Destinations</b>							
Students in education, training or employment (six months after Year 12)							
Students in education, training or employment	The proportion of students in education, training or employment (six months after completing Year 12).	2018 (2017 cohort)	>80%	N/A	N/A	* School Data Profile * Next Step Survey School Report	September (for previous year cohort)

**Contextual Information - Definitions**

Field	Measure	Reported Year	Reference	Release schedule
<b>Contextual Information</b>				
Enrolments	Number of full-time enrolments at Census collection.	2018	* School Data Profile * Department of Education Statistics website <a href="https://qed.qld.gov.au/publications/reports/statistics">https://qed.qld.gov.au/publications/reports/statistics</a>	Annually in September
Indigenous students	Proportion of full-time students identifying as Indigenous (Census collection).	2018	* OneSchool	
Students with disability (EAP)	Students with a verified disability in the Adjustment Information Management System (AIMS) in OneSchool, as a proportion of full-time enrolments at the Census collection.	2018	* School Data Profile * OneSchool	Annually in October
Students with disability (NCCD)	Students, excluding Pre-prep, with a disability in the Nationally Consistent Collection of Data on Students with Disability (NCCD), as a proportion of full-time enrolments at the NCCD collection. The full-time status of students is determined by the Census collection.	2018		
NAPLAN Participation Trend	NAPLAN participation (i.e. proportion of students assessed or exempt) over the last four years. This measure only draws from NAPLAN Reading. Five possible trends are shown (↑ ↗ → ↘ ↓)	2018	* School Data Profile * OneSchool - Reports - NAPLAN	Annually in August (Preliminary) / December (Final)
NAPLAN Absent/Withdrawn	Proportion of students in NAPLAN year levels that were absent or withdrawn from the NAPLAN test. This measure only draws from NAPLAN Reading.			
DoE kindergarten	Whether the school has a recognised kindergarten program (eKindy, Remote Kindy, and Pre-Prep Year), and if yes, the number of Pre-prep children registered at the school.	2018		Annually in September
AEDC	Proportion of Prep children developmentally vulnerable on one or more AEDC domains. Data may be withheld. AEDC data can be used for school planning, but are not intended for general publication.	2015	* AEDC School profile * AEDC School summary	Every three years. November (School profile) March (School summary)
Prep transitions	Proportion of Prep children with a transition statement.	Not available		
Kindergarten participation	Proportion of Prep children who have been enrolled in a kindergarten program prior to attending school.	Not available		
Early Start	Whether any Early Start data are recorded for any students (Prep to Year 2).	2018	* OneSchool	
OP / IBD Students	Students that received an OP or were eligible for an IBD as a proportion of Year 12 completers.	2018	* School Data Profile * QCAA Year 12 School Learner Report * QCAA Year 12 Outcomes Report <a href="https://www.qcaa.qld.edu.au/publications/statistics">https://www.qcaa.qld.edu.au/publications/statistics</a>	February of following year
School Audit Report	Overall finding on School Audit Report (and the year the audit was last completed).	Current as at 30/03/2019	* School Data Profile	Live dataset
School Review	Year of most recent School Review. Council of International Schools (CIS) accredited schools are on a five year review cycle.	Current as at 05/04/2019		Live dataset
Bank Balance per student FTE	Financial Year-ending bank balance (30th June) divided by the student FTE (last school day of Semester 1).	2018	* School Data Profile * OneSchool - School Management - Performance Statistics - Enrolment	Annually in Jul-Aug
ICSEA	The school's latest reported ICSEA value.	2018	* My School <a href="https://www.myschool.edu.au/">https://www.myschool.edu.au/</a> * School Data Profile	Annually in March, following year
National Decile	The national decile of the school's ICSEA value.			
State Schools Decile	The state schooling decile of the school's ICSEA value.			

## Example Charts

The Indicator Charts display the Headline Indicator category (highest, middle, lowest, formerly green, orange, red), along with the current (most recent) and previous year's results. The chart axis shows the thresholds values for lowest (peach), middle (light blue) and highest (blue) categories.

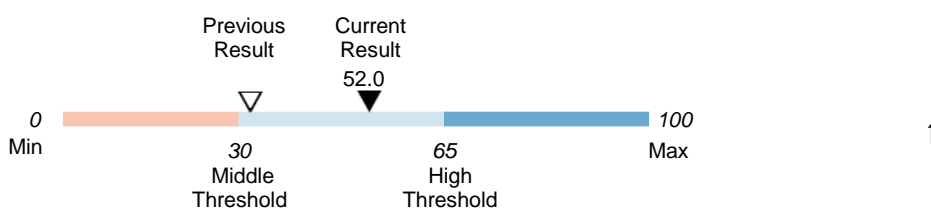
Results outside the displayed range will be shown with markers indicating the result is higher than the chart maximum or lower than the chart minimum.

For exclusions and cancellations, the range below the highest (blue) threshold is shown as either the middle category (stable or decreasing) or lowest category (increasing).

Change arrows are indicated, where applicable, on the right.

### Single Indicators

#### Indicator



### Aggregated Indicators

For the achievement, and literacy and numeracy Headline Indicators, **Indicator Count** and **Aggregated Data** charts are used.

**Indicator Count** charts show the number of results above the test area thresholds. The count above the threshold and the total number of test areas is also shown in the right hand text.

**Aggregated Data** charts show the current and previous results for the individual test area / respondent group which have been combined to form the aggregated data indicators.

Thresholds for the individual measures are also shown on the chart axis.

Individual measures that meet the thresholds are indicated with a tick.

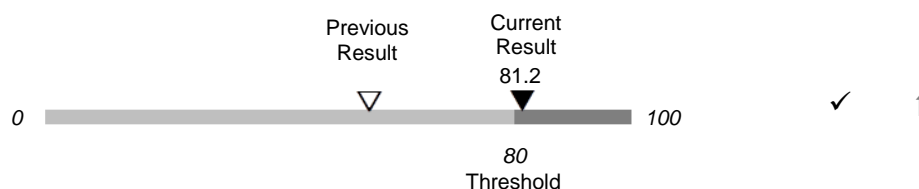
Change arrows for both the aggregate and individual test areas are indicated on the right.

#### Indicator Count



#### Aggregated Data

##### Test Area / Respondent Group



### SQSS Indicators

For the Similar Queensland State Schools test areas, the **SQSS** chart shows the school's current result, along with the comparison range for its similar schools. The text to the right of the chart displays the comparison outcome (Above, Similar or Below).



# Achievement and Improvement

The proportion of all students in Years 1 to 10, Semester 1 and 2 report card results in the relevant learning area.

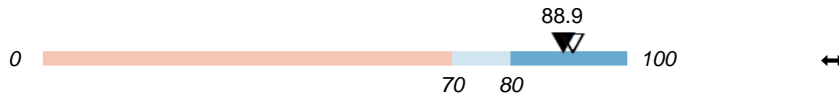
Dataset  
2018

## English

% A or B



% C or Better

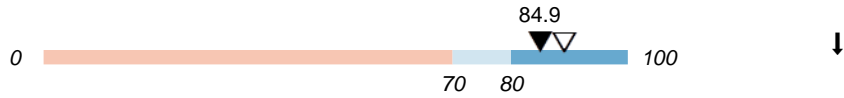


## Maths

% A or B



% C or Better

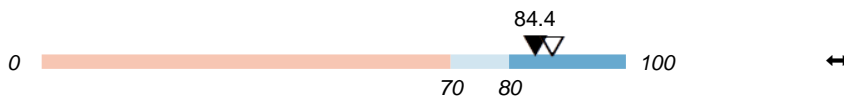


## Science

% A or B



% C or Better



# Literacy and Numeracy

Dataset  
2018

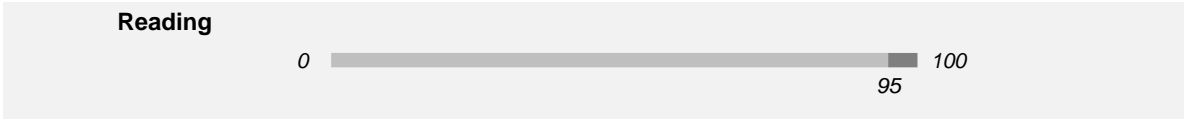
## % NMS

The proportion of students at or above the National Minimum Standard (NMS).



By test area (%)

### Year 3



### Year 5



### Year 7



### Year 9





# Literacy and Numeracy

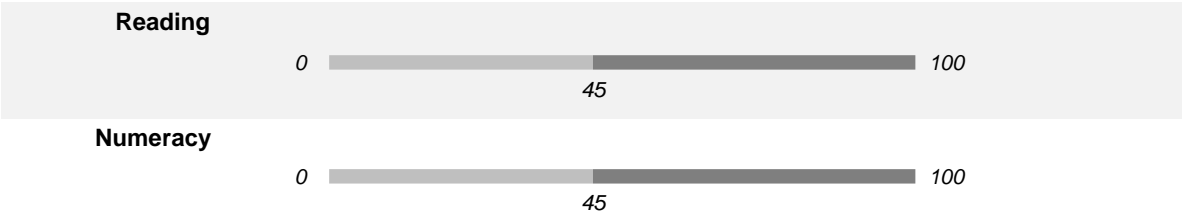
Dataset  
2018

## % U2B

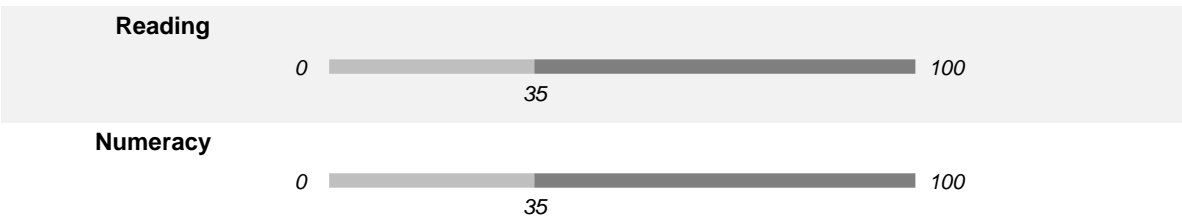
The proportion of students achieving results in the upper two bands (U2B).



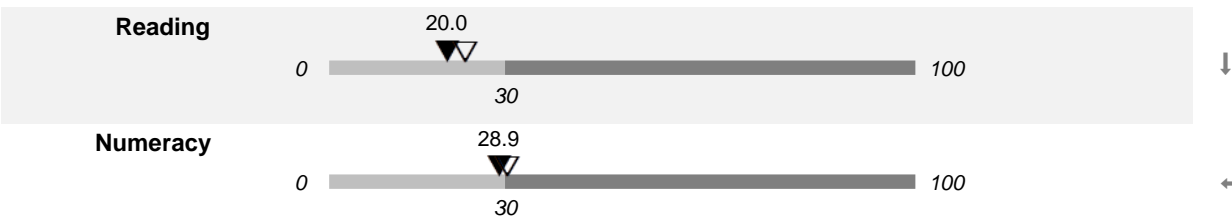
### Year 3



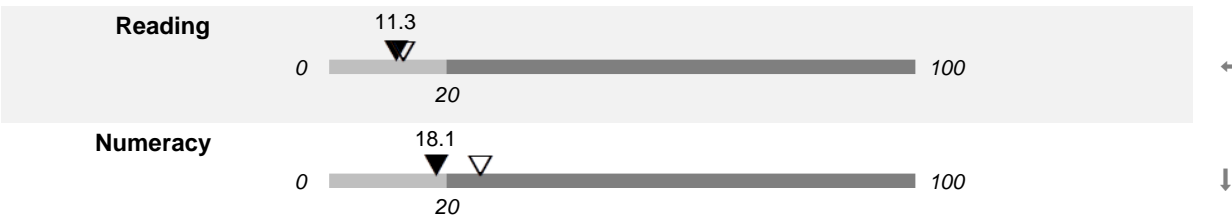
### Year 5



### Year 7



### Year 9



# Literacy and Numeracy

**Dataset**  
**2018 / 2018**  
 NAPLAN / ICSEA

## % U2B SQSS

The proportion of students achieving results in the upper two bands compared to their Similar Queensland State Schools (SQSS).

SQSS comparison range is  $\pm 5$  percentage points.



### Year 3 Compared to SQSS:



### Year 5



### Year 7



### Year 9

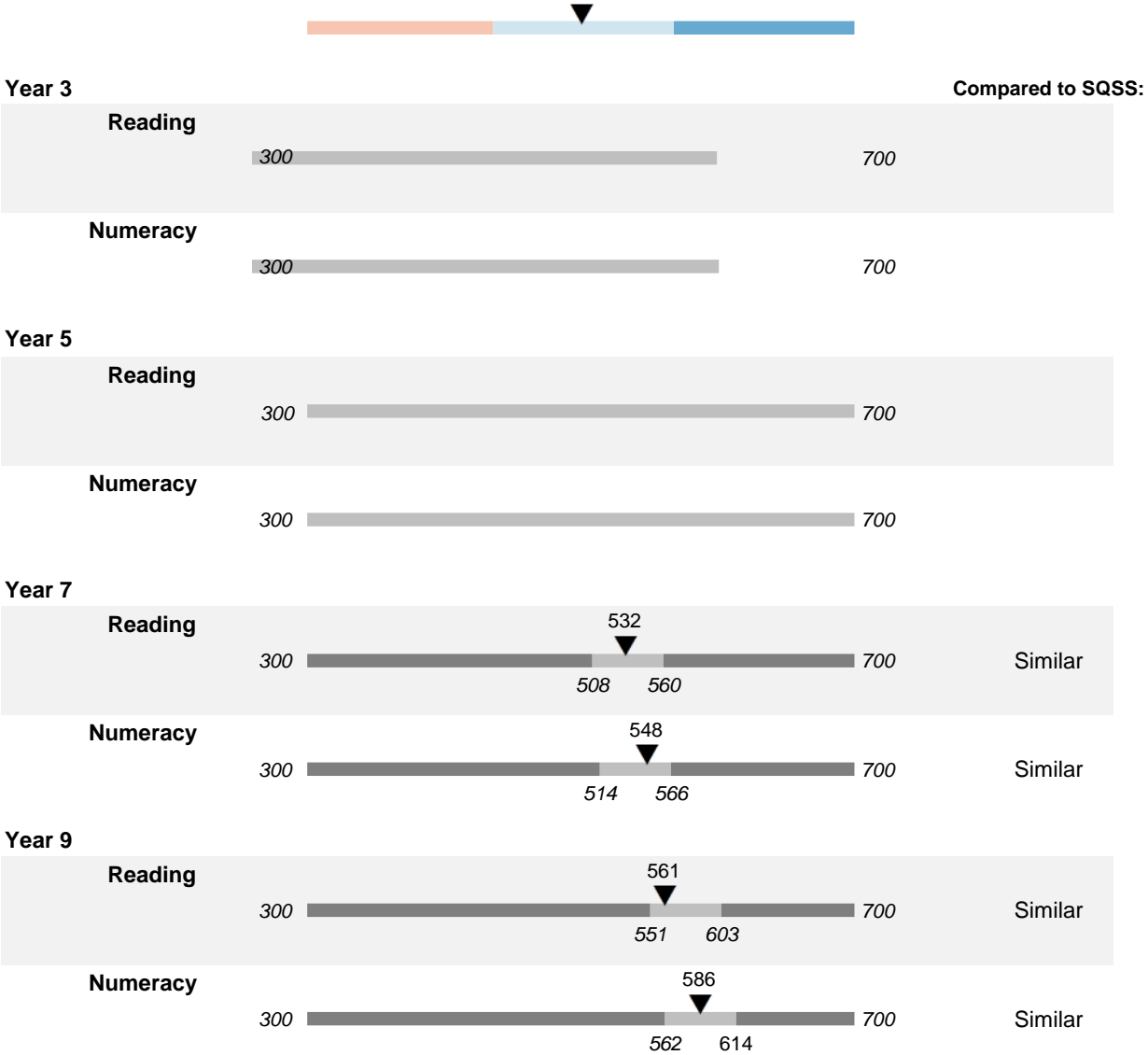


# Literacy and Numeracy

## Mean Scale Score SQSS

Mean scale score compared to their Similar Queensland State Schools.  
SQSS comparison range is  $\pm 26$  scale score points.

**Dataset**  
**2018 / 2018**  
NAPLAN / ICSEA

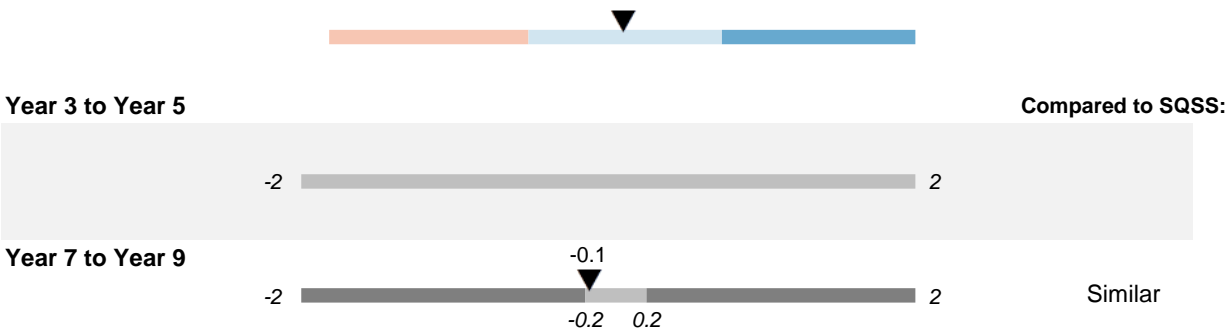


## Literacy and Numeracy

### Relative Gain SQSS

Average student relative gain compared to their Similar Queensland State Schools.  
SQSS comparison range is  $\pm 0.2$  standard deviations.

**Dataset**  
**2018 / 2018**  
NAPLAN / ICSEA



## Year 12 Attainment

Dataset  
2018

### % OP 1-15 or an IBD

The proportion of OP recipients and IBD students that received an OP 1-15 or an IBD.



### % QCE, VET, IBD or QCIA

The proportion of Year 12 completers who were awarded at least one of the following: a QCE, a VET qualification (including SAT), an IBD or a QCIA.



### % QCE or QCIA

The proportion of Year 12 completers who were awarded a QCE or QCIA



### % Cert II+

The proportion of Year 12 completers who were awarded a VET Certificate II or higher



### % Non-OP 1-15 Cert III+

The number of non OP 1-15 and non IBD students that were awarded a VET Certificate III or higher as a proportion of the number of Year 12 completers who did not receive an OP 1-15 or an IBD.



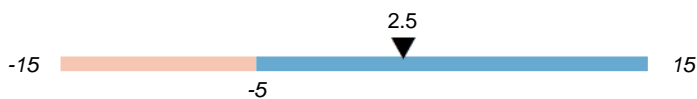
# Engagement

Dataset  
2018

## Enrolment

### 4-year trend

The Census enrolment trend for the last four years as a percentage of the most recent Census enrolment collection. Historical Year 7 enrolments are not counted for schools with a high year level of Year 6.



## Attendance

Dataset  
2018

### Attendance Rate

Corporate (Semester 1) Attendance rate.



### Attendance < 85%

The proportion of students in the school with a Semester 1 attendance rate <85%.

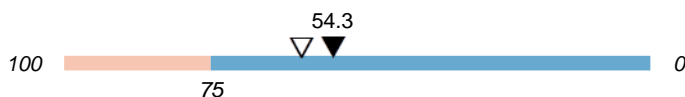


## Behaviour

Dataset  
2018

### Short suspensions

The effective number of short suspensions per 1000 students per term.



### Exclusions \*

The effective number of exclusions per 1000 students per term.



### Cancellations \*

The effective number of cancellations per 1000 students per term.



\* The range below the highest (blue) threshold is shown as either the middle category (stable or decreasing) or lowest category (increasing).

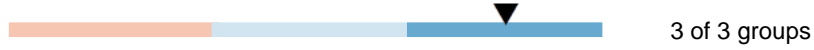
# Confidence

Dataset  
2018

## Satisfaction

### Overall rating on all items (Staff, Parent and Student)

The proportion of Strongly Agree, Agree, and Somewhat Agree responses to all survey items for each respondent group.



## Post-School Destinations

Dataset  
2018

### Students in education, training or employment.

The proportion of students in education, training or employment (six months after completing Year 12).

