

Cavendish Road State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report details a sample of achievements and results from Cavendish Road State High School in 2015. We are proud of the achievements of our students and the commitment and contribution made by our teachers. Cavendish Road State High School has a student population of 1580 and enjoys a strong reputation for high quality education. Our school community has a high expectation that students will strive to do their personal best, both individually and as part of the team. This incorporates high standards in uniform, conduct and attitude.

Cavendish Road State High School is a national showpiece school with an accredited Academy of Mathematics, Science, Ideas (Philosophy) and Jazz Music. Our centres of Sporting Excellence in Football, Netball and Touch Football attract students from across the State. Through our academies, a large cohort of students study University subjects at school and have guaranteed entry into science, mathematics, engineering and business degrees. The school has a proven record of academic, cultural and sporting achievements. Recent state and national awards include OptiMinds, Music, Football and Touch Football. Our NAPLAN results are consistently above state and national average. Students are well motivated with a positive attitude towards education.

The school has extensive sporting facilities, including an Olympic standard gym, tennis courts, basketball courts, volleyball courts and well maintained ovals to cater for the full range of outdoor sports. The school boasts an accredited Biotechnology teaching laboratory. A student take home laptop program exists across Years 7-12. The school has a vertical peer support program and a pastoral care program which assists in the provision of a safe and supportive learning environment for all students.

An Enrolment Management Plan dictates student enrolment eligibility with many students applying for entry from across the state and northern NSW. The school was awarded International School status through Education Queensland in 2009. Situated on the corner of Cavendish and Holland Roads, Holland Park, the school is central to transport routes to and from Brisbane suburbs.

Our purpose: To provide an outstanding education within a caring environment.

Our vision: To achieve and celebrate success through a commitment to individual excellence.

Our values are: Co-operation, Courtesy, Commitment, Consideration and Challenge.

Our underlying principles:

- Outstanding education is a balance of academic, cultural, sporting and personal development endeavours.
- Every student's commitment to outstanding education involves a strong work ethic, high levels of organisation and a positive attitude in all aspects of school life.
- Staff commitment to outstanding education involves quality curriculum, purposeful pedagogy, personal mastery and timely feedback in a caring and inclusive environment.
- Achieving excellence involves identifying individual gifts and talents, setting personal goals, accessing all opportunities and not accepting mediocrity.
- We celebrate success, whenever excellence is achieved, in our classrooms, across our school and within the broader community.
- We acknowledge our heritage and diverse cultural backgrounds and traditions in our celebrations.

School progress towards its goals in 2015

At Cavendish Road State High School, a strong emphasis is placed on academic achievement complemented by sporting, cultural and citizenship development. In 2015, the school was successful in building on this solid foundation. We:

- Continued to develop a Junior Secondary model of schooling that ensures an outstanding educational experience for young people from Years 7 to Year 12
- Continued to implement the Australian Curriculum
- Continued to improve academic achievement for all of our students to ensure a bright future
- Continued to implement a clear pedagogical framework that drives the work of teachers in classrooms
- Developed understandings of instructional and distributive leadership with a focus on workforce performance
- Used data to inform teaching practice
- Continued to improve the learning environment for students
- Continued to expand on the inclusive nature of our school to ensure all members of our community feel valued and supported to achieve excellence
- Continued to develop state of the art facilities that support the strategic priorities of the school through master planning.
- Successfully transitioned Year 7 students into high school

Measure	2010	2011	2012	2013	2014	2015
Enrolment	1212	1189	1228	1226	1245	1504
% In-catchment Enrolment	27%	26%	26%	28%	28.5%	31%
Attendance	90%	90%	91.5%	92%*	92.3%	93%
Indigenous Attendance	85.4%	85.6%	89.7%	89.7%	90.6%	91%
QCE	90%	92.5%	96.4%	99.1%	100%	100%
OP1-5	13%	21%	20%	18%	28%	11%
OP 1-15	72%	73%	90.9%	85.6%	89%	86%
University	43.6%	31.5%	48.9%	43.8%	43.2%	TBA
QTAC Offers	99.3%	100%	98.7%	98.6%	98%	97%
SOS – Parents <i>This is a good school</i>	90%	83%	100%	95.7%	97%	98%

Students	90%	83%	95.5%	98.9%	98%	98%
Staff (morale)	83%	89%	88%	81.6%	90.2%	89%

Future outlook

Key priorities for 2016 include:

- Ensure every teacher is provided opportunity to improve their teaching and demonstrate pedagogical excellence through the Art and Science of Teaching.
- Ensure every student is achieving to the best of their ability and is being challenged to achieve academic excellence.
- Embed individualised management of students and continue to track and monitor student achievement.
- Improve NAPLAN results in Reading, Writing, Numeracy, Science and STEM
- Ensure the school community is informed of current career information so that viable pathways are available for all students.
- Provide targeted support to students to enable them to remain engaged in education and training programs.
- Ensure all students are supported across junctures of schooling.
- Achieve 95% attendance target of all students.
- Close the gap between attendance and outcomes of Indigenous and non-Indigenous students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1266	537	729	52	96%
2014	1282	553	729	51	96%
2015	1504	634	870	60	97%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Cavendish Road State High School draws students from 60 different State, Independent, and Catholic Primary Schools from across the south-east corner of Queensland. Students who are accepted from outside of catchment for our Programs of Excellence are highly performing students in Mathematics, Science and Ideas (Philosophy), Netball, Football, Touch Football and Jazz Music. Our students come from a range of cultural and ethnic backgrounds, including 55 international students. We are a specialist centre for the education of students with a visual impairment. Cavendish Road State High School recognises and celebrates difference.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	24	25	25

Phase	Average Class Size		
	2013	2014	2015
Year 11 – Year 12	19	19	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	47	110	68
Long Suspensions - 6 to 20 days	8	4	6
Exclusions	2	5	1
Cancellations of Enrolment	6	6	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

We have accelerated curriculum programs in Mathematics, Science and Music leading to specialised pathways into University. University subjects are taught on site by qualified teachers with credit and in some cases guaranteed entry to specific university courses (eg: Biomedical Science). We also offer Programs of Excellence in Mathematics, Science and Ideas (Philosophy), Jazz, Football, Touch Football and Netball.

Extra curricula activities

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

How Information and Communication Technologies are used to improve learning

In 2015, the 1:1 Laptop Program included all students across Years 7 – 12 with the take home laptop program also offered to all students across Years 7 – 12. Our teachers provide learning experiences for students using Blackboard, The Learning Place and virtual classrooms. Our computer to student ratio is 1:1 and all computers are connected to the school local area network (LAN) and the Internet. ICT's are embedded into the curriculum across the school. Students also have the option of selecting a number of subjects throughout Years 7 – 12 that develop ICT skills within the context of the subject area. We have two Heads of Department who are responsible for the eLearning agenda and maintenance of an infrastructure platform that supports 21st century classrooms.

Social Climate

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

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

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	96%	97%	97%
this is a good school (S2035)	96%	97%	98%
their child likes being at this school (S2001)	95%	95%	96%
their child feels safe at this school (S2002)	100%	96%	95%
their child's learning needs are being met at this school (S2003)	96%	94%	93%
their child is making good progress at this school (S2004)	100%	93%	93%
teachers at this school expect their child to do his or her best (S2005)	96%	98%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	92%	94%
teachers at this school motivate their child to learn (S2007)	87%	92%	92%
teachers at this school treat students fairly (S2008)	91%	94%	91%
they can talk to their child's teachers about their concerns (S2009)	91%	95%	95%
this school works with them to support their child's learning (S2010)	82%	92%	94%
this school takes parents' opinions seriously (S2011)	80%	93%	87%
student behaviour is well managed at this school (S2012)	95%	94%	92%
this school looks for ways to improve (S2013)	90%	96%	94%
this school is well maintained (S2014)	91%	96%	95%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	99%	100%	98%
they like being at their school (S2036)	96%	93%	91%

Performance measure

Percentage of students who agree# that:	2013	2014	2015
they feel safe at their school (S2037)	100%	95%	97%
their teachers motivate them to learn (S2038)	94%	95%	90%
their teachers expect them to do their best (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	95%	92%	89%
teachers treat students fairly at their school (S2041)	81%	88%	78%
they can talk to their teachers about their concerns (S2042)	83%	87%	78%
their school takes students' opinions seriously (S2043)	88%	88%	81%
student behaviour is well managed at their school (S2044)	84%	90%	80%
their school looks for ways to improve (S2045)	93%	98%	93%
their school is well maintained (S2046)	96%	97%	94%
their school gives them opportunities to do interesting things (S2047)	95%	97%	91%

Performance measure

Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	98%	98%
they feel that their school is a safe place in which to work (S2070)	99%	96%	99%
they receive useful feedback about their work at their school (S2071)	86%	89%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	86%	85%
students are encouraged to do their best at their school (S2072)	100%	99%	99%
students are treated fairly at their school (S2073)	100%	98%	99%
student behaviour is well managed at their school (S2074)	99%	98%	97%
staff are well supported at their school (S2075)	85%	94%	92%
their school takes staff opinions seriously (S2076)	89%	87%	90%
their school looks for ways to improve (S2077)	99%	97%	98%
their school is well maintained (S2078)	91%	89%	94%
their school gives them opportunities to do interesting things (S2079)	92%	94%	94%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

At Cavendish Road State High School we believe that parents are our partners in the education of our young people. Parents have many opportunities to participate in our school. We have an active Parents and Citizens' Association with sub committees in

Special Education and Instrumental Music. The main point of contact for parents is their child's Peer Support Teacher and Year Coordinator. Our website is constantly updated to keep parents and the broader community informed and involved in our school.

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

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

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

Reducing the school's environmental footprint

During 2015 Cavendish Road State High School continued to encourage staff commitment to reduce the environmental footprint. Students and staff are aware of the impact of their behaviours on this important issue.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	442,233	6,348
2013-2014	482,565	10,702
2014-2015	499,775	11,198

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

Our staff profile

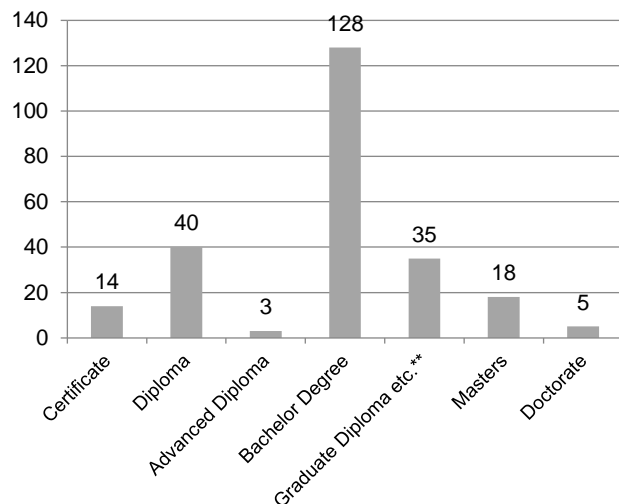
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	115	52	<5
Full-time equivalents	105	34	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	14
Diploma	40
Advanced Diploma	3
Bachelor Degree	128
Graduate Diploma etc.**	35
Masters	18
Doctorate	5
Total	243



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$56 000.

The major professional development initiatives are as follows:

- Implementation of the Australian curriculum in English, Mathematics, Science and History
- The Art and Science of Teaching
- Literacy and Numeracy

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in "*Cavendish Road State High School*", select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	91%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

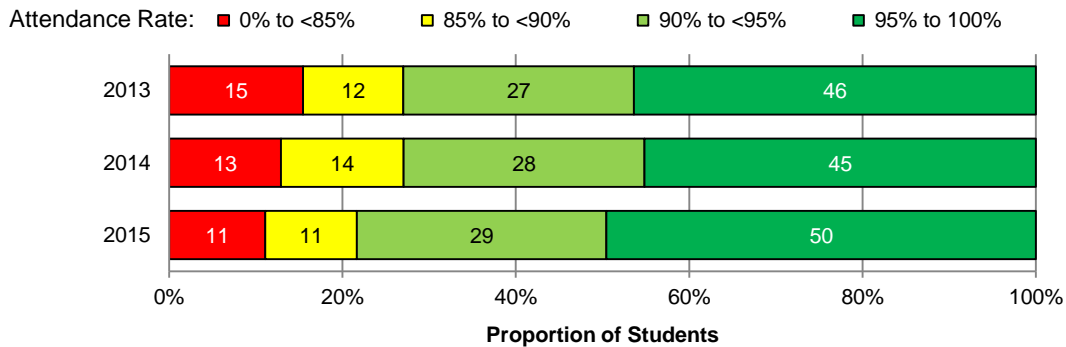
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		94%	92%	92%	91%	91%
2014		94%	93%	91%	92%	92%
2015	96%	94%	93%	92%	92%	92%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

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

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it says 'School name', type in "Cavendish Road State High School", select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	90%	94%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	82%	82%	108%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	230	223	211
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	1
Number of students receiving an Overall Position (OP)	130	131	117
Percentage of Indigenous students receiving an Overall Position (OP)	22%	0%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	31	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	145	125	103
Number of students awarded an Australian Qualification Framework Certificate II or above.	133	110	97
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	228	221	210
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	85%	89%	85%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	99%	97%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	23	42	46	18	1
2014	35	43	38	14	1
2015	23	47	30	17	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	48	126	25
2014	45	93	38
2015	5	80	50

As at 16 February 2016. The above values exclude VISA students.

Students have had the opportunity to complete:

Certificate I in Engineering

Certificate I in Furnishing

Certificate I in Information, Digital Media and Technology

Certificate II in Business

Certificate II in Music

Certificate II in Tourism

Certificate II in Visual Art

Certificate II in Workplace Practices

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The majority of students leaving school prior to the completion of Year 12 transition to full time work or training at TAFE. Students who leave school before completing Year 12 are provided with ongoing access to the School's Guidance and Careers Officer. All students who leave Cavendish Road State High School prior to the completion of Year 12 have a defined pathway.