



Cavendish Road State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education



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School Overview

Our school was established in 1952 and is situated on the corner of Cavendish and Holland Roads, Holland Park, 6km from Brisbane City and is well serviced by transport routes across the greater southern metropolitan districts. We have a strong reputation for excellence in education, evidenced by a long history of academic and sporting success, pedagogical excellence, tradition and innovation. Our school motto is "Nil Sine Pulvere" (Nothing without Effort, Nothing but the Best).

In 2017, the student population exceeded 1650 students from approximately 30 different cultural backgrounds and in 2018 enrolment growth is projected to continue to 1955 students by 2020.

Our community ethos is built upon high expectations, inclusion and opportunity and students who strive to achieve their personal best, both individually and as part of the team, find schooling at Cavendish Road SHS to be engaging and rewarding. The school incorporates high standards of self-discipline in dress, application to learning, manners, conduct and attitude. Our school has a strong wellbeing focus, invests in student leadership and governance that provides students with a voice, citizenship and community connection. Peer support and pastoral care programs provide the framework for a safe and supportive learning environment. Students are taught, expected and supported in demonstrating personal accountability for their behaviour, presentation and being contributors to the school and broader community. Philanthropic Student Prefects lead a range of activities demonstrating our student's commitment to less fortunate members of our society.

Marzano's Art and Science of Teaching pedagogical framework guides teaching practice and professional reflection.

Our school prides itself in being foremost a school of scholarship and commits to the Australian Curriculum from years 7 to 10 and the Queensland Curriculum and Assessment Authority senior curriculum in years 11 and 12. Preparation is well underway for the new Senior implementation in 2019/20. Learning is enriched in both depth of authentic learning experiences provided to students through higher order thinking strategies. Cavendish Road State High School ensures all students from Year 7 study Philosophy and are taught how to think critically and creatively. This program is supported by The University of Queensland.

An Enrolment Management Plan incorporates programs of excellence, under an Academy umbrella, including the Academy of Ideas, Instrumental and Jazz Music, Football, Netball and Touch Football and Academic Explorers to engage high performing students in Mathematics and Science. Programs of excellence are being explored in the visual and design Arts and Technologies.

As a result of pedagogy and opportunity for the range of learners, our school performs exceptionally well in State and National Awards including OptiMinds, Mathematics, Science, Philosophy, and Music. Through our academies, a large cohort of students study University subjects whilst at school and are guaranteed entry into Science, Mathematics, Engineering, Health Sciences and Business degrees through our education partners the University of Queensland and Griffith University. The school has an accredited biotechnology teaching laboratory, well resourced classrooms, scientific laboratories, arts facilities, and an auditorium. Science, Technology, Engineering and Mathematics (STEM) Student Prefects in Years 9 and 12 ensure a strong focus on STEM opportunities for students.

English language, Mathematics, Literacy and Numeracy proficiency are regarded as essential to success in the broader curriculum. Our NAPLAN results are consistently above the State and National average and a strong alignment to high levels of achievement in the curriculum is an on-going trend.

The school has extensive sporting facilities, including a gym, tennis courts, basketball courts, volleyball courts and well maintained ovals to cater for the full range of outdoor sports. Our centres of Sporting Excellence in Football, Netball and Touch Football attract students from some distance and students are required to have academic as well as personal attributes commensurate with the high standards to enter and maintain their place in these programs. Learning technology is well resourced and a student laptop program exists across Years 7-12. Parent participation in our student resource scheme is exceptional and our P&C is active, conducts business units such as the school Canteen and Unifrom shops which provide value to assist parents to provide schooling requisites for their child.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Our school continues to refine and focus upon essential elements to our school improvement in three areas; academic excellence, pedagogical excellence and student engagement. Our focus of high performance in student outcomes in 2017 is currently embracing methods and strategies for teaching for impact and learning growth for every student is our goal. In 2017, the school was successful in building upon its 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 and making adjustment to authentic delivery of the intended curriculum in 2018 to ensure mandatory obligations are met by 2020.
- Continued to improve academic achievement for all of our students to ensure a bright future through learning pathways and next steps in education, training and employment
- Continued to implement a clear pedagogical framework that drives the work of teachers in classrooms
- Developed understandings of instructional and distributive leadership with a focus on workforce performance
- 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.
- Implemented a range of Attendance strategies to increase the attendance rate of students to 95%.

Measure	2011	2012	2013	2014	2015	2016	2017
Enrolment	1189	1228	1226	1245	1504	1579	1688
% In-catchment Enrolment	26%	26%	28%	28.5%	31%	33%	35%
Attendance	90%	91.5%	92%*	92.3%	93%	95%	94%
Indigenous Attendance	85.6%	89.7%	89.7%	90.6%	91%	93%	91%
QCE	92.5%	96.4%	99.1%	100%	100%	100%	100%
OP1-5	21%	20%	18%	28%	11%	22%	30%
OP 1-15	73%	90.9%	85.6%	89%	85%	88%	86%
QTAC Offers	100%	98.7%	98.6%	98%	97%	96%	96%
SOS – <i>This is a good school</i> Parents	83%	100%	95.7%	97%	98%	96%	96%
SOS – <i>This is a good school</i> Students	83%	95.5%	98.9%	98%	98%	97%	94%
SOS – Staff (morale is positive)	89%	88%	81.6%	90.2%	89%	82%	91%

Future Outlook

Our school is committed to excellence and inclusion and seeks for ways to improve its relevance to and connection of young people to learning with purpose. To ensure every student has sense of belonging and pride in themselves and their school, our school is soon to adopt 4 Pillars of Learning – Academic, Arts, Sport, and Community - articulating the connection of individual talents and learning styles to the broader school as a learning institution.

Our school's Annual Improvement Plan for 2018 identifies three priorities in the overall strategic direction of our school

- Academic Excellence
- Pedagogical Excellence
- Student Engagement.

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

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

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

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1504	634	870	60	97%
2016	1579	695	884	52	96%
2017	1688	760	928	54	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our school Index of Community Social Educational Advantage (ICSEA) is 1082 which is well above the national average of 1000. The majority of students are enrolled from out of catchment. Cavendish Road State High School draws students from approximately 60 different State, Independent and Catholic Primary Schools from across the south-east corner of Queensland. Students who are accepted from outside of catchment and who participate in our Programs of Excellence are highly performing students in Mathematics, Science, Philosophy, Music, Netball, Football and Touch Football.

Our students come from a range of cultural and ethnic backgrounds with 24% of students having a language background other than English.

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

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

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	25
Year 11 – Year 12	20	20	20

Curriculum Delivery

Our Approach to Curriculum Delivery

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

The Australian Curriculum is implemented in the Junior Secondary years of 7, 8, 9 and 10.

The Senior Secondary curriculum is accredited by the Queensland Curriculum and Assessment Authority (QCAA).

Accelerated curriculum programs are offered in Mathematics, Science and Music leading to specialised pathways into University. University subjects are taught on site by qualified teachers with credit and in some cases guaranteed entry to specific university courses (e.g.: Biomedical Science).

The school's pedagogical framework is informed by Marzano's Art and Science of Teaching.

Co-curricular Activities

Our school offers a range of extra-curricular activities:

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

How Information and Communication Technologies are used to Assist Learning

The 1:1 Laptop Program which was introduced in 2016 for all students across Years 7 to 12 continued in 2017. A feature of this program is the ability for students to access their school laptop from home. Student engagement in classes has been a highlight of this digital platform initiative. A structured BYO Device (BYOD) program is being phased in for senior students, beginning with Year 10 students in 2018.

Students have the option of selecting a number of subjects throughout Years 9 – 12 that develop ICT skills within the context of the subject area.

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

Social Climate

Overview

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

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

We pride ourselves on providing a caring, supportive and disciplined environment where students feel valued, safe and are encouraged to pursue their learning to the best of their ability.

The Peer Support teacher has a key role in supporting the wellbeing and development of their students. Our support team is extensive and includes a School Chaplain, a School Based Youth Health Nurse, an Indigenous Liaison Officer, Year Coordinators, Guidance Officers, Directors of Student Achievement, a Head of Department of Wellbeing, Deputy Principals, Associate Principal and Principal.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	96%	97%
this is a good school (S2035)	98%	96%	96%
their child likes being at this school* (S2001)	96%	93%	98%
their child feels safe at this school* (S2002)	95%	96%	95%
their child's learning needs are being met at this school* (S2003)	93%	94%	95%
their child is making good progress at this school* (S2004)	93%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	98%	98%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	96%
teachers at this school motivate their child to learn* (S2007)	92%	88%	94%
teachers at this school treat students fairly* (S2008)	91%	91%	95%
they can talk to their child's teachers about their concerns* (S2009)	95%	98%	96%
this school works with them to support their child's learning* (S2010)	94%	93%	95%
this school takes parents' opinions seriously* (S2011)	87%	88%	89%
student behaviour is well managed at this school* (S2012)	92%	90%	92%
this school looks for ways to improve* (S2013)	94%	96%	97%
this school is well maintained* (S2014)	95%	95%	99%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	98%	95%	98%
they like being at their school* (S2036)	91%	97%	90%
they feel safe at their school* (S2037)	97%	98%	94%
their teachers motivate them to learn* (S2038)	90%	98%	93%
their teachers expect them to do their best* (S2039)	100%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	94%	92%
teachers treat students fairly at their school* (S2041)	78%	94%	83%
they can talk to their teachers about their concerns* (S2042)	78%	86%	76%
their school takes students' opinions seriously* (S2043)	81%	87%	85%
student behaviour is well managed at their school* (S2044)	80%	87%	82%
their school looks for ways to improve* (S2045)	93%	97%	96%
their school is well maintained* (S2046)	94%	99%	95%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their school gives them opportunities to do interesting things* (S2047)	91%	94%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	97%	100%
they feel that their school is a safe place in which to work (S2070)	99%	99%	98%
they receive useful feedback about their work at their school (S2071)	88%	91%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	85%	85%
students are encouraged to do their best at their school (S2072)	99%	99%	99%
students are treated fairly at their school (S2073)	99%	98%	99%
student behaviour is well managed at their school (S2074)	97%	96%	92%
staff are well supported at their school (S2075)	92%	89%	95%
their school takes staff opinions seriously (S2076)	90%	84%	92%
their school looks for ways to improve (S2077)	98%	97%	98%
their school is well maintained (S2078)	94%	96%	98%
their school gives them opportunities to do interesting things (S2079)	94%	97%	94%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

At Cavendish Road State High School we believe that parents are our partners in the education of our young people. Parents have many opportunities to participate in our school. We have an active Parents and Citizens' Association with sub committees in Special Education and Instrumental Music. The main point of contact for parents is their child's Peer Support Teacher, Year Coordinator and Director of Student Achievement.

Communication processes are important in assisting the development of the partnership between the school and parents. Parent teacher interviews occur twice a year. Parents and teachers regularly communicate in person, by phone or email to discuss student progress. Our website is constantly updated to keep parents and the broader community informed and involved in our school. We also use Facebook, Twitter and the QParents App to ensure our parents are kept well informed.

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

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

A range of adjustments are made to assist students with diverse needs to access and participate fully at school.

The school's support personnel includes 3 Heads of Department (Teaching & Learning) locally known as Directors of Student Achievement in each of Junior Secondary, Year 10, and Senior Secondary. A support team consisting of the Support Teacher (Literacy), 2 Guidance Officers and the Head of Special Education Services have developed consultation processes to ensure all students are supported during their time at school.

The Head of Special Education Services, Special Education teachers and teacher aides provide specific support to students with disabilities to ensure full participation in curriculum programs.

Respectful relationships programs

Our school's Responsible Behaviour Plan outlines and details the core values of safe and respectful behaviours.

The school has developed and implemented a whole school approach to respectful relationships education which is primarily implemented through the Peer Support and Pastoral Care Programs. The school also utilizes the opportunity presented through the curriculum and school practices to build a culture that respects all relationships and that seeks to prevent gender based violence. External providers are engaged to support the successful implementation of the programs across all year levels.

Our junior and senior student prefects lead this agenda through the Student Representative Council and are ably supported by our Peer Support Leaders who are trained by the Head of Department Student Wellbeing to deliver the school's Peer Support Program.

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

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	68	99	144
Long Suspensions – 11 to 20 days	6	7	9
Exclusions	1	6	6
Cancellations of Enrolment	2	2	3

Environmental Footprint

Reducing the school's environmental footprint

Staff are committed to reducing the environmental footprint. Students and staff are aware of the impact of their behaviours on this important issue.

The increase in the use of electricity and water can be attributed to the increased enrolment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	499,775	11,198
2015-2016	552,936	11,524
2016-2017	554,661	12,490

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.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, 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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	128	55	<5
Full-time Equivalents	118	35	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	11
Graduate Diploma etc.**	38
Bachelor degree	75
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$130 965.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	95%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	93%	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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

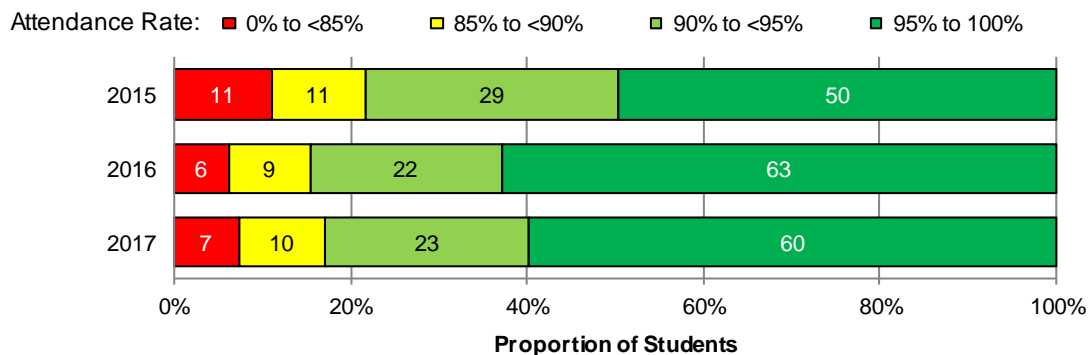
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								96%	94%	93%	92%	92%	92%
2016								96%	95%	95%	94%	95%	95%
2017								96%	94%	93%	93%	95%	95%

*Attendance rates effectively count 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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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

Rolls and records of attendance comply with the Department of Education's policy.

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

A network of school-based and external services are implemented as needed to support full engagement of students at school.

Key strategies that are being used to increase attendance are:

- Attendance Health Check letters
- A Student Attendance App on every student's laptop
- An Attendance Data Wall
- Peer Support Class Top 10 Attendance Rates published each week
- School Attendance Rates and Year Level Attendance Rates published each week with comparison data from previous years

NAPLAN

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

Where it states '**School name**', type in the name of the school you wish to view, 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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	211	244	237
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	3
Number of students receiving an Overall Position (OP)	117	135	154
Percentage of Indigenous students receiving an Overall Position (OP)	25%	36%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	14	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	104	142	125
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	139	120
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	210	242	234
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%	88%	86%
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.	97%	96%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	23	47	30	17	0
2016	27	48	44	16	0
2017	43	44	46	21	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	5	81	50
2016	7	131	44
2017	16	105	48

As at 14th February 2018. The above values exclude VISA students.

Students have had the opportunity to complete:

- Certificate II in Engineering Pathways
- Certificate II in Furniture Making
- Certificate II in Music Industry
- Certificate II in Visual Art
- Certificate II in Hospitality
- Certificate II in Workplace Practices
- Certificate II in Logistics
- Certificate II in Health Support Services
- Certificate III in Fitness
- Certificate III in Business
- Certificate I in Construction

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	97%	93%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	108%	100%	100%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

Early leavers information

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

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

Conclusion

Parents, students and teachers will tell you that this a great school where students are strongly encouraged to perform at their very best, both individually and as part of a team, to ensure they are well prepared for their future.

Our students espouse the personal qualities that are absolutely essential for achieving individual success. All students, with the support of their teachers, families and the school community will continue to achieve outstanding results in the coming years.