



Cooktown P-12 State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 4 Cooktown 4895
Phone	(07) 4082 0222
Fax	(07) 4069 5651
Email	principal@cooktownss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Leanne Rayner

From the Principal

School overview

Cooktown P-12 State School is a coeducational school with approximately 394 students from Prep to Year 12. The school comprises approximately 50% Indigenous students mainly from Cooktown and Hopevale. We provide an excellent educational opportunity for our students in the Cooktown area based on a strong Indigenous and European history, an outstanding natural environment, a dedicated staff and a learning-rich curriculum. The school's vision, 'Success from Endeavour', reflects the community's desire for an educated and informed youth. We are the leading school in the Cape in the development of the Year 1 to Year 9 curriculum and have embedded curriculum options including Authority subjects, Certificates, SAS and traineeships and apprenticeships into our senior school. We have developed meaningful working relationships with the community to enhance learning and promote student pathways. This is built on a belief that together we make a difference and an absolute commitment to this community through our youth. Cooktown P-12 State School has a Service Commitment that 100% achieve an OP and enter University or a clear VET pathway or paid employment of 25 hours or more per week.

Principal's Foreword

Introduction

The Cooktown P-12 State School has been serving Cooktown and outlying areas since 1875 as a primary school. In 1970, a Secondary school was built which meant that for the first time students could continue their secondary education close to home without having to travel to Cairns and beyond. In 1999, we proudly became a combined Prep to Year 12 campus. Throughout our history, we have serviced the educational needs of our indigenous and non-indigenous families. As Cooktown grows in cultural diversity our student, body is now inclusive of students from many diverse nationalities and cultures.

Our focus is for all students to be nurtured academically, emotionally and socially so that we can deliver the Service Commitment for all students to transition successfully into sustainable future pathways.

Our teaching model is Explicit Teaching. The expectation is that in all classrooms this consistent, fluent, empowering and engaging method is used to deliver learning experiences.

Our Pedagogical Framework ensures consistency across all year levels from Prep to Year 12.

As a Positive Behaviour for Learning school, we have a clear set of behavioural expectations – At Cooktown State School we are Safe, Respectful Learners.

Our work at Cooktown P-12 State School is carefully aligned to the State and Far North Queensland Regional Priorities (which are detailed under School Progress)

The Cooktown State School Annual Report outlines the progress of the school in 2015 in key areas of curriculum, staff and student outcomes.

School progress towards its goals in 2018

- **Guarantee that every student will either:**
 - Achieve NMS in literacy and Numeracy for their year level or
 - Have an evidence based Individual Learning Plan developed by the school, in place, to address their specific learning needs
- **Support our relentless focus to achieve:**
- **Attendance >90%**
- **School Opinion Survey: Staff, Parents Students Overall Satisfaction >90%**
- **Reading Outcomes (PM Benchmarks):**
 - Prep – 90% @ Level 9 and 50% @ Level 12
 - Year 1 - 90% @ Level 19 and 50% @ Level 22
 - Year 2 – 90% @ Level 25 and 50% @ Level 28
 - Year 3 – 90% @ Level 28 and 50% @ Level 30
- **NAPLAN**
 - NMS – in more than 2/3 of areas >95% for Year 3 and >90% for Year 5, 7 & 9
 - %U2B – In more than 2/3 of areas >

- >45% for Year 3
 - >34% for Year 5
 - >30% for Year 7
 - >20% for Year 9
- Overall MSS, %U2B & Relative Gain – similar to or better than similar QLD SS
- **Year 12 Outcomes**
 - a. %QCE 100%
 - b. %QCIA 100% for those students on this pathway
 - c. %OP 1-15 >85%
 - d. %Cert II or above >65%

Our initiatives include

- Continue to implement Cooktown P-12 State School's strong improvement agenda predicated on the State Schooling improvement agenda with an explicit focus on:
 - Revisit, refine and revise the school pedagogical framework and embed it as the shared the shared language of teaching and learning
 - Ensure all teachers use OneSchool Curriculum Planning, Markbooks, Dashboard, Course Planners
 - Establish of a Teacher Learning Centre with timetabled Cycle of Inquiry data interrogation sessions for school leaders and teachers to develop deep knowledge, understanding and delivery of the P-10 Australian Curriculum content descriptors, achievement standards, assessment and moderation to ensure continual student learning progression. (*Hattie, Visible Learning and Hattie Visible Learning for Teachers; Love et al, The Data Coach's Guide, Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do!*)

Through the Teacher Learning Centre and timetabled Cycle of Inquiry data interrogation sessions for school leaders and teachers to develop deep knowledge, understanding and delivery of SATE,

- Secondary work programs, VET compliances, OP, QCE, QCIA attainment and pedagogical accountabilities. (*Hattie, Visible Learning and Hattie Visible Learning for Teachers; Love et al, The Data Coach's Guide, Sharratt, L and Fullan, M 2012 Putting FACES on the data: What great leaders do!*)
- Improving writing through the 'One Sentence at a Time Writing' program for students at or under NMS in Writing.
- Explicit Teaching focussed agenda and investing in as a 'Booster School':
 - a. Explicit Teaching is our signature pedagogy and is embedded in practice within the school
 - b. Moving surface learning to deep understanding
 - c. Ensuring our Pedagogical Framework continues to reflect this

Participating in the 2018 FNQ Cycles of Inquiry – Explicit Teaching

Building teacher capability across P-12 in explicit teaching and consolidations through coaching and feedback. (Deputy Principals trained as trainers by Anita Archer) (*Evidence based on the FNQ Improving Teaching System; Archer and Hughes; Hollingsworth and Ybarra*)

- Utilising the 'Early Start' program and data to inform practice and goal setting for students in the early years
- Implementing the 'Step Up' program, meshing with the Cooktown Community District Centre and parents to develop pre-prep preparedness for school
- Utilizing the FNQ Literacy Continuum to guide instructional and teacher capability development (Bayetto - Big 6; OFSTED (Reading by 6)
- Focus on the Well-being students and moral building through Social, Emotional and Well-being Kid's Matter Program
- Continue our Indigenous School/Community Liaison Officer to assist with student, engagement, attendance and retention
- Improve school communication – staff, students, parents and community to raise the profile and image of the school in the community

Our school will improve student outcomes by

Providing the following resources: (Costs include school purchases above I4S)

- Human Resources:
 - Maintaining the Primary Campus at 10 classes
 - HOC Prep - 9 1.0 FTE no teaching load to develop Curriculum Plan Primary and lead the delivery of consistent curriculum planning, teaching, assessment and feedback through the (TLC) using the Cycle of Inquiry
 - Explicit Teaching Coaching – Principal, Deputy Principals, HOC and HOD to provide continuous professional development which includes classroom monitoring, data interrogation, student tracking, teacher coaching and feedback to directly improve teacher performance
 - Provide an Indigenous School/Community Liaison officer
 - Provide continuous PBL training, Profiling training and support with ESCM specialist
 - Provide a 0.6 T02 to support STEM focus, ICT and Robotics \$30000
- Physical Resources:
 - 1x banks of new laptops to service SDE students
 - Reconfiguring under-utilised space to physically and technically support a functioning Teaching and Learning Centre to investigate and improve student achievement data and teaching practices
 - Reconfigure the Inclusive Education room to support students with disabilities and provide enhanced learning opportunities and outcomes
 - Provide a school vehicle to provide access for staff to meet with parents, perform home visits, attend community meetings, maintain strong community and family links and assist with student engagement, attendance and retention strategies
 - Behaviour Management shop and rewards program

Future outlook

2019 – 2022 Cooktown P-12 State School Priorities

Our relentless Improvement Journey

- ***Develop, implement and quality assure a whole-school systemic approach to feedback, supervision and coaching***
- ***Implement QA processes to ensure intended curriculum is horizontally and vertically aligned and enacted consistently across all classrooms***
- ***Develop a whole school response to student learning intervention using the collaborative inquiry process (RTI)***
- ***Develop and implement a QA process to ensure the school's Pedagogical Framework is enacted consistently in all classrooms across all cohorts***
- ***Document a school plan and timetable for the collection of student achievement data and wellbeing data including assigned responsibilities for interrogating the data and developing and enacting strategies to improve student outcomes***
- ***Focus on Explicit Teaching practice and performance***
- ***Focus rigorously on all student attendance, participation and engagement regardless of cohort or ability***
- ***Implement the Wellbeing 'Be You' program across P-12***
- ***Ensure Vocational Education and Training programs are compliant through rectification and audit processes***

- **Successful SATE transition and implementation**
- **Improve whole school community communication through a multi - pronged media approach**

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	382	369	394
Girls	204	201	215
Boys	178	168	179
Indigenous	167	181	196
Enrolment continuity (Feb. – Nov.)	83%	85%	84%

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

Cooktown P-12 State School is a Low SES rural remote school catering for the educational needs of students from both Cooktown and outlying communities such as Rossville and Hope Vale. We have a rich cultural diversity, with approximately 50% of our students being indigenous as well as students from a variety of nationalities.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	24
Year 4 – Year 6	30	24	24
Year 7 – Year 10	17	18	16
Year 11 – Year 12	11	15	10

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

Our Approach to Curriculum Delivery

Cooktown P-12 State School utilizes an Explicit Teaching model to deliver curriculum across all subjects. This focuses upon ensuring students have a clear understanding of what they are learning and are led through a process by their teacher to ensure the concepts learned are consolidated and embedded.

Students from Prep to Year 10 study all KLAs under the Australian Curriculum. The opportunity to study Chinese is offered in Years 6 and 7. From Year 9 electives are offered to students, including Visual Art, Manual Arts and Health and Physical Education Extension.

As students' progress into Senior Secondary, they have the opportunity to gain both an academic or Vocational Education Qualification. These include: English, English Communication, Maths A, Maths B, Pre-Vocational Maths, Biology, Art, Drama, Home Economics, Industrial Skills, SOSE, HPE, Marine Studies, Marine Aquatic Practices, Geography, Cert II Sport and Recreation, Cert III Visual Arts, Cert III Children's Services, Cert III Radio Broadcasting, Cert I Conservation and Land Management, Cert II Hospitality, Cert II Visual Arts, Cert I Business, Cert III Fitness, Recreation Studies, Information, Communication and Technology.

The school also provides students the opportunity to study subjects of their choice not offered in timetabled classes through Distance Education. These lessons and tutorials are held in or purpose built SDE room. From 2017 all Year 11 students will participate in the Outback to Ocean project and complete a Cert II Tourism.

Co-curricular activities

Student Council
Mountain Biking
Australian Mathematics Competition
UNSW ICAS Competitions – English, Mathematics, Science, Writing
Shakespeare Club
Year 8 Boys Bike Ride
Duke of Edinburgh
Choir
Australian Geography Quiz
Cooktown's Got Talent
Robotics Club
Chess
Auslan
Discovery Festival
Computer Club
Environmental Club
AFL
Rugby League
Netball
Re Enactment Society
Touch Football

How information and communication technologies are used to assist learning

Cooktown P-12 State School has a continued commitment to ensuring all staff and students utilise information technology to improve communication, teaching and learning. Students have access to technology through computer labs, library, classrooms and laptops. Cooktown P-12 State School has an advanced ICT program for students. Our Robotics club has received significant attention and is highly appraised across the state. Students from our Robotics Club have competed internationally at the World Robo Games in San Francisco. Our two Labs have 2x 3D printers which students design, develop and produce robots or other artifacts. Computer to student ratios are high with a range of desktops, laptop banks and computer labs available for use. Classrooms are fitted with electronic whiteboards, which assist teacher to deliver their programs effectively to students. All staff are issued with a personal laptop to ensure a high level of information technology in every component of their teaching. Sound field systems are integrated into every classroom to ensure hearing-impaired students are catered for.

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)	90%	56%	83%
• this is a good school (S2035)	100%	67%	92%
• their child likes being at this school* (S2001)	100%	67%	92%
• their child feels safe at this school* (S2002)	100%	78%	92%
• their child's learning needs are being met at this school* (S2003)	90%	67%	75%
• their child is making good progress at this school* (S2004)	90%	78%	75%
• teachers at this school expect their child to do his or her best* (S2005)	100%	78%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	78%	73%
• teachers at this school motivate their child to learn* (S2007)	100%	78%	100%
• teachers at this school treat students fairly* (S2008)	90%	67%	83%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	100%	67%	83%
• this school takes parents' opinions seriously* (S2011)	100%	67%	83%
• student behaviour is well managed at this school* (S2012)	70%	44%	83%
• this school looks for ways to improve* (S2013)	89%	63%	100%
• this school is well maintained* (S2014)	80%	89%	100%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	86%	86%	86%
• they like being at their school* (S2036)	81%	88%	88%

Percentage of students who agree# that:	2016	2017	2018
• they feel safe at their school* (S2037)	85%	87%	88%
• their teachers motivate them to learn* (S2038)	90%	89%	90%
• their teachers expect them to do their best* (S2039)	97%	93%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	86%	85%
• teachers treat students fairly at their school* (S2041)	66%	76%	75%
• they can talk to their teachers about their concerns* (S2042)	69%	76%	68%
• their school takes students' opinions seriously* (S2043)	65%	76%	75%
• student behaviour is well managed at their school* (S2044)	56%	67%	60%
• their school looks for ways to improve* (S2045)	80%	85%	88%
• their school is well maintained* (S2046)	74%	85%	84%
• their school gives them opportunities to do interesting things* (S2047)	83%	82%	86%

* 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)	86%	79%	88%
• they feel that their school is a safe place in which to work (S2070)	93%	92%	100%
• they receive useful feedback about their work at their school (S2071)	79%	71%	73%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	92%	82%
• students are encouraged to do their best at their school (S2072)	72%	83%	96%
• students are treated fairly at their school (S2073)	83%	75%	92%
• student behaviour is well managed at their school (S2074)	62%	58%	85%
• staff are well supported at their school (S2075)	66%	58%	85%
• their school takes staff opinions seriously (S2076)	61%	55%	80%
• their school looks for ways to improve (S2077)	86%	83%	92%
• their school is well maintained (S2078)	83%	88%	96%
• their school gives them opportunities to do interesting things (S2079)	83%	63%	88%

* 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

The Cooktown P-12 State School provides various opportunities for parents to be involved in their children's education. As the main institution within a very small community, the school is an integral part of community life. It is paramount that our community, especially our parents are encouraged, welcomed and valued as significant members of our school structure. Many parents are involved through volunteering as members of our Parents and Citizens Association, which gives them an active role in school decision making. The school hosts many informal and formal events such as – Student, parent and teacher interviews, open nights, family breakfasts, assemblies, presentation evenings, induction and transition events, talent contest, drama

productions and sporting events that welcome parent participation. Parents play key roles in events such as the Year 6 and the Year 12 graduation ceremonies. The entire school community values parents through positive parent contacts and ensuring that close relationships with parents are developed and maintained. Cooktown P-12 State School has worked closely with Dr George Otero and his team on building community relationships.

Respectful relationships education programs

These include, High Five, Positive Behaviour for Learning and the school rules of being a Safe, Respectful, Learner. Fortnightly 'Kids Matter' -safe behaviour focus taught lessons, Well Being committee, and Guidance Officer work with individuals on restorative justice. Reporting through OneSchool processes to agencies for significant harm issues.

Students are taught through these identified programs, which focus on personal safety and awareness, including identifying and responding to abuse, violence, developing students' knowledge, and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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

Programs are aligned with the ACARA Personal and Social Capabilities from the Australian Curriculum.

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	202	136	124
Long suspensions – 11 to 20 days	9	2	0
Exclusions	4	3	3
Cancellations of enrolment	1	3	5

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

The school has endeavoured to limit the electricity consumption through less usage of air-conditioning units in cooler months and ensuring classrooms have good air-flow. We have explicitly taught students about our carbon footprint and have formed a large Environmental Club who meets regularly and informs the school community of our environmental impact. Students who study Conservation and Land Management add to the environmental voice of the school. Our school is also a Reef Guardian school and participates in beach clean-up and other environmentally beneficial events. Our school has replaced all defunct air conditioners.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	121,447	25,179	264,590
Water (kL)		6,683	130

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

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	40	29	5
Full-time equivalents	39	18	<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
Doctorate	0
Masters	6
Graduate Diploma etc.*	10
Bachelor degree	33
Diploma	1
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$82767.26.

The major professional development initiatives are as follows:

- Explicit Teaching
- PBL
- ICP
- Reading
- SATE
- Pedagogical Framework
- Whole School Review
- VET
- Solution- Focussed Approach

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.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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 P-10/P-12 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	82%	81%	81%
Attendance rate for Indigenous** students at this school	75%	75%	75%

* 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	83%	82%	82%
Year 1	83%	83%	78%
Year 2	83%	81%	83%
Year 3	84%	81%	79%
Year 4	86%	84%	84%
Year 5	86%	86%	82%
Year 6	86%	84%	83%

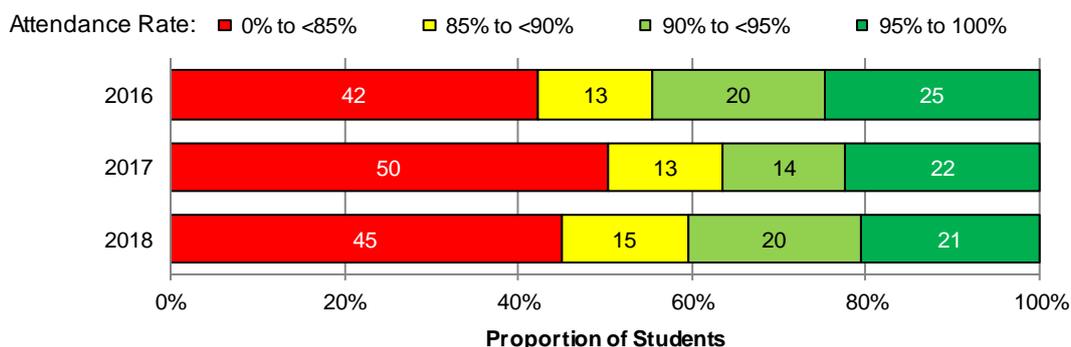
Year level	2016	2017	2018
Year 7	78%	84%	86%
Year 8	77%	81%	84%
Year 9	76%	73%	82%
Year 10	79%	74%	77%
Year 11	71%	72%	74%
Year 12	81%	74%	78%

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.

Cooktown P-12 State School continues to refine its attendance strategy. Procedures for maximising attendance are based on research, which include these four areas, which are key to improvement:

Early intervention

School renewal and community partnerships

Improving teaching and pedagogy

Specialised responses including alternative programs and mentoring

Cultural awareness and connectedness

Cooktown P-12 State School uses the following procedures:

Employment of a School/Community Liaison Officer

Departmental letters regarding poor attendance

Rolls are marked electronically through OneSchool

SMS to parents to inform student absence has been noted

Telephone contacts made by class teachers to parents to discuss reasons for absence

Letters sent home to parents stating percentage of their child's attendance

Positive rewards for attendance

Home visit

'Try for Five' program

Student Wellbeing committee

Kids Matter Program

Social Emotional Wellbeing (SEW) Classes

Junior Secondary Celebration Days

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	16	19	20
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	15	19	20
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%	100%	100%
Number of students who received an OP	3	7	3
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	16	18	20
Number of students awarded a VET Certificate II or above	16	18	20
Number of students who were completing/continuing a SAT	2	9	5
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	67%	86%	100%
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	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	1	0
6-10	0	2	1
11-15	2	3	2
16-20	1	1	0
21-25	0	0	0

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	6	2	1
Certificate II	16	17	20
Certificate III or above	6	12	6

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).

VET Certificate Offerings:

Certificate I in Work Education
 Certificate II in Workplace Practices
 Certificate II in Tourism
 Certificate I in Business (Administration)
 Certificate II in Business (Administration)
 Certificate I in Hospitality
 Certificate II in Hospitality
 Certificate II in Creative & Visual Arts
 Certificate III in Creative & Visual Arts
 Certificate I and II in Radio (Broadcasting)
 Certificate II in Conservation and Land

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	50%	50%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	10%	39%	113%

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.

As part of delivering the Far North Queensland Service Commitment, students who choose to leave school prior to completing Yr12 Students are supported and encouraged to enter into further education and training or fulltime employment. Students identified as at risk of leaving school earlier than the completion of Year 12 are encouraged to work with a variety of support personnel (Guidance Officer, Deputy Principal Senior Secondary, and School/Community Liaison). Students are regularly interviewed regarding results and SET planning. This school works closely with a range of external agencies to support students who left school early. Teachers maintain regular assessment data and engagement data. If students are identified as at risk an interview is convened with the parents, students and teachers to work through strategies that will best support the student to be successful and attain real life outcomes.

Students who terminate their enrolment must provide justification for the decision.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways or employment opportunities.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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