



# Atherton State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

*Every student succeeding. State Schools Strategy 2017-2021*  
Department of Education

## Contact Information

Postal address:	PO Box 574 Atherton 4883
Phone:	(07) 4030 5222
Fax:	(07) 4091 3847
Email:	principal@athertonshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Tony Whybird, Principal

# School Overview

The purpose of Atherton SHS is to provide an educational service to our community that develops the physical, emotional, social and intellectual capability of the child so that they achieve their learning goals and the school achieves its headline indicators. Our goal is to deliver on our purpose and allow every student to realise their dreams.

As a school based in the Far Northern Region, we align our practices to the regional mission statement that all students graduating from school attain the *Service Commitment*. This *Service Commitment* is a goal that all students transition into a real life pathway of university (via an OP), further training (trade/TAFE etc.) or fulltime employment.

As the only high school in the rural community of Atherton, the community has a strong sense of ownership and engagement in their community's school. For more than 60 years students have received outstanding academic, vocational and employment opportunities.

Structurally the school is organised into three sectors:

- The *Teaching and Learning* sector comprises the teaching and learning personnel
- The *Student Services* sector comprises personnel that support student success as they transition through junior secondary, into senior secondary and then to their post school pathway
- The *Business Services* sector provides specialised human resources, facility and financial services to support student success.

The clear organisational chart details the school structure and roles of officers and allows all sectors to align a co-ordinated approach to supporting every student's success.

Any student or staff member who joins the school becomes part of the Atherton SHS family. We care for each other through alignment of our words and our actions.

Our actions are driven by universal values:

- Honesty
- Trustworthiness
- Courage
- Dignity
- Fairness
- Love

In line with our values, we have high expectations about:

- Behaviour.
  - Atherton State High School uses a school wide Responsible Thinking System (RTS) to ensure that positive, respectful relationships are maintained between students and staff. The RTS allows for teachers to teach and students to learn in a respectful environment without behaviour disruptions. The RTS is used both in and outside of classrooms at Atherton SHS.
- Learning.
  - Differentiated learning opportunities support success of students of all ability levels.
    - Innovative online learning for accelerated students through our virtual [Online College of Advanced STEM](#)
    - Embedded classroom programs and teaching methods occur every lesson, every day.
    - [Extra-curricular opportunities](#) occur outside of classroom programs
    - Wide subject choices including academic and vocational programs and opportunities through the onsite trade training centre
- Teaching. Teachers use evidence-based pedagogical approaches to maximise student success:
  - Explicit teaching methods for specific content and skills (e.g. for new/recent learnings across a variety of contexts)
  - Co-operative approaches for open ended or group activities to teach higher order thinking and social process skills (e.g. individuals/teams collaboratively problem solving challenges to provide divergent responses to stimulus)
- Attendance.
  - Sustained engagement in school leads to improved student outcomes. It is expected that every student attends every day unless a reasonable excuse exists not to do so.
- Uniform
  - Our community expects our students to reflect the high expectations established over decades. The [uniform policy](#) clearly articulates these expectations.

A wide variety of Leadership, Arts, Sporting, Social and Community activities are offered for all students at Atherton SHS. These are published to the community annually as part of the extra-curricular opportunities.

Atherton SHS's data shows high levels of outcomes for senior students, evidence that our practices align to the school's purpose, thus meeting the needs of our community. In particular:

- OP data that continues to deliver tertiary opportunities for a wide scope of student capability
- Outstanding vocational links and partnerships with our local business community and RTOs

- Safe, supportive and inclusive practice for students and staff
- Leading managerial practices based on Systems Leadership Theory
- Excellent behaviour data
- Significant cultural opportunities through the Arts and our International school program
- Wonderful leadership and community opportunities.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2017

The Atherton State High School annual report outlines the progress of the school in 2017 in key areas of school profile, staff profile and student performance.

The planning and strategy for the school is identified in the Atherton SHS 2014-2017 strategic plan. Improvement work is published in the Atherton SHS Improvement plan and strategy documentation, which is reviewed every term and endorsed by the school council annually.

2017 Priority area	2017 Planned work
<p><b>Leadership</b></p> <p>Design and implement the Atherton High Way</p> <p>Embed exemplary staff behaviours to achieve the school purpose</p> <p>Embed exemplary leadership behaviours to achieve the school purpose</p>	<ul style="list-style-type: none"> <li>• Review 2014-2017 strategic plan and complete 2018-2021 strategic plan</li> <li>• Design the Atherton Way interface system</li> <li>• Revise and implement Annual Performance Review system</li> <li>• Design and implement Meeting System</li> <li>• Develop leader capability</li> <li>• Investigate effective data based decision making at ASHS</li> </ul>
<p><b>Teaching and Learning</b></p> <p>Design and implement improving teaching capability system to improve classroom performance "Every student every classroom every day learning and achieving" to achieve the school purpose</p>	<p>Teaching Capability System</p> <ul style="list-style-type: none"> <li>• Coach and collaborate to improve quality of Explicit Direct Instruction practice (MT &amp; HoDs)</li> <li>• Improve quality of consolidation (MT and HoDs)</li> <li>• Developing teacher capability through video reflection trial project</li> <li>• North Qld Literacy Project - (Allison Davis)</li> </ul>

## Future Outlook

Improvement work is detailed and published in the 2018-2021 Atherton SHS Improvement plan and strategy documentation, which is reviewed every term and endorsed by the school council.

2018 Priority area	2018 Planned work
<p><b>Leadership</b></p> <p>Implement the Atherton High Way</p> <p>Embed exemplary staff behaviours to achieve the school purpose</p> <p>Embed exemplary leadership behaviours to achieve the school purpose</p>	<ul style="list-style-type: none"> <li>• Embed the Atherton Way interface system</li> <li>• Design and implement Meeting System</li> <li>• Develop staff capability to be highly skilled team leaders and members working together in high performing teams. Investigate effective data based decision making at ASHS</li> <li>• Prepare for implementation of new QCE system</li> </ul>
<p><b>Teaching and Learning</b></p> <p>Design and trial improving teaching capability system to improve classroom performance "Every student every classroom every day learning and achieving" to achieve the school purpose</p> <p>Review and revise Curriculum Delivery</p>	<p>Teaching Capability System</p> <ul style="list-style-type: none"> <li>• Coach and collaborate to improve quality of Explicit Direct Instruction practice (Leaders and teachers)</li> <li>• Improve quality of consolidation ( Leaders and teachers )</li> <li>• Develop consistent implementation of curriculum aligned to ACARA and QCAA standards</li> </ul>
<p><b>Student Services</b></p> <p>Review and revise the Responsible Thinking System, Responsible Behaviour Plan and Essential Skills for Classroom Management</p> <p>Design, implement and review systems for Students Educationally at Risk</p>	<p>Student Services systems</p> <ul style="list-style-type: none"> <li>• Review and design systems to monitor student progress including Students Educationally At Risk strategy, Junior Education Training/Senior Education Training /Qld Certificate of Education/Qld Certificate of Individual Achievement Planning</li> <li>• Design, implement and review an ICP system</li> <li>• Design, implement and review a learning support system</li> </ul>

# 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)
<b>2015</b>	807	414	393	107	91%
<b>2016</b>	795	397	398	114	88%
<b>2017</b>	779	389	390	108	89%

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

The Atherton SHS student body is comprised of students from all areas of the Atherton Tablelands, Cape and Gulf, with the main body of students transitioning from the surrounding Atherton Cluster primary schools. Approximately 14% of the student population is Indigenous.

### 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	23	22	22
Year 11 – Year 12	17	18	18

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Atherton SHS offers a full range of subjects in both junior secondary and senior schooling. In senior, most subjects are offered face to face, with some subjects offered through innovative virtual programs or through distance education.

### Co-curricular Activities

- Acceleration courses including as Senior Astronomy and Astrophysics, Senior Data Science Applications and Senior Coding are delivered by university lecturers through the Online College of Advanced STEM
- International student program for short and long term students
- Flexible Vocational Education and Training subjects for senior students, including students into the Tropical Tablelands Trade Training Centre completing a Certificate I in the area of Construction.

- A large number of students completing on-site Agricultural Science subjects
- Virtual Schooling subjects and School of Distance Education subjects to provide senior flexibility
- Onsite TAFE partnerships in senior subjects

## How Information and Communication Technologies are used to Assist Learning

The “Smart Classroom” strategy is implemented through integrated immersion at Atherton State High School. There is a strong emphasis on integrated technology usage in class with significant upgrades of network and increase in access to devices through devices provided through the National Secondary School Computer Fund. This includes a very strong technology emphasis through our special education program.

In 2014 Atherton SHS began investigating the Bring Your Own (any kind of) Device (BYOX) program. As part of these investigations, information was published and made available for all schools in Queensland to assist them in their BYOX journey. The BYOX paper was reviewed in partnership with the P&C in 2016

Since 2013 the school’s virtual campus of the School of Astronomy and Astrophysics was established and has developed into the [Online College of Advanced STEM](#). Online teaching has allowed for students from across the region, state and nation to access this acceleration course. Further development of online modules in other subject areas occurred in 2017 as connections strengthened with university partners.

## Social Climate

### Overview

The organisational structure of the school has seen a strong student services team develop to successfully assist student progress through schooling. This team has succeeded in embedding proactive support and intervention strategies in 2017. Data for the 2017 school opinion survey showed overall satisfaction and support from parents. This data listed below indicates the levels of satisfaction in the general schooling of students and parents. Student feedback is positive in areas such as safety, teacher expectations and that they are getting a good education at Atherton State High School.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	89%	95%
this is a good school (S2035)	90%	81%	89%
their child likes being at this school* (S2001)	88%	95%	91%
their child feels safe at this school* (S2002)	100%	100%	91%
their child's learning needs are being met at this school* (S2003)	91%	82%	95%
their child is making good progress at this school* (S2004)	94%	92%	91%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	89%	83%
teachers at this school motivate their child to learn* (S2007)	79%	86%	86%
teachers at this school treat students fairly* (S2008)	85%	86%	86%
they can talk to their child's teachers about their concerns* (S2009)	85%	87%	98%
this school works with them to support their child's learning* (S2010)	81%	76%	91%
this school takes parents' opinions seriously* (S2011)	70%	77%	82%
student behaviour is well managed at this school* (S2012)	76%	81%	80%
this school looks for ways to improve* (S2013)	78%	77%	85%
this school is well maintained* (S2014)	85%	86%	89%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
they are getting a good education at school (S2048)	90%	90%	88%
they like being at their school* (S2036)	86%	80%	76%
they feel safe at their school* (S2037)	93%	92%	86%
their teachers motivate them to learn* (S2038)	89%	80%	77%
their teachers expect them to do their best* (S2039)	95%	93%	95%
their teachers provide them with useful feedback about their school work* (S2040)	81%	77%	68%
teachers treat students fairly at their school* (S2041)	74%	67%	56%
they can talk to their teachers about their concerns* (S2042)	72%	65%	67%
their school takes students' opinions seriously* (S2043)	61%	58%	54%
student behaviour is well managed at their school* (S2044)	74%	52%	60%
their school looks for ways to improve* (S2045)	76%	77%	69%
their school is well maintained* (S2046)	79%	76%	66%
their school gives them opportunities to do interesting things* (S2047)	86%	81%	78%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	86%	86%	89%
they feel that their school is a safe place in which to work (S2070)	79%	83%	89%
they receive useful feedback about their work at their school (S2071)	63%	78%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	70%	71%	74%
students are encouraged to do their best at their school (S2072)	84%	86%	90%
students are treated fairly at their school (S2073)	88%	87%	90%
student behaviour is well managed at their school (S2074)	88%	85%	81%
staff are well supported at their school (S2075)	54%	68%	74%
their school takes staff opinions seriously (S2076)	50%	64%	67%
their school looks for ways to improve (S2077)	77%	83%	85%
their school is well maintained (S2078)	78%	86%	88%
their school gives them opportunities to do interesting things (S2079)	65%	73%	81%

\* 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

Parental involvement in children's education occurs through a number of different events. Regular meetings are scheduled after formal reporting periods to feedback student progress to parents. Senior School parents are active participants in review and planning through the Senior Education and Training (SET) planning process.

Parent input into school planning and events is obtained through a strong and supportive Parents and Citizens Association and school council. Parents play a key role in special events such as Yr 7 orientation (Septofest), ANZAC day services, NAIDOC, speech night and Yr. 12 formal and graduation. Since 2013 the Atherton SHS community engagement framework has detailed the many ways that parents and community are able to engage in their child's education.

In 2015 the school was granted funding to upgrade the Special Education Program at Atherton SHS. In 2016, the school opened the new Inclusive Learning Hub that values the diversity of all students regardless of their learning needs. Significant work occurred in 2017 in the area of Individual Curriculum Plans for students who require significant curriculum modifications.

Atherton SHS is part of the Q-Parents program and has its own Facebook page. This builds on the strong communication strategy of weekly *Eagle Eye* newsletters and monthly newspaper articles.

## Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

Atherton SHS teaches respectful relationships as part of the timetabled Valuing Education Program and Health and Physical Education to students in all year levels.

In addition, students and staff run a number of extra-curricular events throughout the school year that foster respectful, inclusive behaviours including:

- Fortnightly addresses on full school and sector parades about respectful relationships and supportive, inclusive behaviours
- National Day against Bullying and Violence pledge signing
- White Ribbon Day pledge signing

School and external staff provide individual case management and targeted programs for students who require additional high level support to model excellent behaviours.

## 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	83	104	121
Long Suspensions – 11 to 20 days	2	2	3
Exclusions	4	1	2
Cancellations of Enrolment	3	1	0

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	414,649	15,161
2015-2016	217,825	1
2016-2017	67,764	5,413

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.

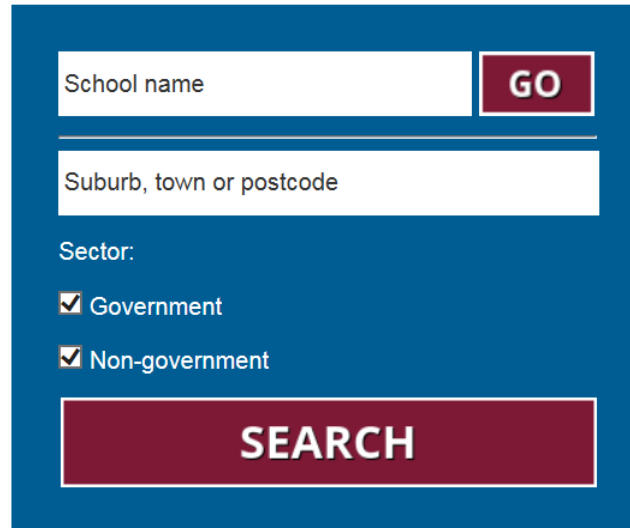
## School Funding

### 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



The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large "SEARCH" button at the bottom.

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	79	42	<5
Full-time Equivalents	75	32	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	2
Bachelor degree	66
Diploma	3
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 \$118008.00.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Teacher capability development in pedagogy and general capabilities (led by Master Teacher)
- Queensland Curriculum and Assessment Authority PD
- Explicit Direct Instruction and Consolidation capability development (with John Fleming)
- Literacy PD
- Faculty training provided by RTO's (TAFE, Binnacle)
- Systems Leadership Theory
- Leadership PD and professional meetings
- School Led initiatives on student free days
- Curriculum Alignment capability development
- Culture development workshops for all staff

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

Many professional development activities were led by leaders, staff, Organisational Effectiveness coach, Master Teacher and Regional Office support personnel.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% 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).	89%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	78%	76%

\*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%.

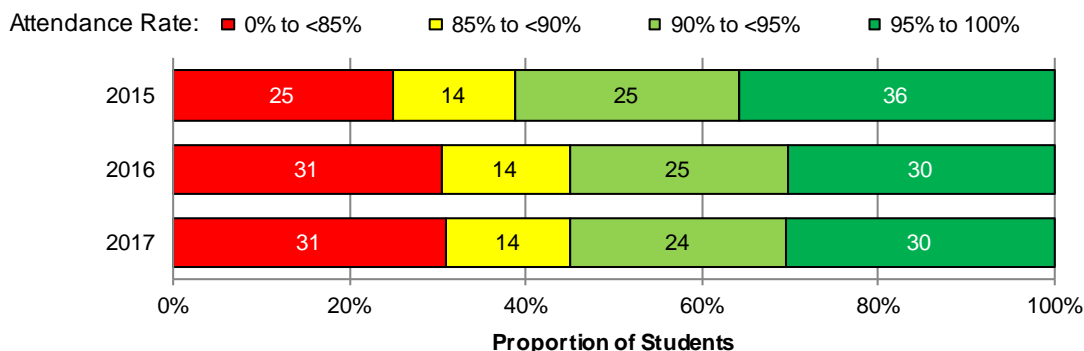
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	93%	88%	88%	86%	88%
2016								89%	90%	88%	86%	86%	85%
2017								91%	85%	89%	85%	85%	86%

\*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.

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.

The attendance system at Atherton SHS is led by the Deputy Principal (Student Services) in accordance with departmental policy. Detailed procedures related to supporting and maximising student attendance are available by contacting the school.

The Deputy Principal (Student Services) and Heads of Junior and Senior Secondary lead the student support services (SSS) team who regularly monitor and act in accordance with the Atherton SHS attendance procedures. Both school and interagency staff (e.g. School nurse, chaplain, VPG) comprise the SSS team.

In 2017 attendance procedures include SMS to parent mobile phones by 9:30am through the use of MGM Wireless and monthly letters issued to resolve unexplained absences. Individual support was provided to students and families by school and external staff.

Staff record attendance directly into OneSchool every lesson.

## 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

GO

Sector:

Government

Non-government

SEARCH

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	151	119	116	
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	2	
Number of students receiving an Overall Position (OP)	75	56	48	
Percentage of Indigenous students receiving an Overall Position (OP)	23%	25%	40%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	45	41	38	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	88	85	93	
Number of students awarded an Australian Qualification Framework Certificate II or above.	74	75	87	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	142	113	112	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92%	88%	100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	79%	92%
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.	98%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	98%	100%

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	12	20	23	18	2
2016	7	16	21	11	1
2017	12	16	16	4	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	6	43	34
2016	13	56	36
2017	8	71	32

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

Delivered by Atherton SHS:

- Certificate I in Construction
- Certificate II in Animal Studies
- Certificate III in Fitness (RTO is Binnacle)

Delivered by TAFE North on site :

- Certificate II in Hospitality
- Certificate II in Health Support

Delivered at Redding Motors:

- Certificate II in Automotive

Delivered at TAFE North Cairns Campus:

- Certificate II in Hairdressing
- Certificate II in Tourism

In 2017 Atherton SHS offered Certificate II in Resources and Infrastructure Work Preparation with Australasian Drilling Institute for selected students. This course was partially delivered (theory) on site, with practical components completed off site.

Atherton SHS is also part of the Tropical Tablelands Trade Training Centres and offers students the opportunity to study at the Mareeba and Malanda campuses.

## 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.	86%	88%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	68%	75%	68%

\* 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.

The report will be available at:

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

### 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.

As part of delivering on the *Service Commitment*, students who choose to leave school prior to completing Yr. 12 enter into further education and training or full time employment. Education and training pathways include educational partnerships with the Vocational Partnerships Group (VPG) as well as traineeships, apprenticeships or TAFE study. Students who have been studying as part of international program (Rotary exchange or Education Queensland International) return to their home countries.