Atherton State High School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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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 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 TTC

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

School progress towards its goals in 2018

The Atherton State High School annual report outlines the progress of the school in 2018 in key areas of school profile, staff profile and student performance.

The planning and strategy for the school is identified in the Atherton SHS 2018-2021 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.

2018 Priority area	2018 Planned work
Leadership • Design and implement the Atherton High Way • Embed exemplary staff behaviours to achieve the school purpose • Embed exemplary leadership behaviours to achieve the school purpose	• Design the Atherton Way interface system • Revise and implement Annual Performance Review system • Design and implement Meeting System • Develop leader capability • Investigate effective data based decision making at ASHS
Teaching and Learning • Design and implement professional learning system • Develop Year 11 new QCE subjects • Develop Atherton SHS Writing Framework • Complete unit plan development aligned to Australian Curriculum to year 10.	• Professional Leaning system developed • Coach and collaborate to improve quality of Explicit Direct Instruction practice (HOTs & HoDs) • Improve quality of consolidation (HOTS and HoDs) • Continue work with Dr Alison Davis to develop literacy capability across the school • Whole School Curriculum plan published to Sharepoint

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.

2019 Priority area	2019 Planned work
Leadership • Implement the Atherton High Way • Embed exemplary staff behaviours to achieve the school purpose • Embed exemplary leadership behaviours to achieve the school purpose	• Embed the Atherton Way interface system • Design and implement Meeting System • 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 • Prepare for implementation of new QCE system
Teaching and Learning • Implement the Professional Learning system • Continue Development of senior QCAA subject • Review and revise Curriculum Delivery • Design whole school moderation procedures	Professional Learning system • Coach and collaborate to improve quality of Explicit Direct Instruction practice (Leaders and teachers) • Improve quality of consolidation (Leaders and teachers) • Develop consistent implementation of curriculum aligned to ACARA and QCAA standards
Student Services • Review and revise the Responsible Thinking System, Responsible Behaviour Plan and Essential Skills for Classroom Management • Design, implement and review systems for Students Educationally at Risk	Student Services systems • 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 • Implement and review an ICP system

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	795	779	763
Girls	397	389	389
Boys	398	390	374
Indigenous	114	108	96
Enrolment continuity (Feb. – Nov.)	88%	89%	88%

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

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 12.5% of the student population is Indigenous.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	22
Year 11 – Year 12	18	18	17

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

Atherton SHS offers a full range of subjects in both junior secondary and senior schooling. In years 7 – 10, Australian Curriculum is followed and the subjects of English, Maths, Science, Humanities and HPE are core. The electives offered are Art, Drama, Music, Textiles and Food Science, Industrial Technology and Design, Digital Technology, Agricultural Science, Japanese and HPE Extension. In senior, QCAA approved General and Applied subjects are offered to provide students with a wide curriculum selection.

In senior, most subjects are offered face to face, with some subjects offered through innovative virtual programs or through distance education.

Co-curricular Activities
Atherton SHS offers additional co-curricular courses:

- 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 such as Certificate III in Fitness and many other certificates courses through TAFE and approved Registered Training Organisations.

How Information and Communication Technologies are used to Assist Learning

All students are expected to demonstrate capability in the use of Information and Communication Technology as general capabilities for 21st century learners as part of standards set by the Australia Curriculum. In order to facilitate students having access to and using computers, Atherton SHS has introduced the BYOx program across all year levels. Students are expected to bring their own device and the school through EQ supports students to use their device.
In addition, Atherton State High School has four computer labs for subject specific software. These labs are timetabled for classes.

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 2018. Data for the 2018 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

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)	89%	95%	86%
• this is a good school (S2035)	81%	89%	80%
• their child likes being at this school* (S2001)	95%	91%	83%
• their child feels safe at this school* (S2002)	100%	91%	89%
• their child's learning needs are being met at this school* (S2003)	82%	95%	80%
• their child is making good progress at this school* (S2004)	92%	91%	86%
• teachers at this school expect their child to do his or her best* (S2005)	97%	95%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	83%	85%
• teachers at this school motivate their child to learn* (S2007)	86%	86%	77%
• teachers at this school treat students fairly* (S2008)	86%	86%	74%
• they can talk to their child's teachers about their concerns* (S2009)	87%	98%	89%
• this school works with them to support their child's learning* (S2010)	76%	91%	78%
• this school takes parents' opinions seriously* (S2011)	77%	82%	79%
• student behaviour is well managed at this school* (S2012)	81%	80%	62%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school looks for ways to improve* (S2013)	77%	85%	79%
• this school is well maintained* (S2014)	86%	89%	90%

* 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)	90%	88%	91%
• they like being at their school* (S2036)	80%	76%	77%
• they feel safe at their school* (S2037)	92%	86%	92%
• their teachers motivate them to learn* (S2038)	80%	77%	79%
• their teachers expect them to do their best* (S2039)	93%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	77%	68%	77%
• teachers treat students fairly at their school* (S2041)	67%	56%	64%
• they can talk to their teachers about their concerns* (S2042)	65%	67%	64%
• their school takes students' opinions seriously* (S2043)	58%	54%	53%
• student behaviour is well managed at their school* (S2044)	52%	60%	56%
• their school looks for ways to improve* (S2045)	77%	69%	78%
• their school is well maintained* (S2046)	76%	66%	74%
• their school gives them opportunities to do interesting things* (S2047)	81%	78%	79%

* 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%	89%	93%
• they feel that their school is a safe place in which to work (S2070)	83%	89%	91%
• they receive useful feedback about their work at their school (S2071)	78%	83%	84%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	74%	85%
• students are encouraged to do their best at their school (S2072)	86%	90%	90%
• students are treated fairly at their school (S2073)	87%	90%	87%
• student behaviour is well managed at their school (S2074)	85%	81%	78%
• staff are well supported at their school (S2075)	68%	74%	79%
• their school takes staff opinions seriously (S2076)	64%	67%	70%
• their school looks for ways to improve (S2077)	83%	85%	88%
• their school is well maintained (S2078)	86%	88%	82%
• their school gives them opportunities to do interesting things (S2079)	73%	81%	85%

Percentage of school staff who agree# that:	2016	2017	2018

* 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, Presentation 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.
The school operates an Inclusive Learning Hub that values the diversity of all students regardless of their learning needs. Significant work occurred in 2018 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 education 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 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

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	104	121	156
Long suspensions – 11 to 20 days	2	3	12
Exclusions	1	2	3
Cancellations of enrolment	1	0	2

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	217,825	67,764	395,106
Water (kL)	1	5,413	3

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.
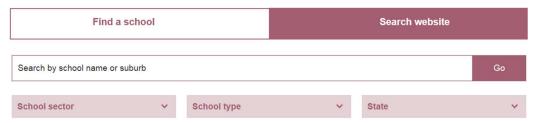
School funding

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* 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	76	43	5
Full-time equivalents	72	33	<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	1
Masters	7
Graduate Diploma etc.*	2
Bachelor degree	66
Diploma	3
Certificate	0

*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 $217,691.42

The major professional development initiatives are as follows:

- Teacher capability development in pedagogy and general capabilities (led by Head of Teaching Services)
- Queensland Curriculum and Assessment Authority PD
- Explicit Direct Instruction and Consolidation capability development (with John Fleming)
- Literacy PD (with Dr Alison Davis)
- 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 2018 was 100%.

Many professional development activities were led by leaders, staff, Head of Teaching Services and Regional Office support personnel.

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%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 Secondary 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	87%	87%	87%
Attendance rate for Indigenous** students at this school	78%	76%	80%

* 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			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

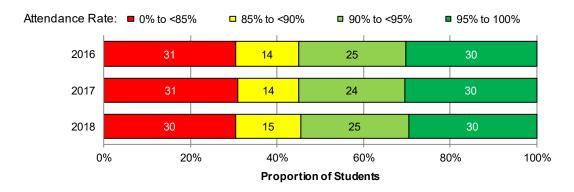| Year level	2016	2017	2018
Year 7	89%	91%	90%
Year 8	90%	85%	88%
Year 9	88%	89%	87%
Year 10	86%	85%	87%
Year 11	86%	85%	86%
Year 12	85%	86%	84%

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	31	14	25	30
2017	31	14	24	30
2018	30	15	25	30

Proportion of Students

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.

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 2018 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.
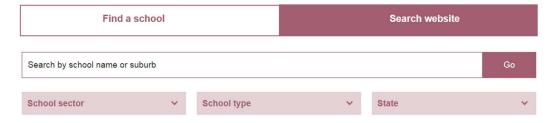Staff record attendance directly into OneSchool every lesson.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 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
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 'NAPLAN' to access the school NAPLAN information.

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	119	116	123
Number of students awarded a QCIA	1	2	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	113	112	119
Percentage of Indigenous students awarded a QCE at the end of Year 12	88%	100%	100%
Number of students who received an OP	56	48	61
Percentage of Indigenous students who received an OP	25%	40%	44%
Number of students awarded one or more VET qualifications (including SAT)	85	93	95
Number of students awarded a VET Certificate II or above	75	87	88
Number of students who were completing/continuing a SAT	41	38	37
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	79%	92%	77%
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	99%	98%	98%
Percentage of QTAC applicants who received a tertiary offer.	98%	100%	100%

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	7	12	9
6-10	16	16	16
11-15	21	16	22
16-20	11	4	13
21-25	1	0	1

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	13	8	8
Certificate II	56	71	77
Certificate III or above	36	32	25

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).

Delivered by Atherton SHS:
• 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 2018 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.

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	88%	90%	88%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	68%	57%

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.

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.

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

https://athertonshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2018%20Next%20step%20summary.pdf