



Queensland Pathways State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Queensland Pathways State College (QPSC) was established in 2018 and has been built on the belief that every student has a right to an education and that every student can succeed. Sometimes however, young people face barriers that prevent them from engaging in schooling such as childhood trauma, a mental health diagnosis or homelessness. QPSC has been built on the foundations of BELIEF, RESPECT, UNITY and STUDENT SUCCESS and is a specific purpose state secondary high school, to support young people who find it difficult to engage in a mainstream school because of these barriers.

The educational program at QPSC is targeted at students from grades 10 to 12 and a minimum of 15 years. Once enrolled, students collaboratively develop their individual learning plans (known locally as their QPSC Plan) which sets out achievable goals for the students. These goals include an academic, wellbeing and pathway goals.

Students typically study at the college for 12 months and during that time staff work closely with every young person to help them find their next soft landing in further study or employment. Students at QPSC have the opportunity to gain a Queensland Certificate of Education (QCE) if their QPSC Plan includes additional vocational training in an external Registered Training Organisation (RTO).

The curriculum at QPSC is delivered through a positive teaching approach, which reflects a philosophy that is respectful, trusting and calm. It is mostly competency based utilising Vocational Education and Training (VET) subjects in literacy, numeracy and work readiness.

An important part of the program is our wellbeing curriculum: SWEL (developing student's Social, Work, Emotional and Life skills) which is reflective of our college wellbeing framework. Through this targeted program, students are supported to reflect on and improve their basic needs, psychological needs and self-fulfilment needs.

QPSC has 6 campus locations in Bracken Ridge, Bundamba, Goodna, Inner City (Brisbane), Mt Gravatt and Townsville.

School progress towards its goals in 2018

As 2018 was our foundation year, our focus was on developing an evidence based curriculum that supported student's literacy, numeracy and wellbeing.

Our literacy and numeracy program includes testing all students on their abilities using the South Australian Spelling Test and the ACER PAT-R and PAT-M assessment tools. Based on the results, students will then be given curriculum appropriate to their abilities, rather than curriculum dictated by the year level of the student.

Targeted literacy and numeracy lessons have then been developed to target deficiencies and develop students competencies in their identified areas of need.

All students will then be post tested when their program is complete to ensure there has been a growth in their knowledge.

During 2018, the college also developed our wellbeing framework combining our core values of Belief, Respect, Unity and Student Success and Maslow's Hierarchy of Needs. All staff have received professional development to identify and support student's wellbeing.

Guidance Officers undertake wellbeing assessments of all student's at enrolment and prepare data to show a snapshot of the total cohort's wellbeing levels. This data is then used to develop site specific targeted wellbeing lessons to improve student's sense of self.

Our foundation year has many successes to celebrate including:

- Supporting over 400 students
- 77% transition success to alternative post school pathways (employment, university, TAFE, Get Set for Work Programs, etc.)
- 100% QCE for students on QCE pathway
- 265 school issued qualifications
- 20.4% relative gain in student attendance from their previous enrolment



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Future outlook

In 2019 QPSC's explicit improvement agenda is to continue to focus on:

- Literacy/Numeracy
- Wellbeing
- Transitions

We will review our school data under these areas and aim to demonstrate the growth of student learning. QPSC will also start the pedagogical framework journey, utilising the IMPACT model of student engagement.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Senior transitions program
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	NA	NA	187
Girls			87
Boys			100
Indigenous			34
Enrolment continuity (Feb. – Nov.)			29%

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

Students enrol at QPSC from grades 10 to 12 and a minimum of 15 years. The enrolment numbers for QPSC are approximately 220 across all six campuses. As QPSC has a rolling in-take, students are starting and finishing their course at all times throughout the year. Over a 12-month period, QPSC aims to support approximately 400 young people.

QPSC has an Enrolment Eligibility Plan (EEP) ensuring that only students with complex backgrounds can enrol at the college. These backgrounds can include: anxiety/depression, homelessness, students having experienced domestic violence and poverty, transient and various addictions.



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Average class sizes

Each campus at QPSC supports between 30 to 50 students depending on the complexities and attendance rates of the campus.

Curriculum delivery

Our approach to curriculum delivery

The curriculum at QPSC is centred on literacy, numeracy, work readiness and wellbeing. The traditional curriculum comprises of Vocational Education and Training (VET) courses and senior courses supported by Queensland Curriculum and Assessment Authority (QCAA). The subjects are listed below.

Vocational Education and Training

- Certificate 1 and 2 – Foundational Literacy (FL 1 and 2)
- Certificate 1 and 2 – General Education for Adults (GEA)
- Certificate 2 – Foundation Skills for Work (FSK)

Queensland Curriculum and Assessment Authority

- Pre-vocational Mathematics (PVM)
- English Communication (ENC)
- Short Course Literacy
- Short Course Numeracy
- Short Course Careers

Students are also supported to undertake additional vocational qualifications through external Registered Training Organisations (RTOs). Typically, this is completed through a VETiS program or school based traineeship.

During 2019, QPSC will transition to the new English and Maths Essentials ready for delivery in 2020.

SWEL (Social Skills, Work Skills, Emotional Skills and Life Skills)

Our SWEL curriculum is founded upon our Wellbeing Framework that is highly influenced by Maslow's Hierarchy of Needs. The core college values of Belief, Respect, Unity and Student Success are inherent in the framework and aligned to a student's needs. These needs include: Basic Needs, Psychological Needs and Self-Fulfilment Needs.

Throughout a 12-month period, students will undertake wellbeing lessons under the following headings to support improvement in the student's wellbeing:

- Peer connection
- Self-worth
- Resilience
- Locus of control
- Cooperation
- Empathy
- Purpose
- Confidence
- Optimism
- Goal setting



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Co-curricular activities

The college has a number of co-curricular programs that supports student's wellbeing and engagement in the college. In 2018, or activities included:

- Holiday program
- Touch football
- Dodgeball
- Basketball
- European handball
- Amazing Race
- School to work program
- Boxing
- Girls/Boys Group
- Yoga
- Drumbeat

How information and communication technologies are used to assist learning

QPSC aims to create an environment where students are engaged in the use of ICTs integral to their learning and transitions. Students are provided with access to laptops in every campus to support their learning.

In 2018, the college also invested in large interactive LCD panels that allow staff and students to connect through video conferences, therefore removing the physical distances that are unique to our school structure.

Social climate

Overview

The curriculum at QPSC is delivered through a positive teaching approach, which reflects a philosophy that is respectful, trusting and calm. We have one school rule: RESPECT.

- Respect for self – believing in yourself, knowing you can achieve.
- Respect for others – respecting others right to learn and keeping the campus a safe and supportive environment, not placing judgement on why we are all here.
- Respect for the community – working together we can achieve.

Our responsible behaviour plan reflects restorative practices and trauma informed practices and care. The school's school opinion survey results for 2018 reflect the college's mission of *Every Student Succeeding*. Students and parents do feel they are getting a good education, the teachers have high expectations and they are treated fairly.

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)	NA	NA	100%
• this is a good school (S2035)			100%
• their child likes being at this school* (S2001)			93%
• their child feels safe at this school* (S2002)			100%
• their child's learning needs are being met at this school* (S2003)			100%



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Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is making good progress at this school* (S2004)			100%
• teachers at this school expect their child to do his or her best* (S2005)			100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)			100%
• teachers at this school motivate their child to learn* (S2007)			100%
• teachers at this school treat students fairly* (S2008)			100%
• they can talk to their child's teachers about their concerns* (S2009)			100%
• this school works with them to support their child's learning* (S2010)			100%
• this school takes parents' opinions seriously* (S2011)			100%
• student behaviour is well managed at this school* (S2012)			100%
• this school looks for ways to improve* (S2013)			100%
• this school is well maintained* (S2014)			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)	NA	NA	97%
• they like being at their school* (S2036)			93%
• they feel safe at their school* (S2037)			93%
• their teachers motivate them to learn* (S2038)			94%
• their teachers expect them to do their best* (S2039)			100%
• their teachers provide them with useful feedback about their school work* (S2040)			99%
• teachers treat students fairly at their school* (S2041)			99%
• they can talk to their teachers about their concerns* (S2042)			93%
• their school takes students' opinions seriously* (S2043)			94%
• student behaviour is well managed at their school* (S2044)			93%
• their school looks for ways to improve* (S2045)			100%
• their school is well maintained* (S2046)			97%
• their school gives them opportunities to do interesting things* (S2047)			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 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	NA	NA	100%
• they feel that their school is a safe place in which to work (S2070)			100%
• they receive useful feedback about their work at their school (S2071)			85%



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Percentage of school staff who agree* that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			95%
• students are encouraged to do their best at their school (S2072)			100%
• students are treated fairly at their school (S2073)			100%
• student behaviour is well managed at their school (S2074)			97%
• staff are well supported at their school (S2075)			97%
• their school takes staff opinions seriously (S2076)	NA	NA	94%
• their school looks for ways to improve (S2077)			100%
• their school is well maintained (S2078)			91%
• their school gives them opportunities to do interesting things (S2079)			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.

Parent and community engagement

As significant partners in each student's education, parents and carers are encouraged to participate in their child's education. Communication between home and school is a vital strategy in building the relationship between parents and school staff. This is especially so for students requiring adjustments to their learning programs and for students who are at risk to participate fully at school

Each semester, student celebrations are conducted and parents and carers are invited in to discuss their students' progress and celebrate the learning that has occurred.

QPSC has multiple partnerships to ensure all students are supported by their community. Some of these partnerships include:

- YMCA
- PCYC
- TAFE Qld.
- Youth Justice
- Ted Noffs
- Australian Defence Force
- Queensland Police
- Various Special Assistance Schools
- Queensland Health
- Axiom
- Various employment agencies
- Mica Projects
- Phoenix House
- Ipswich City Council
- Youth Advocacy Centre



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Respectful relationships education programs

QPSC utilises various programs and support agencies to assist awareness and support for students in the areas of domestic violence, gender equity, conflict resolution and managing aggressive behaviours. Some of these programs include: RAGE, Love Bites, Drumbeat and Girls and Boys Group.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

	2016	2017	2018
Short suspensions – 1 to 10 days	NA	NA	0
Long suspensions – 11 to 20 days			0
Exclusions			0
Cancellations of enrolment			0

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

Students at QPSC are encouraged to reduce, reuse and recycle. Many creative activities that students participate in include upcycling of products, utilising paddock to plate processes and growing their own vegetable and herb gardens.

Table 7: Environmental footprint indicators for this school

	2015–2016	2016–2017	2017–2018
Electricity (kWh)	NA	NA	29,732
Water (kL)			398

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.



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Find a school	Search website	
<input type="text" value="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
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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	25	19	<5
Full-time equivalents	23	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

	Number of qualifications
Doctorate	0
Masters	6
Graduate Diploma etc.*	5
Bachelor degree	14
Diploma	0
Certificate	0

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



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Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 47, 782.41.

The major professional development initiatives are as follows:

- Teaching and learning
- Literacy and numeracy
- Wellbeing
- Leadership
- Team building
- The new QCE

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.	NA	NA	97%

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	NA	NA	65%
Attendance rate for Indigenous** students at this school			61%

* 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.



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Table 12: Average student attendance rates for each year level at this school

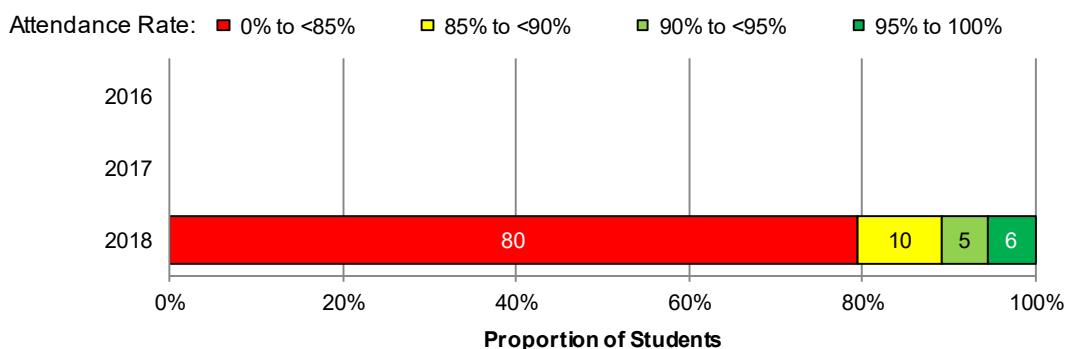
Year level	2016	2017	2018
Year 10	NA	NA	63%
Year 11			62%
Year 12			67%

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.

Attendance is required for students Monday to Thursday, 9:30am to 2:00pm. Many of the students that enrol at QPSC are on flexible timetables so they can participate in alternative schooling options such as school based traineeships and apprenticeships, external RTO courses, work experience, etc.

Student absences are recorded daily and contact is made with any student absent through phone calls or text messaging. If a student is facing barriers to maintaining a full-time enrolment at the college, support mechanisms are put in place to ensure the student can continue to engage in their curriculum.

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.

Please note, these figures will not include those students who completed year 12 and left before November 2018.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	NA	NA	43
Number of students awarded a QCIA			0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12			70
Percentage of Indigenous students awarded a QCE at the end of Year 12			100%
Number of students who received an OP			0
Percentage of Indigenous students who received an OP			0%
Number of students awarded one or more VET qualifications (including SAT)			43
Number of students awarded a VET Certificate II or above			43
Number of students who were completing/continuing a SAT			5
Number of students awarded an IBD			0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD			NA
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%
Percentage of QTAC applicants who received a tertiary offer.			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.
- An additional 27 QCEs were achieved throughout 2018, however due to reporting processes these numbers won't be included in this data
- The number of VET certificates/SATs recorded only reflects those students who exited QPSC in November 2018. Improved data processes for 2019 will ensure a more accurate reflection of completed qualifications can be reported.

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I			37
Certificate II			228
Certificate III or above			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).

The curriculum at QPSC is centred on literacy, numeracy, work readiness and wellbeing. The Vocational Education and Training (VET) courses supported by the school RTO are listed below.

- Certificate 1 and 2 – Foundational Literacy (FL 1 and 2)
- Certificate 1 and 2 – General Education for Adults (GEA)
- Certificate 2 – Foundation Skills for Work (FSK)

Students are also supported to undertake additional vocational qualifications through external Registered Training Organisations (RTOs). Typically, this is completed through a VETiS program or school based traineeship. QPSC has set a target that every student that enrols at the college will exit with at least one qualification.



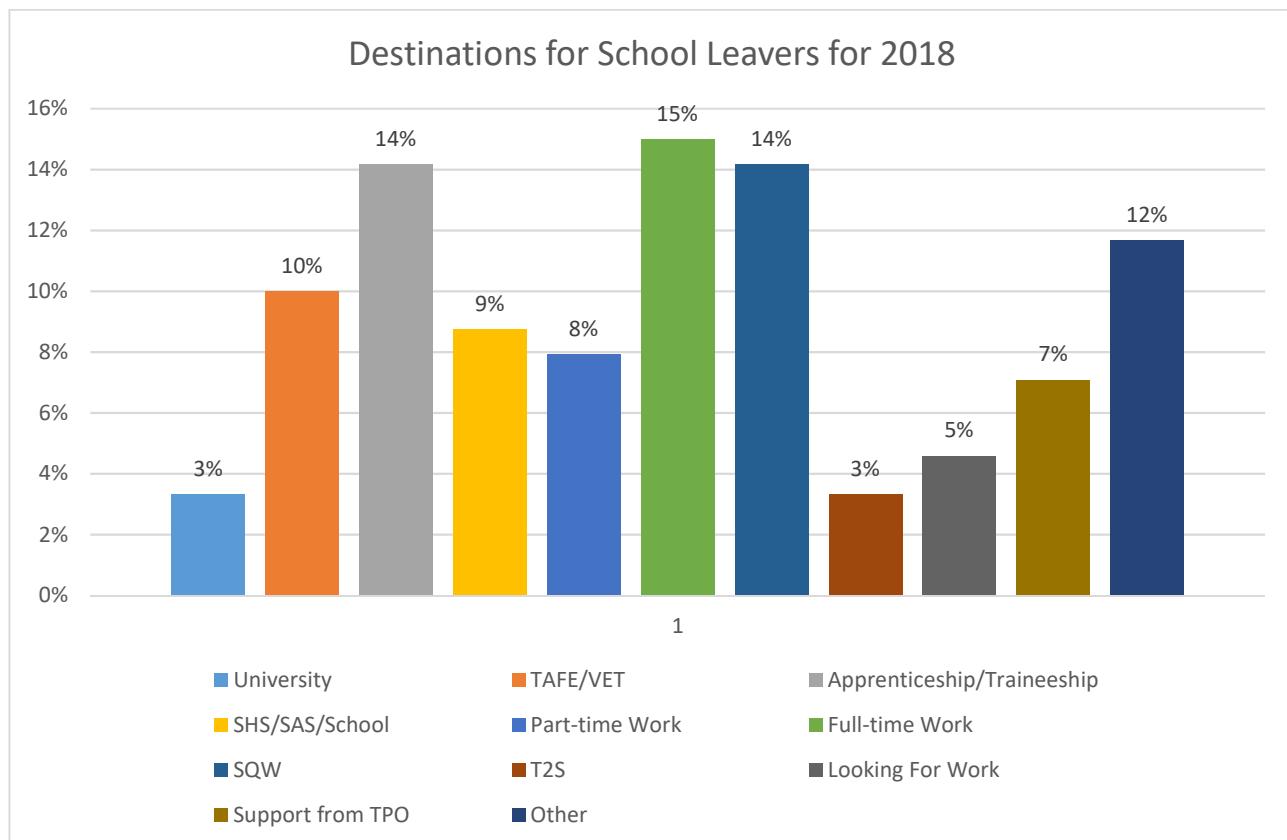
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Student destinations

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.

School leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.



As QPSC provides a rolling intake of students we don't work on a standard calendar year. Students typically will exit at the completion of their QPSC plan. All students are then provided with assistance, through our school based Transition Support Officer, to find their next soft landing in further education or employment.

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.qpsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>



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