



Aviation High

# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Aviation High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students from years 7 to 12 have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Opened in 2007, Aviation High School was established to provide direct pathways for students seeking careers in the aviation and aerospace industries in Queensland. The school curriculum at Aviation High was significantly influenced and supported by the aerospace and aviation industries and provided wonderful opportunities for students. The aerospace context has now grown to the extent that the school has structured a new faculty, led by a separate Head of Department, to cater for those students who wish to pursue careers in the industry. With the introduction of the national curriculum the school is now delivering that same quality education across all Key Learning Areas to all students, whatever their aspirations. With close on 424 students, 41 teaching staff and in its eighth year, this quality secondary school is proudly creating traditions of a school of excellence in the academic and aerospace arenas. We are very proud of our students and their achievements: 90% of students – OP 1-15 100% students receiving a QCE/OP and or VET qualification 100% QCE These results are enhanced by our quality Junior Secondary education, indicated by our NAPLAN results being above or similar to the national mean in all areas. At Aviation High, our unrelenting focus on student learning and improvement will continue in 2014 with three priorities identified and planned for: Literacy and Numeracy Explicit Teaching – evidence-based teaching strategies A Culture that promotes High Expectations Students can gain an Overall Position (OP), a Queensland Certificate of Education (QCE) and VET qualifications while at school. We offer a wide range of senior subjects, both Authority and Authority Registered, with our specialized programs being; Aerospace Studies (Authority subject; Aeroskills(Certificate II in Manufacturing); Aircraft Maintenance Engineering(Certificate II, articulating into completion of the full Certificate IV following year 12). Students are able to take part in flight training as part of the curriculum. Many students choose to take up a school based traineeship or apprenticeship while enrolled at Aviation High. The school's facilities include an Aeroskills and Aeronautics Trade Training Centre, a wind tunnel, flight simulator Centre, radio room, an aircraft themed catering facility as well as aircraft control systems and physics laboratories. Aviation High School offers many opportunities for students to be active participants through cultural, sporting and academic pursuits. It is through these extra-curricular pursuits that students develop a deeper connection to our school. Some of the ways students can be active participants in the life of our school include: Academic competitions including ICAS Mathematics and Science Competitions , National Chemical Quiz, RACI Titration Competition, Unmanned Aerial Vehicle (UAV) Competition, Australian Youth Rocketry competition Student tutorial program Instrumental Music program Arts Festival Student Council Tuesday years 7-9 and Wednesday years 10-12 interschool competition School trips – NASA Science trip to the USA and a World War I European tour over the Easter holidays . Aviation High is a school that believes strong relationships are at the core of all success. We value input from parents and believe that the stronger the relationship between the school, the home and the student, the more likely students will succeed.

## Principal's Foreword

### Introduction

From the Key Priorities and Strategic Activities for 2017 outlined in the Aviation High 2017 Short Term



Operational Plan, the school has:

- A culture of learning that promotes high expectations
- All teachers to be trained in reading to learn program- leading to our own fully trained leaders
- Head of Department Aerospace and IT
- Embed the Developing Performance Framework for Aviation High School staff
- Introduce BYOD to support smart classrooms
- Embed literacy and numeracy knowledge and skills with an emphasis on improving student outcomes in Reading, Numeracy and Writing in all learning areas through teaching and learning teams
- Introduce a data room in order to put a face on student results
- Implemented the EATSIPS school plan to extend the embedment of Aboriginal and Torres Strait Islander Perspectives into the school.

## **Future Outlook**

The Key Priorities and Strategic Activities to be undertaken in 2017 and beyond include:

- Implementation of the Art and Science of Teaching Pedagogical Framework (ASOT)
- An explicit teaching agenda based on research (Fleming model)
- A culture that promotes high expectations in all facets of the school
- Embedding the Australian Curriculum (C2C) for Yr. 8-10 Maths, Science and English and History
- Data to inform decisions on student learning outcomes
- Case managing student learning to improve U2B
- Question and Answer Relationship/ Types of Questions introduced to support differentiation
- Bring Your Own Device for year 7's to 9's

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	372	94	278	13	93%
<b>2016</b>	402	118	284	15	94%
<b>2017</b>	426	128	298	14	95%

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

Aviation High School consists of predominantly single year classes from year 7 to year 12. Students generally stay in the same form throughout their time at Aviation High School and have the same Welfare leader for multiple years. Continuity of individual teachers depends on teacher movement and timetabling. Many students come to the school predominantly for its Aviation focus and its location. However, the school results indicate that many families locally are coming to the school because the school offers so much more than just aviation. Many Parents are realising that the school has great facilities and the teachers know the students well as a result of a welfare system that develops positive relationships not only in the academic areas, but in the social and cultural areas. Approximately 65% of students live outside of the school's normal catchment area. There have been families that have relocated from other areas within Queensland and interstate specifically for the aviation immersed curriculum opportunities. Student family composition of single-parent, two-parent & lifestyle choice is representative of the broader local community. 3.29% of students at the school are Indigenous students. Previous students graduating from Aviation High have progressed on to a broad range of career paths including university programs; certificate programs at registered training providers and full time employment. Scholarships and direct entry to further education and training providers are received and have been received by Aviation High students. A variety of transport modes are used by students to attend Aviation High with train and bus travel being the most widely used. Other students travel by car, bike and walking. The Toombul interchange provides close access for both bus and train travel, while the East West Arterial Rd and the nearby Gateway Motorway provide good vehicular access to the school

### 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	22	22	20
Year 11 – Year 12	19	17	18

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

Our curriculum offerings in 2017 are the same as every other high school in that we offer the same courses of study that are mandated by the Australian National Curriculum. We do have aviation courses that are second to none as part of our educational philosophy at Aviation High:

Aerospace/aviation context where appropriate and where applicable. More specific subjects included:

- A Course in Aircraft Maintenance Engineering – support by Aviation Australia one day a week for Yr. 11 and Yr. 12 students that directly articulates to a Certificate IV in Aero skills (the trade qualification for building and maintaining aircraft) delivered by Aviation High staff under the Registered Training Organisation status of Aviation Australia.
- Aero skills Technology - a practical aerospace related Technology KLA subject for Yrs. 7 to 10
- Aerospace Communications - aimed at improving student literacy for Yrs. 7-9
- Manufacturing SAS - Aero skills Studies- an Authority Registered subject for Yr. 11 and 12, which introduces aircraft design, construction and maintenance through model aircraft
- The Authority Senior subject Aerospace Studies which provides a rigorous overview of the broader aerospace and aviation industries.
- Years 10-12 Certificate 3 in Unmanned Aerial Vehicle (UAV) piloting
- Year 10 Avionics course
- Year 7- 9 Rocketry within the science curriculum

Although the school's curriculum has aligned with career paths in the aerospace industry, students can choose not to work in the industry. The opportunity to achieve a Queensland Certificate of Education and experience a broad range of curriculum offerings helps to ensure multiple pathways are available to all students

### Co-curricular Activities

- Australian Industry Defence Force Academy Open Day
- Air Force Cadets with 220 Squadron based at the school
- Work Experience for years 10-12 with aerospace and non- aerospace industry such as QANTAS and Virgin providers
- School instrumental music program involving 11% of the total school students. Instrumental music camp and master classes
- Rocketry Program
- INTERACT club aligned to Aviation Airport Rotary
- Several charities benefiting from student school council events
- School camps Yr. 7, 9 and 11
- UAV ( Drones ) program
- Math's and Chemistry competitions
- Arts Festival
- Tutoring program

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

Computers are an integral part of the curriculum structure at Aviation High School. Teachers have been provided with professional development training related to the use of Information and Communication Technologies (ICT) in the classroom. Every effort is made to ensure that students and staff have good access to computers and appropriate supporting software across a broad range of subject areas. It is intended that the use of computer technologies be embedded as an integral part of all subject areas. The school has introduced the "Bring Your Own Device" BYOD scheme

## Social Climate

### Overview

Aviation High School is committed to providing a supportive school environment where all members feel safe and are valued; where social and academic learning outcomes are maximised for all through a quality



curriculum, interpersonal relationships and school organisation; where school practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced. The Responsible Support Plan for Students is the means by which we ensure this supportive school environment deals with issues of ‘bullying or harassment’.

Our goals are to support students to become ‘contributing citizens of this school community’. This support is based upon providing an environment that: is accountable in regard to a focus on the promotion of learning, encourages social participation, and promotes acceptance of diversity.

We aim to develop skills of resilience in students through achievement, becoming part of the school community, finding meaning in difficult situation, expressing feelings appropriately and having at least one adult that they can rely upon. Our pastoral care program consists of support staff (school nurse, welfare leaders, guidance officer, deputy principals and heads of departments) who constantly meet the challenges presented through mentoring and guiding our students

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	90%	94%
this is a good school (S2035)	94%	92%	94%
their child likes being at this school* (S2001)	94%	93%	95%
their child feels safe at this school* (S2002)	97%	97%	97%
their child's learning needs are being met at this school* (S2003)	90%	89%	94%
their child is making good progress at this school* (S2004)	94%	92%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	89%	94%
teachers at this school motivate their child to learn* (S2007)	87%	87%	92%
teachers at this school treat students fairly* (S2008)	97%	92%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	95%
this school works with them to support their child's learning* (S2010)	93%	92%	94%
this school takes parents' opinions seriously* (S2011)	89%	88%	89%
student behaviour is well managed at this school* (S2012)	97%	94%	92%
this school looks for ways to improve* (S2013)	93%	93%	94%
this school is well maintained* (S2014)	97%	99%	97%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	93%	94%	95%
they like being at their school* (S2036)	87%	87%	84%
they feel safe at their school* (S2037)	94%	97%	90%
their teachers motivate them to learn* (S2038)	88%	87%	87%
their teachers expect them to do their best* (S2039)	97%	95%	97%
their teachers provide them with useful feedback about their school work* (S2040)	88%	92%	86%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	75%	71%	72%
they can talk to their teachers about their concerns* (S2042)	69%	72%	62%
their school takes students' opinions seriously* (S2043)	69%	68%	69%
student behaviour is well managed at their school* (S2044)	73%	78%	77%
their school looks for ways to improve* (S2045)	86%	90%	86%
their school is well maintained* (S2046)	92%	93%	90%
their school gives them opportunities to do interesting things* (S2047)	85%	90%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	98%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	85%	98%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	97%	94%	82%
students are encouraged to do their best at their school (S2072)	98%	100%	94%
students are treated fairly at their school (S2073)	98%	100%	96%
student behaviour is well managed at their school (S2074)	95%	95%	85%
staff are well supported at their school (S2075)	80%	93%	75%
their school takes staff opinions seriously (S2076)	85%	93%	73%
their school looks for ways to improve (S2077)	90%	100%	92%
their school is well maintained (S2078)	98%	98%	98%
their school gives them opportunities to do interesting things (S2079)	95%	95%	92%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

At Aviation High School, significant time and effort is committed to the on-going development of the school's curriculum with input from the aerospace industry and the broader school community. Meetings with staff, emails, telephone and written correspondence has been used to seek the broader communities input into the curriculum at the school.

The Aviation High Parents and Citizens Association (which meets the second Monday of each month) has had on going input into the school's curriculum, facilities, behaviour policies, uniform and school operation. Individual parents are encouraged to work with the school's Administration, Heads of

Department, Guidance Officer, Year Coordinators and class room teachers on a regular basis. Quarterly reporting structures and subsequent parent/teacher meetings also assist and encourage parents to be actively involved in their child's education. Parents are welcome to make appointments to see members of the Administration team and/or HOD's, Guidance Officer, Welfare Leaders, and teaching staff to discuss their students' progress and/or welfare. Parents are invited to attend special functions and celebrations of learning that occur during the school year

### Respectful relationships programs

The Welfare Program at Aviation High School is made up of three phases

1. Welfare in Curriculum and Teaching Practices
2. Building Student Resilience

### 3. Developing Staff Wellness

Phases 1 and 2 are implemented through use of the school diary, 70 minute weekly welfare lessons which support the school values of Responsibility, Integrity, Respect, Learning and Passion for Aviation High School. The Welfare curriculum has been developed to support students through the identified phases of:

- Induction (entry, expectations, healthy relationships)
- Experience (developing skills and strategies to cope with challenges)
- Selection (career and personal pathways)
- Transition (skills audit and future options)

Integral to supporting the welfare program is an effective learning environment which is safe and supportive and respects the rights of all students to participate and learn. The Welfare Program has been developed to support students and to give them the necessary tools to cope with the pressures of secondary schooling whilst instilling resilience and values.

Aviation High School values the whole person and to support this, each year level is allocated a Welfare Leader whose role is to incorporate student welfare and advocacy into their day to day practices.

The Welfare Team consists of a Deputy Principal, Guidance Officer/HOD Welfare, an Advisory Visiting Teacher Inclusion and five Welfare Leaders representing Years 7 to 12. The Welfare Team meets on a fortnightly basis where feedback is provided relating to each year level and students concerns.

The Welfare Program has the focus of supporting the school priorities of literacy/numeracy, high expectations and a culture of learning and reducing the number of student disciplinary absence through supporting the whole child.

### 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	42	61	62
Long Suspensions – 11 to 20 days	6	0	2
Exclusions	2	0	3
Cancellations of Enrolment	3	1	3

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Aviation High School has sustained significant growth in staff and student numbers since 2007, there has been a proportional increase in the use of power and water at the school. For electricity, the addition of a 4kw solar panel system; the replacement of older style air conditioning units with more efficient inverter units; the use of low energy lights and a commitment by staff to turn off lights, power, air conditioners etc. when leaving classrooms. For water, the 30,000 litre water tank that supplies water to all of the toilets to help reduce the school's demand on the water supply.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	318,112	
2015-2016	339,713	
2016-2017	275,088	664

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

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 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	42	27	0
Full-time Equivalent	39	17	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	
Bachelor degree	36

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	4
Certificate	

\*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 \$60,000.

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Fleming model
- Data Room
- Effective Behaviour Management
- IT upskilling for all staff
- Reading to Learn
- SATE
- ACARA
- Differentiation Policy

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	96%

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

From the end of the previous school year, 100% 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).	90%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	85%

\*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%.

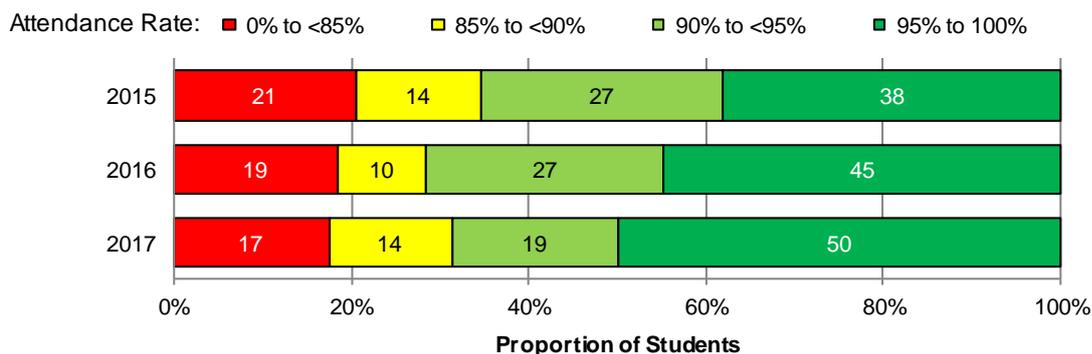
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								94%	87%	89%	87%	91%	91%
2016								95%	90%	89%	87%	93%	93%
2017								93%	92%	91%	91%	92%	93%

\*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.

At Aviation High, Form class attendance rolls are marked by a nominated Form teacher during the 10 min form class period at the beginning of each day (on Parade on Tuesdays). The rolls are returned to the school Administration office at the end of the Form period and entered into a computer based reporting system.

All students arriving late are entered into a computer electronically on arrival.

All phone calls from parents regarding their child away sick etc are entered into a computer electronically.

The system generates a student absence list which is distributed to all staff during Period 1 and all parents are informed by a text messaging system.

All staff maintain class attendance rolls for each of their lessons during the day. These are cross referenced with the daily student absence list to ensure students are not missing individual classes during the day.

In Period 4 all classes rolls are forwarded to the Administration office where they are entered into a computer based reporting system. Daily attendance report reprinted – this indicates any students who may have been present at form class roll and are not at period 4 class. This report forwarded to Deputy Principal for follow up.

Parents may be telephoned daily regarding students who are consistently absent. Deputy Principals contact missing students the following morning and issue detentions. Absentee letters sent to parents every fortnight. Parents are required to contact school by telephone or returning signed letter indicating why student was absent. This information is entered into a computer based reporting system.

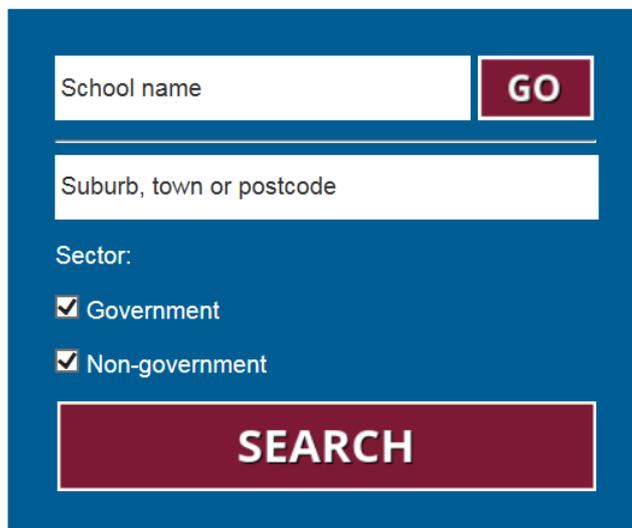
School has lifted averaged 93% attendance over the year up 1%- Target 95%. Parents regularly informed of student attendance and non- attendance in newsletters and school assemblies

## 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.

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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	69	70	68

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	36	50	44
Percentage of Indigenous students receiving an Overall Position (OP)	100%	100%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	8	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	42	28	30
Number of students awarded an Australian Qualification Framework Certificate II or above.	35	26	26
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	69	70	67
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	90%	84%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	98%	95%

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	9	14	5	8	0
2016	6	16	23	5	0
2017	6	13	18	7	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	3	28	11
2016	3	23	5
2017	3	13	18

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

Certificate 2 and 3 in Hospitality (Kitchen Operations) and Certificate 2 in Information Technology. The Certificate 4 AME has a cert 2 component that is completed at school and the cert 4 completed at approved training providers (Aviation Australia). Business certificate 2 and 3 are completed at school

### 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.	77%	92%	97%

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	50%	100%

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

## Student Destinations

### Post-school destination information

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

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

The report will be available at:

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

### Early leavers information

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

Students who intend to leave the school before completing the post compulsory years of schooling are encouraged to have an interview with the Administration and/or the Guidance Officer to consider the possible options available to them if they were to leave school early. The majority of students leave school early to commence full time work or training such as apprenticeships or traineeships

## Conclusion