



Aviation High

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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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 460 students and 44 teaching staff, 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 2018 with three priorities identified and planned for: Literacy and Numeracy, Explicit Teaching - evidence-based teaching strategies and 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 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 programs, Instrumental Music program, Arts Festival, Student Council, Tuesday years 7-9 and Wednesday years 10-12 interschool competition and 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. These relationships within our school will be enhanced in 2018 with the introduction of a Wellbeing Program for all year levels from 7 to 12.

School progress towards its goals in 2018

From the Key Priorities and Strategic Activities for 2018 outlined in the Aviation High 2018 Annual Implementation Plan:

- A culture of learning that promotes high expectations
- All teachers to be trained in Write That Essay
- Teaching and Learning team created with a focus on feedback and differentiation
- Embedding the Developing Performance Framework for Aviation High School staff
- Introduction of BYOD to support smart classrooms
- Embedding literacy and numeracy knowledge and skills with an emphasis on improving student outcomes in Reading (R2L), Numeracy and Writing (WTE) in all learning areas through teaching and learning teams
- Implementing a focus on impact cycles to gather feedback on effective teaching strategies (Corwin)
- Implementing 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 2018 and beyond include:

- *Implementation of the Art and Science of Teaching Pedagogical Framework (ASOT), particularly DQ5 – Engagement*
- **An explicit teaching agenda based on research (Fleming model)**
- **A culture that promotes high expectations in all facets of the school**
- **An instructional coaching model using impact cycles to assist with differentiation and feedback**
- *Embedding the Australian Curriculum (ACARA) for all KLA's*
- *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**

Bold – Priority Embedded

Italic – Partially Embedded

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	402	426	453
Girls	118	128	144
Boys	284	298	309
Indigenous	15	14	13
Enrolment continuity (Feb. – Nov.)	94%	95%	92%

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

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 Wellbeing 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 wellbeing 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. 3.1% 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

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	22	20	22
Year 11 – Year 12	17	18	15

Note:
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

Our curriculum offerings in 2018 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 is applied where it is appropriate and applicable. More specific subjects included:

- Aero Skills Technology - a practical aerospace related Technology KLA subject for Yrs. 7 to 10
- 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 9 and 10 Avionics course

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 10% of the total school students. Instrumental music camp and master classes.
- Year 7- 9 STEM clubs and activities – Coding / Robotics / Girls STEM
- INTERACT club aligned to Airport Rotary
- Several charities benefiting from student school council events
- School camps Yr. 7, 9 and 11
- Year 7 – 12 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 – specifically iPad's. 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 utilising iPad's and Read Cloud as the platform for student textbooks and resources.

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 Behaviour 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 situations, expressing feelings appropriately and having at least one adult that they can rely upon. Our pastoral care program consists of support staff (school nurse, wellbeing 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	94%	100%
• this is a good school (S2035)	92%	94%	98%
• their child likes being at this school* (S2001)	93%	95%	98%
• their child feels safe at this school* (S2002)	97%	97%	100%
• their child's learning needs are being met at this school* (S2003)	89%	94%	96%
• their child is making good progress at this school* (S2004)	92%	95%	98%
• teachers at this school expect their child to do his or her best* (S2005)	96%	95%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	96%
• teachers at this school motivate their child to learn* (S2007)	87%	92%	96%
• teachers at this school treat students fairly* (S2008)	92%	91%	96%
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	96%
• this school works with them to support their child's learning* (S2010)	92%	94%	96%
• this school takes parents' opinions seriously* (S2011)	88%	89%	96%
• student behaviour is well managed at this school* (S2012)	94%	92%	96%
• this school looks for ways to improve* (S2013)	93%	94%	98%
• this school is well maintained* (S2014)	99%	97%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	94%	95%	89%
• they like being at their school* (S2036)	87%	84%	88%
• they feel safe at their school* (S2037)	97%	90%	96%
• their teachers motivate them to learn* (S2038)	87%	87%	87%
• their teachers expect them to do their best* (S2039)	95%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	86%	83%
• teachers treat students fairly at their school* (S2041)	71%	72%	80%
• they can talk to their teachers about their concerns* (S2042)	72%	62%	72%
• their school takes students' opinions seriously* (S2043)	68%	69%	76%
• student behaviour is well managed at their school* (S2044)	78%	77%	75%
• their school looks for ways to improve* (S2045)	90%	86%	92%
• their school is well maintained* (S2046)	93%	90%	93%
• their school gives them opportunities to do interesting things* (S2047)	90%	88%	86%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	90%	92%
• they feel that their school is a safe place in which to work (S2070)	100%	96%	96%
• they receive useful feedback about their work at their school (S2071)	98%	86%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	82%	81%
• students are encouraged to do their best at their school (S2072)	100%	94%	96%
• students are treated fairly at their school (S2073)	100%	96%	96%
• student behaviour is well managed at their school (S2074)	95%	85%	90%
• staff are well supported at their school (S2075)	93%	75%	88%
• their school takes staff opinions seriously (S2076)	93%	73%	85%
• their school looks for ways to improve (S2077)	100%	92%	94%
• their school is well maintained (S2078)	98%	98%	98%
• their school gives them opportunities to do interesting things (S2079)	95%	92%	88%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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, Wellbeing Leaders 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, Wellbeing 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 education programs

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

1. Wellbeing in Curriculum and Teaching Practices
2. Building Student Resilience
3. Staff Wellbeing

Phases 1 and 2 are implemented through the use of the school diary, 70 minute weekly wellbeing lessons which support the school values of Responsibility, Integrity, Respect, Learning and Passion for Aviation High School.

The Wellbeing 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 wellbeing program is an effective learning environment which is safe and supportive and respects the rights of all students to participate and learn. The Wellbeing 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 Wellbeing Leader whose role is to incorporate student wellbeing and advocacy into their day to day practices. The Wellbeing Team consists of a Deputy Principal, Guidance Officer, HOD Wellbeing, a school Nurse and three Wellbeing Leaders representing Years 7 to 12. The Wellbeing Team meets on a weekly basis where feedback is provided relating to each year level and students of concern. The Wellbeing Program has the focus of supporting the school priorities of literacy/numeracy, high expectations and a culture of learning through supporting the whole child.

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	61	62	93
Long suspensions – 11 to 20 days	0	2	3
Exclusions	0	3	3
Cancellations of enrolment	1	3	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

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 helps reduce the school's demand on the water supply.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	339,713	275,088	296,849
Water (kL)		664	289

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

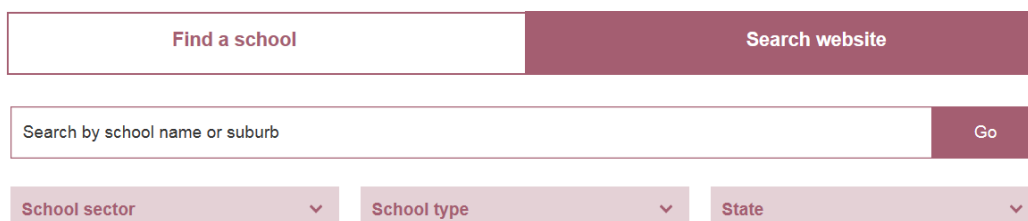
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](http://www.myschool.edu.au/) website at <http://www.myschool.edu.au/>.

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.



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



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



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: Staff Composition

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	44	27	0
Full-time equivalents	42	17	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher Qualifications

Highest level of qualification	Number of qualifications
Doctorate	
Masters	3
Graduate Diploma etc.*	
Bachelor degree	37
Diploma	4
Certificate	

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$70500.

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- Effective Behaviour Management
- Write That Essay
- Read to Learn
- Effective Feedback
- ACARA
- ATAR
- Instructional Coaching

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.	98%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	92%	92%	90%
Attendance rate for Indigenous** students at this school	88%	85%	83%

* 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			

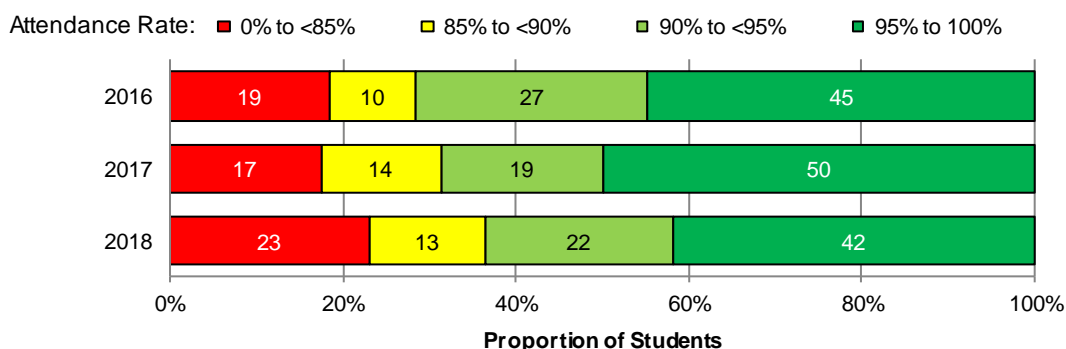
Year level	2016	2017	2018
Year 7	95%	93%	93%
Year 8	90%	92%	91%
Year 9	89%	91%	88%
Year 10	87%	91%	89%
Year 11	93%	92%	89%
Year 12	93%	93%	91%

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

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 (except interschool sport days where it is marked in Session 1). 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 explaining their child's absence e.g. sick 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. At the end of each day anomalies are distributed to class teachers for checking. This report is then forwarded to the Deputy Principal for follow up for missed lessons.

Parents may be telephoned daily regarding students who are consistently absent by the wellbeing leader or Deputy Principal depending on the level of absenteeism.

Absentee letters are sent to parents every three weeks. Parents are required to contact school by telephone or returning signed letter indicating why their student was absent. This information is entered into a computer based reporting system.

School has an average of 91% attendance over the year - target is 95%. Parents are 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 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

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	70	68	76
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	70	67	76
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	50	44	43
Percentage of Indigenous students who received an OP	100%	100%	0%
Number of students awarded one or more VET qualifications (including SAT)	28	30	49
Number of students awarded a VET Certificate II or above	26	26	45
Number of students who were completing/continuing a SAT	8	13	21
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	90%	84%	88%
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%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	95%	97%

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	6	6	6
6-10	16	13	11
11-15	23	18	21
16-20	5	7	5
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	3	3	0
Certificate II	23	13	36
Certificate III or above	5	18	19

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).

- Certificate 2 and 3 in Hospitality (Kitchen Operations)
- Certificate 4 AME has a Cert 2 component that is completed at school and the Cert 4 completed at approved training providers (Aviation Australia).
- Certificate 3 Ground Operations
- Business Certificate 2 is completed at school.

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	92%	97%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	100%	75%

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.

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.

This school works closely with a range of external agencies to support students who do not complete their studies at school. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

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), is available on the school's website.

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

This school's report is available at:

<https://aviationhigh.eq.edu.au/supportandresources/formsanddocuments/documents/next-step-summary-report.pdf>