

Queensland
Children's
Hospital+
School

Queensland Children's Hospital School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

The Queensland Children's Hospital School (QCHS) offers quality educational programs for students of hospitalised families. Our vision is to lead excellence in teaching and learning through innovative and inclusive practices in a hospital setting. QCHS is a multi-campus site including:

- ✓ QCHS Junior Campus Prep-Year 4 (located within the Salmon building, Stanley St, Mater Group)
- ✓ QCHS Senior Campus Year 5-12 (located on Level 8 of QCH)
- ✓ Herston Campus (adolescent programs at the Royal Brisbane and Women's Hospitals; wards and lodges)
- ✓ Woolloowin Campus (Early education program in conjunction with Act for Kids)
- ✓ Chermside Child Youth Mental Health Program - Day Program North (DPN)
- ✓ Regional Hospital Teachers (offering professional and collegial support).

QCHS delivers programs for students from Prep to Year 12 across the State, Catholic and Independent sectors.

This Annual Report for the 2018 academic year highlights our goals, achievements, future outlook, curriculum programs and development as well as a range of student, parent and staff data.

School progress towards its goals in 2018

In late 2018, QCHS underwent a School Review. As a result, listed below are highlights that were celebrated.

School staff members are united and committed to improving the learning and wellbeing needs of all students in the school.

This commitment is articulated in the school's vision statement '*To lead excellence in teaching and learning through innovative and inclusive practices in hospital and health settings*'. Teaching practice across all school sites reflects this commitment.

Staff members demonstrate a deep understanding of the importance of positive and caring relationships.

Interactions are supportive, empathetic and mutually respectful. Staff members work closely with parents, families and health professionals as valued partners in student learning. All stakeholders speak highly of these relationships.

The school has established an extensive, productive and flourishing range of school community partnerships that enhance outcomes for all students.

The key strategic partnership exists with Children's Health Queensland and in particular with Child and Youth Mental Health Services (CYMHS). Through this partnership and the many government, business, community, university and school partners, the school works collaboratively to lead excellence in hospital teaching and learning through innovative and inclusive practices.

The school is its fourth year of operation and is recognised as an international leader in the educational provision for hospital schooling.

School leaders undertake research and attend and deliver presentations at state, national and international conferences. As a leader in this unique context, a specific focus that sets this school's point of difference and excellence is an area to be developed.

School staff members view student and staff member wellbeing as paramount to effective teaching and learning.

A school committee is researching and developing a *Student and Staff Wellbeing Plan* for implementation in 2019. Staff members identify the importance of a systematic approach to this initiative.

A culture of continuous professional improvement including undertaking action research, sharing of practice, coaching and modelling is apparent in the school.

The school is in the process of developing and implementing a school collegial coaching model that involves a three-step process. A pedagogical coach is available to model and observe lessons and provide feedback to teachers. Teaching staff presently self-select to access support from the coach.

School partnerships are considered crucial in the successful transition of students to and from the school.

Staff members indicate that the communication and support from base school partners is critical to the continuity of student learning. School leaders and staff members acknowledge the work required to support and strengthen these school partnerships.

School staff members view reliable utilisation of data as crucial to the improvement of student learning outcomes.

All teachers use achievement data to plan and adjust curriculum. Teachers select from a range of assessments tools to monitor student learning. The rigour and depth regarding the collection, analysis and deep understanding of student achievement data is building in the school. A clear schedule for data collection has been identified as an area for development.

The school leadership team fosters and supports an unswerving focus on teaching and learning across all campuses.

High expectations for learning are apparent for all students. Staff members are passionate about the learning and wellbeing of each student. Flexibility and compassion are features of the staff members' approach in their daily dealings with students.

The school promotes a culture of inquiry and innovation through its curriculum design and pedagogical practices.

The Hospital School Advisory Council (HSAC) encourages and supports this culture through the *Staff Innovation Scholarships Project*. Scholarship projects currently in place include Science, Technology, Engineering and Mathematics (STEM), digital portfolios, bereavement services and skills for living out of home. These projects showcase the outstanding work staff members are undertaking to lead quality innovative practices across the school.

There is an obvious sense of pride across the entire school community.

Staff members, parents, students, health professionals, community and business partners all speak highly of the school and the positive difference it makes in the lives of students and their families.

Future outlook

Following the 2018 School Review, QCHS consulted stakeholder to develop the Strategic Plan 2019-2022 and the Annual Implementation Plan for 2019.

Our strategic priorities are:

- Establish the point of difference that identifies and defines the school as a world leader in hospital schooling.
- Prioritise the implementation of the Student and Staff Wellbeing Framework.
- Quality assure coaching and mentoring models to engage all staff within and across school sites.
- Work with key stakeholders to strengthen the transition processes to and from the school.
- Collaboratively develop a clear and explicit data collection schedule that informs the starting points for learning for each student.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	3062	4017	3231
Girls	1508	2092	1524
Boys	1554	1925	1707
Indigenous	No data captured	306	246
Enrolment continuity (Feb. – Nov.)	No data captured	No data captured	No data captured

Notes:

1. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
2. [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, however students did participate in the Early Years Education program at Act for Kids, Woolloowin Campus

Characteristics of the student body

Overview

Of the students registered at QCH School in 2018, approximately 72% were enrolled in State Schools and 28% in Catholic and Independent Schools.

The breakdown for our students' eligibility for hospital education programs is as follows:

General Medical	36%
Oncology	15%
Surgical/Burns	12%
CYMHS	12%
Family/siblings	8%
CF/Respiratory	4%
Diabetes	3%
Epilepsy	3%
Renal	1%
Cardiac	4%
Other	2%

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	8-16	8-22	6-20
Year 4 – Year 6	6-14	6-18	6-18
Year 7 – Year 10	6-12	6-20	6-18
Year 11 – Year 12	5-8	5-13	5-10

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

QCHS offers a unique curriculum in various specialised settings. Our approach includes:

- an engaging curriculum across P-12 for hospitalised students
- a Pedagogical Framework focusing on an Explicit Instruction agenda as per Archer and Hughes research

- curriculum organisation which prioritises English, Mathematics and Science learning areas
- other learning areas delivered within a purposefully connected curriculum within the HASS and STEM transdisciplinary investigations – cycling through a two year rotation
- unit planning organised through the lens of four Learning Worlds – the Aesthetic World, the Scientific World, the Historical World and the Sustainable World
- whole school curriculum planning arranged into junctures — P-2, Yr3-4, Yr5-6, Yr7-8, Yr9-10 with individualised curriculum planning for students in Years 11 and 12
- teaching sectors are released once a term to plan units in English, Mathematics, HASS and STEM for the following term
- literacy and numeracy goals developed in collaboration with all students and their hospital teacher within a week of attending
- Personal Learning Plans (PLP) developed and aligned with the Australian Curriculum and the students' literacy and numeracy goals for all medium to long term students
- successful negotiations with a variety of neighbouring services greatly enhance our curriculum offerings: for example use of the Mater Group swimming pool for HPE lessons; use of QCH green space for annual sports' day; visiting volunteer students from St Laurence's College and Nudgee College.

Co-curricular activities

Due to strong partnerships with the Children's Hospital Foundation, Children's Health Queensland, QCH Arts Program, Juiced TV, Queensland Conservatory of Music, Griffith University Film and Media, and other QCHS initiatives, students attending QCHS have access to an extensive range of extra curricula opportunities.

Students are invited to participate in a wide variety of community-based projects facilitated by school staff as well as partnership groups. This includes the weekly production of Juiced TV show, themed events, visiting performers and artists, special guests and weekly music lessons.

How information and communication technologies are used to assist learning

The QCHS Technology program aims to:

- engage every student
- improve student outcomes
- use ICTs and technology to support our transdisciplinary STEM units.

The alignment of technology to the Whole School Curriculum Plan supports the planned and explicit teaching of Information and communication technologies. These goals are achieved through building teacher capability with technology.

The development of knowledge, skills and understandings in technology is achieved by:

- engaging in professional development for all staff in ICTs, Design and Digital Technologies
- delivering robotics and coding workshops
- mentoring teachers in delivering modelled explicit lessons linked to the STEM curriculum
- creating resources to support the use of ICTs and digital technologies.

Social climate

Overview

Inspire, Believe, Achieve: capture the feelings of hope, optimism and solidarity that underpin the culture of QCH School. They are evident in the daily interactions of members of our community.

In 2018, students and staff worked together to consolidate the QCHS School Responsible Behaviour Plan (RBP) which was developed with our wider school community. The RBP reflects the school's expectations about behaviour that takes into consideration the school's uniqueness and range of contexts and programs. The plan supports the core business of teaching and learning and highlights key ways which we celebrate student success. This includes the appointment of student leaders, weekly awards on assembly, regular school events and recognition of student achievement on our Facebook page.

At QCHS students and staff interact in ways that reflect our values of respect, trust, integrity, and care. We believe that positive relationships form the basis of effective teaching and learning. To achieve consistency in our language and approach to behaviour and wellbeing at our school, we have adopted school wide practices.

The Student and Staff Wellbeing Committee develops initiatives to promote a supportive school environment that values diversity, promotes student wellbeing and establishes an atmosphere where each student can learn and be successful. The Wellbeing Committee also meets twice each term to develop strategies for promoting staff wellbeing and positive professional relationships in the workplace. The committee has developed a plan that outlines actions and activities that seek to improve staff wellbeing, based on the knowledge that this creates a positive school-wide environment that promotes student learning.

We also know that a small number of students may experience more significant learning or behavioural difficulties. These students are referred to the QCHS Student Support Service (SSS) which meets fortnightly. The SSS provides and monitors a coordinated response to meeting high-level student needs in our inclusive school environment. At QCH School, all staff are trained annually in the Management of Actual or Potential Aggression (MAPA) and strategies are used to safely manage higher-level behaviours.

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)	100%	DW	100%
• this is a good school (S2035)	100%	DW	100%
• their child likes being at this school* (S2001)	100%	DW	100%
• their child feels safe at this school* (S2002)	93%	DW	100%
• their child's learning needs are being met at this school* (S2003)	100%	DW	100%
• their child is making good progress at this school* (S2004)	100%	DW	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	DW	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	DW	100%
• teachers at this school motivate their child to learn* (S2007)	100%	DW	100%
• teachers at this school treat students fairly* (S2008)	100%	DW	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	DW	100%
• this school works with them to support their child's learning* (S2010)	100%	DW	100%
• this school takes parents' opinions seriously* (S2011)	100%	DW	100%
• student behaviour is well managed at this school* (S2012)	100%	DW	100%
• this school looks for ways to improve* (S2013)	100%	DW	100%
• this school is well maintained* (S2014)	100%	DW	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)	92%	100%	100%
• they like being at their school* (S2036)	85%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	100%	95%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	89%
• their school takes students' opinions seriously* (S2043)	100%	100%	95%
• student behaviour is well managed at their school* (S2044)	92%	100%	84%
• their school looks for ways to improve* (S2045)	100%	100%	95%
• their school is well maintained* (S2046)	100%	100%	95%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	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)	100%	98%	98%
• they feel that their school is a safe place in which to work (S2070)	97%	96%	93%
• they receive useful feedback about their work at their school (S2071)	92%	91%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	97%	94%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	97%	98%	94%
• staff are well supported at their school (S2075)	95%	89%	80%
• their school takes staff opinions seriously (S2076)	89%	85%	74%
• their school looks for ways to improve (S2077)	97%	94%	91%
• their school is well maintained (S2078)	100%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	95%	91%	93%

* 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

Community engagement comprises a significant component of QCHS curriculum delivery. The school is located across a number of campuses, each forming close networks with local key stakeholders; for example, Act for Kids, Children's Health Queensland, RBWH Foundation, Children's Hospital Foundation, QCH Arts Community, Griffith University, CYMHS and local lodges. Collaboration with these community groups provides opportunities for learning experiences that align with our curriculum intent. QCH School also supports the wider network of regional hospital teachers.

The Hospital Schooling Advisory Committee (HSAC) is our instrumental and essential parent group that provides advocacy, guidance, encouragement and support that is central to our school's direction. HSAC is representative of parent groups from State, Catholic and Independent sectors as well as QCH School staff, CYMHS and the Children's Hospital Foundation.

Respectful relationships education programs

The QCHS Whole School Curriculum Plan identifies curriculum links to the Respectful Relationships program, the Daniel Morcombe Curriculum and other trauma-informed practices are integrated into the classroom programs. These programs are differentiated for the changing cohort of students and teachable moments are frequently capitalised upon.

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	0	1	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	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

The Queensland Children's Hospital is a state of the art facility with an architectural design that provides a minimal environmental footprint. Rainwater is recycled for operational usage, all lighting is sensor controlled to minimise electricity usage, taps are sensed to avoid wastage and water temperature is controlled within Queensland Health Safety Standards. QCH School undertakes internal paper and toner cartridge recycling.

All fluorescent and halogen downlights in the Junior Campus were replaced with LEDs in 2018.

The QCH School manages photocopy quotas for staff through the PaperCut system to help reduce paper wastage. Significant steps have been taken to become a paperless environment through digitalisation of record keeping and data storage. The QCH School is also part of the hospital recycling program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	N/A	N/A	N/A
Water (kL)	N/A	N/A	N/A

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

[View School Profile](#)

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

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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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	34	25	<5
Full-time equivalents	24.7		<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	2
Graduate Diploma etc.*	8
Bachelor degree	22
Diploma	2
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 was \$68,568.00

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.	95%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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	N/A	N/A	N/A
Attendance rate for Indigenous** students at this school	N/A	N/A	N/A

* 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	N/A	N/A	N/A
Year 1	N/A	N/A	N/A
Year 2	N/A	N/A	N/A
Year 3	N/A	N/A	N/A
Year 4	N/A	N/A	N/A
Year 5	N/A	N/A	N/A
Year 6	N/A	N/A	N/A

Year level	2016	2017	2018
Year 7	N/A	N/A	N/A
Year 8	N/A	N/A	N/A
Year 9	N/A	N/A	N/A
Year 10	N/A	N/A	N/A
Year 11	N/A	N/A	N/A
Year 12	N/A	N/A	N/A

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.

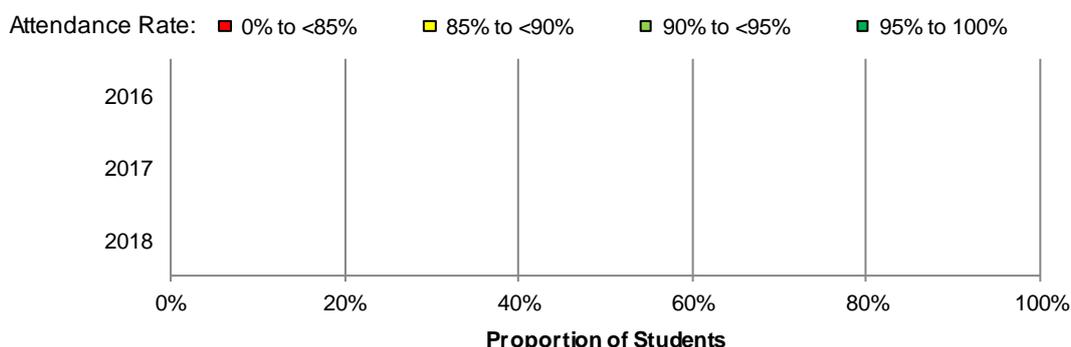
Student numbers by year levels

Year level	2018
Prep	245
Year 1	228
Year 2	236
Year 3	243
Year 4	228
Year 5	236
Year 6	260

Year level	2018
Year 7	272
Year 8	300
Year 9	313
Year 10	326
Year 11	155
Year 12	189

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

QCH School Same day student absence notification

The safety and wellbeing of students are the highest priorities for the department. Parents need to know if their child hasn't turned up for school, and schools need to know when and why a child is absent.

State schools are required to notify parents on the same day that any student is absent from school without explanation.

Schools can choose the approach to same day notification that best suits the local community. This may include text or email messages, phone calls or home visits. It is also recognised that for any notification process to be effective, parents will need to ensure the school has current contact details and schools will need to have effective and efficient processes in place to ensure this occurs.

Campus	Procedure	Same day contact
QCHS Junior Campus (JC)	Junior Campus Admin Officer contacts each classroom by 10am each day for notifications of unexplained absences of siblings and day students/outpatients.	QCHS Junior Campus AO3 contact parent/carer by text message or phone call
QCHS Senior Campus (SC)	Junior Campus Admin Officer contacts each SC classroom by 10am each day for notifications of unexplained absences of siblings and day students/outpatients.	QCHS Junior Campus AO3 contact parent/carer by text message or phone call
Day Program North (DPN) - Chermside	DPN Teacher aide records unexplained absences as notified by onsite DPN Health Staff	Parent/carer contact made by Health staff
Day Program South (DPS) - QCH	Day Program South staff inform QCHS of any expected absences. QCHS DPS Liaison teacher informs DPS of any unexplained absences on the same day of the absence.	Parent/carer contact made by Health staff
Adolescent Mental Health Unit – Herston	QCHS staff are informed each morning of students attending program. As students are currently inpatients of a health facility – duty of care remains with health staff	Not applicable
Act for Kids – Woolloowin	QCHS staff are informed each morning of students attending program by Act for Kids admin staff via phone call after 9am. Students are collected from home by bus and delivered to Woolloowin campus.	Act for Kids case manager or admin staff to contact parent/carer

	<p>Parents/carers inform Act for Kids staff, prior to pick up, of any students who are not attending.</p> <p>Students who are delivered directly to program by parents/carers are monitored by Act for Kids reception staff.</p> <p>Any unexplained absences are to be reported to Act for Kids staff by QCHS staff for immediate follow up by 9.30am</p>	
QCH/RBWH inpatient students	Students who are currently inpatients of a hospital remain under the duty of care of the health department, and as such are not required to be followed up as an unexplained absence by class teachers	Not applicable

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NAPLAN

Eligible QCH School students undertake NAPLAN in Years 3, 5, 7 and 9. Tests are recorded with students' base school details so that the data is included in each base school's annual report.

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	N/A	N/A	N/A
Number of students awarded a QCIA	N/A	N/A	N/A
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	N/A	N/A	N/A
Percentage of Indigenous students awarded a QCE at the end of Year 12	N/A	N/A	N/A
Number of students who received an OP	N/A	N/A	N/A
Percentage of Indigenous students who received an OP	N/A	N/A	N/A
Number of students awarded one or more VET qualifications (including SAT)	N/A	N/A	N/A
Number of students awarded a VET Certificate II or above	N/A	N/A	N/A
Number of students who were completing/continuing a SAT	N/A	N/A	N/A
Number of students awarded an IBD	N/A	N/A	N/A
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	N/A	N/A	N/A
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	N/A	N/A	N/A
Percentage of QTAC applicants who received a tertiary offer.	N/A	N/A	N/A

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	N/A	N/A	N/A
6-10	N/A	N/A	N/A
11-15	N/A	N/A	N/A
16-20	N/A	N/A	N/A
21-25	N/A	N/A	N/A

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	N/A	N/A	N/A
Certificate II	N/A	N/A	N/A
Certificate III or above	N/A	N/A	N/A

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).

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	N/A	N/A	N/A
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	N/A	N/A	N/A

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.

This not applicable to the Queensland Children's Hospital School