



Horizons College of Learning & Enrichment

Annual Report 2017 (based on 2016 data)

School Profile

Horizons College of Learning & Enrichment (Horizons College) is a co-educational, independent, special assistance school based at 2 King Street, Caboolture, Queensland. At the time of the 2016 Commonwealth census there were 105 students attending the College, comprising 60 males and 45 females. 12 of our students identified as indigenous, and 10 of our students had verified disabilities.

The College catered to students from year 9 to year 12 in 2016, with our first cohort of year 12 students graduating at the end of 2016. From 2017, the College will have students enrolled in years 8 to 12.

Most of our students enrolled at the College after becoming disengaged from the mainstream education system.

Curriculum

Our approved curriculum model is a mix of school-developed programs, the Australian Curriculum, Queensland Studies Authority and Vocational Education and Training.

Our students study core subjects but also have the opportunity to learn practical skills in areas such as:

- Hospitality - Students prepare food in our own commercial kitchen
- Barista skills, and Customer Service are learned in our on-site 'Pride café'
- Retail
- Horticulture, with use of our own community garden
- Industrial design in our on-site workshop
- Automotive skills in our automotive workshop
- Salon skills in our on-site hairdressing salon

In years 9 and 10 'taster' courses are offered in some of the above areas, in preparation for subject selection in year 11. These complement the students' work in core subjects and often cross-curricular projects are undertaken.

Students participate in one week's work experience twice during the year.

Our College aims to provide a highly personalised, authentic and meaningful learning experience to students, with an emphasis on critical and creative thinking, personal and social capability, ethical and intercultural understanding. Students have the opportunity to develop a strong connection to the broader community and a sense of belonging.

We have a strong link to our related entity, Worklinks Inc., which is a registered training organization, and which runs vocational education courses for Horizons College students.



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Extra-curricular Activities

Students attended Camp in September 2016, during which they learned important social and leadership skills.

Social Climate

Horizons College recognizes that some of our students require help with social and emotional issues and we employ Youth Workers and Counsellors who work one-on-one with students who may need their help.

Our Youth Workers are at the College every day and are involved in all day to day College activities. We provide additional professional development opportunities for our Teaching staff to enable them to gain skills in dealing with difficult behavior and challenging social situations.

We want our students to enjoy their time at school and feel that they belong. We have a 'rec room' where students are provided with breakfast and morning tea. Here the students are free to socialise during break times and enjoy each other's company, play table tennis, listen to music or read a book.

We do not tolerate bullying and aim for all our students to feel secure when at school. We teach our students skills to increase their self-esteem and build their resilience. We deal with bullying incidents quickly and any issues are dealt with directly by the Principal.

Our College ethos is **PRIDE**:

Participation – participating in all activities

Respect – showing respect to staff, fellow students, staff and others

Integrity – being honest and acting truthfully

Determination – being determined to achieve and overcome obstacles as they arrive

Empathy – being thoughtful of others and helping when you can

Parental Involvement

Parents and caregivers are closely involved in their students' educational experience at Horizons. An open invitation is given to all parents and caregivers to attend the College at any time to discuss the progress of students and raise any concerns. Parents and caregivers are regularly invited to attend celebratory events at the college and are encouraged to contact the Principal directly with any suggestions or concerns. We consider our students' education to be a shared responsibility between the College staff and the parents / caregivers.



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Parent, Teacher and Student Satisfaction with the School

Students complete a satisfaction survey at least once per year.

Staff attend weekly all-staff meetings, at which all concerns, issues, and ideas are shared in an open manner as part of our continuous improvement process.

Staff retention for both Teaching and Youth Support is very high.

Contact Person for Further Information

Jan Robinson, Principal

School Income Broken Down by Funding Source

Income for 2016 was as follows:

Government funding	\$2,203,246
Student resource levies	\$74,685
Interest	\$10,656
Other income	\$40,749
Total income in 2016	\$2,329,336

Staffing Information

Horizons College employed the following as at December 2016:

Teaching Staff

6 full time Teachers and 3 part time Teachers

Student Support Staff

4 full time Youth Workers / Student Support Officers

Administrative Staff

3 full time employees and 1 part time employee

Indigenous Staff

The College did not employ any indigenous staff in 2016.



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Teachers' Qualifications

<u>Qualification</u>	<u>Number of Teachers holding this as their highest level of qualification</u>
Doctorate or higher	-
Masters	1
Bachelor Degree	7
Diploma	1
Certificate	-

Teachers' Participation in Professional Development in 2016

a) Teacher Participation in Professional Development

<u>Activity</u>	<u># Teachers</u>
Barista training for hospitality	1
Envrionmental sculpture course for art	1
Cert IV in Design	1
First Aid	7
QCAA workshop - Numeracy Boosting number sense in junior secondary	1
Industry currency workshop with Matt Golinski for Hospitality	1
Online Cert IV in TAE	2
QCAA - Literacy training	1
Mental Health Training for staff	7
Total number of teachers participating in at least 1 acitivity in the year	7

b) Expenditure on Professional Development

Total Number of Teachers Employed in 2016	7
The total funds expended on teacher professional development in 2016	\$11,229
Average expenditure on PD per Teacher	\$1,604
The proportion of the teaching staff involved in professional development activities during 2016	100%
The major in-house professional development initiatives were as follows: Enrolment in relevant courses, workshops provided by external agencies, VET professional development, attendance at various seminars.	



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Average staff attendance for the school

(based on unplanned absences of sick and emergency leave periods of up to 5 days)

The average attendance rate for all staff in 2016 was 98.1%. For teaching staff the average attendance was 98.7%.

Proportion of teaching staff retained from the previous year

All of our 2015 teaching staff were retained for 2016.

Key Student Outcomes

Average student attendance rates in 2016

The average attendance rates for students in 2016 by year level were as follows:

Year Level	Average Attendance %
9	67%
10	64%
11	65%
Average	65%

Management of Attendance

Attendance rolls are marked at the start and end of each day, and at the start of each lesson during the day.

We use an SMS service to alert parents / guardians when a student is absent without explanation. We seek to have written evidence of all reasons for absence which we record in our student management system.

Poor attendance may result in enrolment being cancelled (depending on the circumstances).

NAPLAN results 2016

Horizons College had no students eligible to sit Naplan in 2016.



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Apparent Student Retention Rate– 2015 to 2016

As at end of Term 4, 2015	As at February 2016 census
Year 8 (2015) – N/a	Year 9 (2016) – 6 enrolled
Year 9 (2015) – 11 enrolled	Year 10 (2016) – 21 enrolled
Year 10 (2015) – 25 enrolled	Year 11 (2016) – 26 students
Year 11 (2015) – 59 enrolled	Year 12 (2016) – 43 enrolled

Year 12 Outcomes and post-school destinations

School data table

Horizons College

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Outcomes summary													
SEP	QCE	QCIA	VET	SAT	OP	IBD	Senior Statement only		% with a QCE, VET, SAT or IBD	% QTAC applicants with a tertiary offer			
							VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
33	15	1	28	–	–	–	–	–	–	4	–	–	–
Students who received a QCE		N	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip				
Students yet to receive a QCE		15	15	–	6	15	5	–	1			–	2
		17	13	–	6	12	–	–	–			–	–