Rockhampton State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

Postal address:	Campbell Street Rockhampton 4700
Phone:	(07) 4920 4333
Fax:	(07) 4920 4300
Email:	2011_principal@eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Mrs Kirsten Dwyer

School Overview

At Rockhampton State High School, we offer a strong culture of support to ensure that students grow and develop in a safe and caring environment. Students are provided with the opportunities that will allow them to reach their potential and to set the goals that will promote their personal growth and maturity. We believe in preparing students for the future which means providing a relevant and inclusive curriculum as well as the teaching practices that successfully accommodate the learning needs of students. We also believe in teaching the values that prepare students to lead socially responsible and productive lives. At RHS, we value the 3 Rs of respect: Respect for self and others; respect for learning; and respect for the environment. Rockhampton High School provides education programs to a student population of over 1000 students. There are strong connections with local primary schools based around shared learning programs and resources and joint professional development activities. Approximately twelve per cent of our students are Indigenous and the local clan is the Darumbal people. The school has strong partnerships with the local Indigenous organisations.

Principal's Forward

Introduction

Rockhampton State High School's Annual Report provides a snapshot of significant developments over the 2016 school year. It also presents broad information about the school environment, the curriculum and the extra-curricular programs, student learning outcomes and the school's workforce. The documents can be obtained on the school website, and in hard copy from the administration.

School Progress towards its goals in 2016

Our school improvement priorities for 2016 included continued improvement in attendance and in behaviour.

In order to effect improvement, a number of school improvement strategies have been implemented – These include:

ATTENDANCE:
- Lunchtime activities (7 & 8s)
- Issuing students with termly their attendance %, to be put into their planner
- Making attendance the focus of conversation
- Celebrating and acknowledging student with 95 – 100% attendance (and a positive behaviour level)

BEHAVIOUR
- Continuation of complex case management training – additional staff
- Educating students about behaviour levels
- Explicitly describing "red" and "amber" behaviours and consequences
- Refining the referral processes classes 7 – 10) (year levels to different year levels)
- Classroom profiling training – train the trainer model
- Master Teacher visits

WRITING

- Writing program embedded in Rich Study sessions (1x weekly)
- Intensive writing days x 2 (Semester 1)
- Introduction of 5 weekly writing tasks across all curriculum areas with a focus on feedback and corrections
- Embedded the use of the Editing Tool throughout Junior Secondary school
- Introduction of vocabulary walls for all Junior Secondary classes across the curriculum
- Early intervention and writing support classes (L2B & U2B)
- Whole staff NAPLAN preparation and marking professional development (Twilight sessions

Writing Improvement Data

Year 7 – Writing			
	2015	**2016**	**Gain**
Mean Scale Score	442.3	478.1	+35.8
% At or above NMS	66.2	83.5	+17.3
% Upper 2 bands	2.9	7.1	+4.2

Year 9 – Writing			
	2015	**2016**	**Gain**
Mean Scale Score	473.4	501.6	+28.2
% At or above NMS	49.1	61.9	+12.8
% Upper 2 bands	2.3	3.5	+1.2

Future Outlook

The explicit agenda for 2017 concerns improvement in Writing and Behaviour. The school has detailed plans that support the implementation of these plans. While 2017 NAPLAN data (yet to be released) will determine if the school has met its high targets, improvements have occurred in the declining rate of school disciplinary absences continues.

Our School at a Glance

Target sets for writing in 2017 are as follows:

Year 7

- Increase NAPLAN writing Mean Scale Score average to 460

Year 9

- Increase NAPLAN writing Mean Score average to 500

To assist in achieving these benchmarks the following have been implemented:

- Professional Development for staff teaching Reading and Writing Enhancement
- Weekly Rich Study classes with a strong focus on literacy and writing.
- Schoolwide writing task conducted every 5 weeks
- Schoolwide editing tool

BEHAVIOUR:

Target sets for behaviour in 2017 are as follows:

- Improvement in SDA, cancellation, exclusion (SDA<115 per 1000 per term, Exclusions <0.5% per 1000 Cancellations< 0.7 per 1000).
- Further review our *Responsible Behaviour Plan for Students*
- Improve both staff and student satisfaction rates with thoughts on behaviour being well managed

To assist in achieving these benchmarks the following have been implemented:

- Develop action plan that engages full school community
- Improve learning by reducing classroom disruption through application of ESCM
- Embed and publish teacher referral system highlighting roles and responsibilities.

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- Reduction in incidents involving breaches of school policy (mobile phone, bullying, truancy, refusal to comply etc.)
- Publication Explicit Anti-Bullying materials and e.g. and non-e.g. of appropriate behaviour through Behaviour Vignettes.
- Review staff roles (DP, YLC, HOD) in managing behaviour, playground and classroom incidents

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school: **1200**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1062	503	559	168	86%
2015*	1228	614	614	205	89%
2016	1166	579	587	219	88%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview
Rockhampton State High School has approximately 1200 students in years 7 – 12. Our students enrol from 14 different rural and urban primary schools approximately 20% of our students are indigenous.

Rockhampton State High School caters for the range of our students. We have students in the Special Education Programs and those assisted though the learning and engagement centre, as well as students attending our extension classes and schools of excellence in Writing and Science, Technology, Engineering and Mathematics (STEM).

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	24	22
Year 11 – Year 12	18	19	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Rockhampton State High school covers the core subjects of English, Mathematics, Science, Humanities, HPE and Japanese as compulsory subjects in Year 7, 8 9 & 10. Students are rotated through a series of electives from the Technology and Arts curriculum in Year 7 & 8. In year 9 & 10 students select two elective units to study for the whole year. The school is on track for full implementation of ACARA. A review of the curriculum will occur throughout 2017 to ensure the Junior Curriculum provides a successful pathway to senior studies.

In senior school students are provided with a list of pre-requisites in year 10 to ensure they are able to meet the standards of the academic rigor for OP subjects. This is in conjunction with a rigorous SET Plan process. Students can choose from over thirty subjects in the senior curriculum. A review of the subject offerings is currently underway due to the small cohort and the new SATE implementation.

A significant number of students are enrolled in school-based apprenticeships and traineeships. Many of these students are required to be at TAFE or work experience during the week so study lines are available on application to the Principal.

The school is fortunate to have its own farm and Trade Training Centre on site, so various courses are available to make use of these facilities.

Students displaying strengths in Science, Technology, Engineering, Mathematics or Writing may apply for our EXCEL extension programs.

Examples of Extra curricula activities

Lunchtime activities trial term 4 year 8
Rotary Quiz
Mathematics, English and Science competitions
Keyboarding competitions
Minister's Arts Awards
Agricultural showing
Dance Projects and Performances
Ski trip
Constitutional convention
Breakfast club
Mathematics Team challenge
Pierre de Coubertin Award
A range of sports including various Football codes, netball, basketball, water-polo
Rockhampton/Capricornia/Qld/Australia representatives at various sports
Ecoman
Mooting
Academic and Talent Aspirations Program for ATSI students
Year 11 Leadership camp
Year 8 & 9 Excellence programs
ARTIE, FOGS and QATSIF programs for Indigenous students.

How Information and Communication Technologies are used to improve learning

The school has a strong focus on developing an eLearning environment. Funding from the National Secondary School Computer Fund has achieved a 1:1 student to computer access for every student from Year 9 to Year 12. Recent refurbishments of classrooms as well as new buildings have substantially increased the capacity for greater computer usage. The school's professional development program is heavily orientated around teaching strategies that enhance the usage of digital technologies.

All students are taught the basics about Microsoft Office programs which include word processing, spreadsheeting, use of data bases, PowerPoint, electronic communications and how to effectively use the Internet. With greatly improved access to digital technologies, students are able to use

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technology in nearly every subject for research, problem solving, presentations, processing and organising information, networking and assignments.

More specific subjects specialise in other applications such as CAD (graphics), computer animations, video editing, Audacity (music compositions), web design, robotics, Data Logging, foreign language conversions and remedial learning programs.

Social Climate

Overview

While the parent survey responses are generally good, they generally express lower levels of satisfaction than both students and teachers. It is our goal to collect more parent data in 2017 to gain a more representative sample.

Highest levels of satisfaction overall were in terms of 'the school looks for ways to improve' (parents 80%, students 98%, staff 92%) and in our high expectations (parents 93%, students 99%, staff 97%). 100% of students surveyed stated that they feel safe at school.

The school is committed to the social and emotional wellbeing of students and engages a number of staff to support them, including

- Guidance Officers (2)
- Youth Support Workers
- School Based Youth Health Nurse (SBYHN)
- School Based Police Officer
- Chaplain
- Transition Officers
- Year level Co-ordinators (two per year level)

We have a clearly articulated approach to bullying which involves

- Reporting issues when they are small but may escalate or are bothering the student
- School staff listen and clarify concerns
- Discuss preferred outcome and action
- Assist student to implement their preferred outcome
- Continue to report if incident continues

The school's motto is ROCKS (Respect, Opportunity, Challenge, Knowledge, Success) and this is reflected in the school's priorities, Strategic Plan, student planner, Responsible Behaviour plan and Annual Implementation Plan.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	92%	86%
this is a good school (S2035)	88%	85%	83%
their child likes being at this school* (S2001)	91%	81%	86%
their child feels safe at this school* (S2002)	91%	83%	81%
their child's learning needs are being met at this school* (S2003)	88%	83%	84%
their child is making good progress at this school* (S2004)	85%	88%	84%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
teachers at this school expect their child to do his or her best* (S2005)	94%	87%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	85%	73%
teachers at this school motivate their child to learn* (S2007)	82%	79%	68%
teachers at this school treat students fairly* (S2008)	75%	70%	69%
they can talk to their child's teachers about their concerns* (S2009)	92%	89%	82%
this school works with them to support their child's learning* (S2010)	87%	79%	78%
this school takes parents' opinions seriously* (S2011)	75%	76%	71%
student behaviour is well managed at this school* (S2012)	78%	72%	65%
this school looks for ways to improve* (S2013)	89%	89%	80%
this school is well maintained* (S2014)	91%	87%	82%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	94%	92%	94%
they like being at their school* (S2036)	93%	90%	91%
they feel safe at their school* (S2037)	88%	89%	100%
their teachers motivate them to learn* (S2038)	94%	84%	93%
their teachers expect them to do their best* (S2039)	97%	94%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	86%	98%
teachers treat students fairly at their school* (S2041)	84%	76%	85%
they can talk to their teachers about their concerns* (S2042)	82%	77%	82%
their school takes students' opinions seriously* (S2043)	81%	78%	85%
student behaviour is well managed at their school* (S2044)	79%	68%	77%
their school looks for ways to improve* (S2045)	92%	92%	98%
their school is well maintained* (S2046)	86%	87%	93%
their school gives them opportunities to do interesting things* (S2047)	98%	92%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	93%	89%	95%
they feel that their school is a safe place in which to work (S2070)	91%	89%	96%
they receive useful feedback about their work at their school (S2071)	89%	76%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	92%	88%
students are encouraged to do their best at their school (S2072)	97%	94%	97%
students are treated fairly at their school (S2073)	97%	96%	97%

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Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
student behaviour is well managed at their school (S2074)	85%	76%	87%
staff are well supported at their school (S2075)	83%	78%	85%
their school takes staff opinions seriously (S2076)	81%	78%	83%
their school looks for ways to improve (S2077)	92%	94%	92%
their school is well maintained (S2078)	90%	87%	85%
their school gives them opportunities to do interesting things (S2079)	86%	85%	84%

* 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

Parents are encouraged to be engaged in their child's learning through

- Reporting 4 x per year (including 15-point scale 5 times a year)
- Being invited to contact their child's teachers of YLC directly
- Parent teacher interviews (2 x per year)
- Electronic newsletters, text messages, emails, Facebook, Website, Q-Parents

Students with disabilities and who require adjustments are supported through the Learning Engagement Centre (LEC). The LEC provides assessment of learning needs, liaison with caregivers and teaching staff regarding the development of plans and the provision of differentiated support.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships aligned with our ROCKS values (*Respect, Opportunity, Challenge, Knowledge and Success*).

Mastering Behaviour is a wellbeing program aimed at developing sustained and successful teacher and student relationships.

The program aims to:

- give students the tools to be able to develop and sustain personal and working relationships with peers, teachers, staff, family and other community members
- develop a common language that underpins Rockhampton State High School's vision, values and expectations through ROCKS
- enhance and sustain positive behaviour
- improve restorative practices of students and teachers

The *Mastering Behaviour* program is embedded throughout our Student Planner. This program is based on student wellbeing that develops and supports student behaviour, social and emotional development.

The key focus areas of the Mastering Behaviour Program that align with our ROCKS school values are:

Respect – having a respectful attitude to self and others

Opportunity – to enhance wellbeing

Challenge – to make the best choices

Knowledge – of safety and cyberbullying

Success – positive values have positive outcomes.

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Students undertake a weekly activity during RICH Study, based on the key focus area. This activity introduces students to a value which they can then embrace and demonstrate to enhance their relationships with peers, teachers, family and community members.

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. Our School Disciplinary Absences reflect the school's high expectations of behaviour and safety.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	492	525	548
Long Suspensions – 6 to 20 days	4	9	6
Exclusions	11	22	19
Cancellations of Enrolment	13	11	11

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Electricity - Introduction of energy efficient lighting, signs reminding staff to turn off electricity and air conditioning when leaving a room.

Water - Reduce the cost of watering areas around the school by establishing artificial grass areas. Water tanks for the watering of cattle in the Agricultural area.

Introduction of a waste recycling program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	698,447	29,128
2014-2015	692,834	43,244
2015-2016	610,951	42,107

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

School name   **GO**

Suburb, town or postcode

Sector:

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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

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	94	50	<5
Full-time Equivalents	92	37	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	5
Graduate Diploma etc.**	22
Bachelor degree	61
Diploma	5
Certificate	1

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $59686

The major professional development initiatives are as follows:

- Literacy
- Behaviour Management
- Writing
- VET
- Disability training
- School of Excellence (STEM)
- Leadership training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	85%	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 2016 for all Queensland Secondary schools was 90%.

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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
2014									89%	87%	86%	89%	91%
2015								91%	88%	88%	87%	89%	90%
2016								89%	87%	86%	85%	88%	89%

*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:
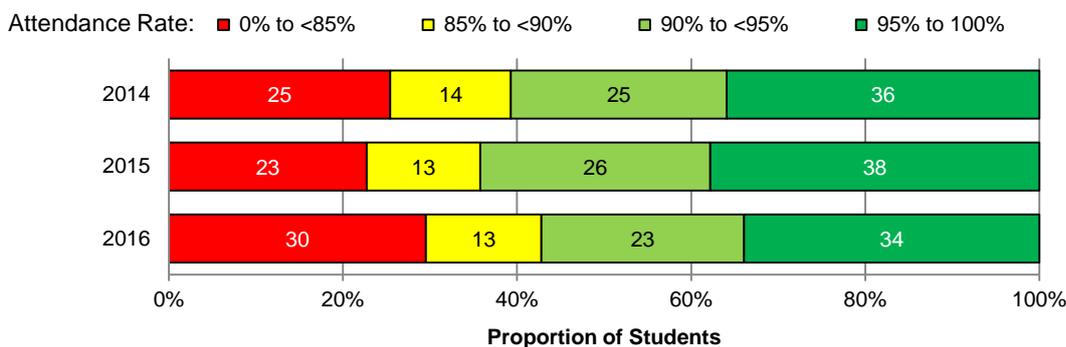
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET 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.

In addition to this processes, Non-attendance is managed by:

- Rolls being marked on ID Attend in form class and each lesson.
- Parents are advised of non-attendance via same day SMS.
- Attendance Officers Monitor OHC student absence and contact carer / CO immediately
- Attendance Officers identify and follow up 1-3 day Unexplained Absence with student and parent contact.
- Year Coordinators identify and follow up 3+ Unexplained Absences with student and parent contact.
- Deputy Principal identifies and follow up 5+ Unexplained Absences with warning letters, SBPO visits and referrals to specialist staff.
- Deputy Principal tracks trends and patterns of attendance and communicates these to staff, students and parents.

Proactive strategies to increase attendance include acknowledgement of students with 100% attendance on school assembly and rewards for students with 100% attendance coupled with 'A' Effort results on reports.

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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	2014	2015	2016
Number of students receiving a Senior Statement	167	150	130
Number of students awarded a Queensland Certificate of Individual Achievement.	4	4	1
Number of students receiving an Overall Position (OP)	37	28	34
Percentage of Indigenous students receiving an Overall Position (OP)	5%	6%	16%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	26	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	134	132	91
Number of students awarded an Australian Qualification Framework Certificate II or above.	67	96	89
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	150	141	125
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	81%	75%	94%
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.	98%	97%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	88%	96%

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
2014	9	9	12	7	0
2015	6	5	10	7	0
2016	4	11	17	2	0

As at 3rd February 2017. 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
2014	118	53	20
2015	99	91	16
2016	3	89	8

As at 3rd February 2017. The above values exclude VISA students.

Students at RSHS completed a range of Cert I, II and III qualifications both on and off campus through vocational education programs or school-based apprenticeships and traineeships.

On campus, students completed the following courses off the school's Scope of Registration: Cert II in Rural Operations, Cert II in Business and Cert II in Engineering Pathways.

Off campus, students studied Cert I, II and III qualifications from the areas of: Self-Awareness and Development, Information Technology, Retail Services, Retail Operations, Early Childhood Education and Care, Construction, Resources and Infrastructure, Hairdressing, Retail Make-Up and Skin Care, Beauty, Health Services Administration, Allied Health Assistant, Engineering – Fabrication Trade, Electro technology, Business, Hospitality – Food and Beverage, Hospitality – Kitchen Operations, Flooring Technology, Carpentry, Automotive Servicing Technology, Outdoor Power Equipment Technology, Light Vehicle Mechanical Technology, Heavy Commercial Vehicle Mechanical Technology, Logistics, Tourism & Public Safety (Firefighting Operations).

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	72%	64%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	55%	57%	59%

* 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%).

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Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.rockhampshs.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.

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

Early school leavers are monitored and followed up by a range of school personnel including SBPO, DP (Attendance), and Transition Officers, Year Level Co-ordinators, Youth Support Co-ordinators, Guidance Officers and our FEET first team. Early school leavers are generally those who have moved out of the district or relocated closer to another local high school. Other outcomes include accessing alternative schooling options which also include a TAFE component. A number of 2016 early school leavers also took up full time apprenticeships and traineeships – secured and supported Via the FEET First team. A small number of students leave for full time work.

Conclusion

Rockhampton State High School is a well-established, diverse, welcoming school with high expectations of behaviour and performance and we ensure that our student and staff wellbeing is a high priority. It is a large school that provides many areas for students to succeed. The focus on Writing in 2016 brought about unprecedented improvement in both Year 7 and 9 students' results, despite a state wide downward trend. Our students are good attendees and are highly satisfied with the school.

This school provides many opportunities for students to perform in areas of sport, culture, academia and citizenship. We acknowledge and reward student attendance, effort, achievement and improvement, and the additional efforts of our hard-working staff.

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