



North Rockhampton State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

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From the Principal

School overview

North Rockhampton High School has around 950 students and has been established since 1952. At North Rockhampton High School we believe that the capacity for respect (of ourselves, others and the environment), excellence (high standards), responsibility (teamwork and leadership) and learning (critical, creative and reflective thought) are uniquely human attributes for young people to reach their full potential as contributing citizens. We aim to provide a balance of academic, sporting and cultural opportunities for our young people to support and enhance their talents and potentials. The school is committed to an educational philosophy that aims to develop attitudes, skills and essential knowledges as a foundation of contemporary learning. Teaching which is rich in intellectual rigour, critical thinking and connectedness to the real world embedded with character building and ethics, prepares our students as global citizens. North Rockhampton High School has framed its preferred future around five ambitions to allow us to move towards our vision. These include behaviour, relationships, Learning, Teamwork and Image.

School progress towards its goals in 2018

The key focus was on the continued use of data collection tools, processes and strategies to inform identified areas of school improvement. Specific focus areas included attendance, writing and successful transitions.

Attendance

Student attendance has continued to be a key focus area.

The role of Attendance Officer has led to an improvement in student attendance and faster identification and follow up with those students at risk of disengaging from class or school. Attendance monitoring and tracking has been reviewed to improve responsiveness to student absence or truancy.

A program of lunch time activities, continued in 2018 with the aim of encouraging students to come to school to be engaged with others.

Writing

The purchased position, Head of Department – Teaching and Learning, has been continued in 2018 to further develop and lead the school wide writing program implementation. The Head of Department has led staff professional development and the implementation of the Collins Writing Program within the school. 100% of teachers have accessed professional development on the teaching of Writing.

All Faculties have implemented the whole school writing plan based around the Collins Writing Program. Students have been trained in a variety of writing skills suitable to specific types of writing situations and practice these weekly.

Successful Transitions

The continued focus on Year 12 Exit Outcomes have produced some excellent results. 100% of Year 12 students have exited with either a QCE, QCIA or a VET qualification. 100% of Indigenous students have exited with either a QCE, QCIA or a VET qualification. Teaching and support staff have worked with students to support their engagement with learning and have sourced additional Vocational Education programs for students identified as being at risk of not gaining an exit qualification.

The school achieved recognition for being in the top 50 school in QLD for OP results in 2018. 33% of OP eligible students achieving an OP 1-5.



Future outlook

In 2019 the explicit improvement agenda will continue to focus on the following areas;

Focus Area	Target	Timelines
Attendance	Increase student attendance to above 87%	December 2019
Student Wellbeing	<ul style="list-style-type: none"> - 99% of students existing Year 12 will achieve either a QCE, QCIA or VET qualification. - Reduction of student disciplinary absences 	December 2019
Professional Learning communities	<p>All staff actively participate in PLC groups focusing on:</p> <ul style="list-style-type: none"> - Reading - Writing - Indigenous education - Trauma support 	December 2019

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	905	910	869
Girls	426	439	431
Boys	479	471	438
Indigenous	173	196	209
Enrolment continuity (Feb. – Nov.)	84%	85%	87%

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

In 2018 North Rockhampton SHS enrolments were drawn from a variety of medium to large partner primary schools from within North Rockhampton and the surrounding district. The student population is drawn from a broad cross section of the community. Many of our students aspire to continuing their education at university. Approximately 24% of students identify as Aboriginal and/or Torres Strait Islander. Approximately 4% of our students speak English as a Second Language. Approximately 8% of students are ascertained with a learning disability and are catered for by our Special Education Program.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	22
Year 11 – Year 12	18	18	16

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

In junior secondary year levels we have a strong focus on improving student Literacy and Numeracy skills. Our **Instrumental Music** programs have a specialist sound proof building and outdoor precinct for performances. Indigenous student achievement is supported through the **ARTIE** and **AIME** programs.

In the senior school, curriculum is offered to prepare students for work readiness, university transition and life preparedness. A wide range of subject offerings including both academic and Vocational Education programs are on offer. The Senior Schooling Office provides support for students to access work experience and external training providers as well as university academic and engagement programs.

Priority curriculum programs that are unique to the school include;

- **School Wide writing program** – writing strategies are explicitly taught and practiced in every subject area and every year level across the school.
- **Extension English program** – high achieving students are invited to participate in the Extension English classes to provide both depth and breadth of their learning experiences.
- **“Summer School”** - an intensive English and Mathematics support program offered to students in Year 10 who are at risk of not being successful with senior subjects
- **Hospitality Trade Training Centre** - prepares students for a Certificate II Hospitality. The centre has a commercial restaurant for 100 seatings and a commercial kitchen teaching space. A corporate style board room for business meetings and training is part of the learning setting.
- **Year 8 Rugby League program** – identified students are invited to participate in a Rugby League program offered through the HPE subject. This program has associated behaviour and attendance requirements.



Co-curricular Activities

- **Master Classes, Summer School** and **Tutorials** are offered for academic extension and support.
- **Instrumental Music** programs: concert band, symphonic bands, strings.
- Annual **Musical** or **Arts Showcase** offered each alternate year.
- **Leadership** programs: Year 7-12 have a range of leadership opportunities.
- **HAWKS sporting teams** participate in a wide range of sports such as Rugby League, Netball, Soccer, Basketball etc.
- **Rugby League Football Academy**: Clinic after school with community coaches.
- **STEPS Excellence Sporting program**: Inside and outside the curriculum.
- **Lunch time activity program** available for all year levels.

How Information and Communication Technologies are used to Assist Learning

North Rockhampton SHS staff incorporate e-learning as a focus in classroom instruction. The school has SMART boards throughout the school in each faculty block. Students have access to traditional computer labs and mobile lap top trolleys or charge lap top cupboards to access technology in the classroom. A variety of contemporary learning spaces (reading lounges, mobile furniture) are available in the library. iPads are available to engage students with low reading abilities.

All subjects offer embedded ICT skills in learning. Students may also interact with ICT through specialist programs such as robotics and publication software.

Social climate

Overview

Our social climate is set around four rules: We are responsible. We are respectful. We are learners. We strive for excellence.

The school behaviour program is built on the philosophy of fair treatment and consistent expectations and rules in all classrooms. The Hawks Wellbeing program from Year 7 – 12 is developed to meet student needs based on data supplied by an annual Resilience Survey. The wellbeing program is underpinned by the school and Australian values. We are committed to our school being a safe and happy place of learning. Within the school there are various members of staff actively working to support student engagement and academic, social, cultural and sporting success.

Classroom Teachers

Classroom teachers work closely with individual students and get to know their students very well over the year. They are able to assist with any class/homework/personal concerns.

Teachers of Students with a Disability and Case Managers

These teachers teach students with a disability in the areas of modified English, Maths, SOSE and Science and in alternate programs such as Life Skills, Leisure Skills, Work Readiness and other alternate programs according to individual students' particular needs.

Year Level Coordinators

Year Co-ordinators manage wellbeing issues relating to students in their year level and co-ordinate year level activities. They are available for individual assistance.

Heads of Department (HOD)

Heads of Department have expertise concerning curriculum and teaching-learning aspects of their subject area.

Head of Special Education Services (HOSES)

The Head of Special Education Services organises programs for students with special needs and learning difficulties and teacher aides to support these students.



Head of Department (Senior Schooling)

This particular Head of Department can support senior students by arranging alternate pathways, traineeships and apprenticeships for students.

Community Education Counsellor (CEC)

The CEC supports students of Aboriginal or Torres Strait Islander backgrounds and works closely with their families to support engagement with learning and the school.

School Based Youth Health Nurse, School Based Police Officer and Chaplain

Our school has the support of a full time police officer, part-time health nurse, and chaplain who work as part of the support team for students and staff.

Youth Support Coordinator

The Youth Support Coordinator case manages high needs students to help support their pathway to work, further training or university.

Guidance Officer

A full time Guidance Officer supports students with career pathways, subject selection and counselling.

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
<input type="checkbox"/> their child is getting a good education at school (S2016)	83%	88%	89%
<input type="checkbox"/> this is a good school (S2035)	74%	90%	78%
<input type="checkbox"/> their child likes being at this school* (S2001)	83%	85%	86%
<input type="checkbox"/> their child feels safe at this school* (S2002)	86%	94%	79%
<input type="checkbox"/> their child's learning needs are being met at this school* (S2003)	80%	85%	82%
<input type="checkbox"/> their child is making good progress at this school* (S2004)	79%	85%	86%
<input type="checkbox"/> teachers at this school expect their child to do his or her best* (S2005)	85%	94%	92%
<input type="checkbox"/> teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	82%	89%
<input type="checkbox"/> teachers at this school motivate their child to learn* (S2007)	77%	81%	81%
<input type="checkbox"/> teachers at this school treat students fairly* (S2008)	68%	79%	74%
<input type="checkbox"/> they can talk to their child's teachers about their concerns* (S2009)	85%	88%	93%
<input type="checkbox"/> this school works with them to support their child's learning* (S2010)	77%	87%	81%
<input type="checkbox"/> this school takes parents' opinions seriously* (S2011)	82%	91%	81%
<input type="checkbox"/> student behaviour is well managed at this school* (S2012)	67%	73%	63%
<input type="checkbox"/> this school looks for ways to improve* (S2013)	78%	88%	84%
<input type="checkbox"/> this school is well maintained* (S2014)	86%	91%	89%

* 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
<input type="checkbox"/> they are getting a good education at school (S2048)	86%	89%	91%
<input type="checkbox"/> they like being at their school* (S2036)	88%	89%	92%
<input type="checkbox"/> they feel safe at their school* (S2037)	89%	87%	89%
<input type="checkbox"/> their teachers motivate them to learn* (S2038)	88%	85%	91%
<input type="checkbox"/> their teachers expect them to do their best* (S2039)	98%	96%	97%
<input type="checkbox"/> their teachers provide them with useful feedback about their school work* (S2040)	90%	89%	87%
<input type="checkbox"/> teachers treat students fairly at their school* (S2041)	81%	77%	76%
<input type="checkbox"/> they can talk to their teachers about their concerns* (S2042)	71%	76%	76%
<input type="checkbox"/> their school takes students' opinions seriously* (S2043)	77%	79%	83%
<input type="checkbox"/> student behaviour is well managed at their school* (S2044)	73%	73%	75%
<input type="checkbox"/> their school looks for ways to improve* (S2045)	85%	91%	91%
<input type="checkbox"/> their school is well maintained* (S2046)	86%	89%	83%
<input type="checkbox"/> their school gives them opportunities to do interesting things* (S2047)	89%	88%	89%
Percentage of students who agree# that:	2016	2017	2018

* 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
<input type="checkbox"/> they enjoy working at their school (S2069)	91%	94%	87%
<input type="checkbox"/> they feel that their school is a safe place in which to work (S2070)	92%	83%	78%
<input type="checkbox"/> they receive useful feedback about their work at their school (S2071)	87%	76%	78%
<input type="checkbox"/> they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	79%	87%
<input type="checkbox"/> students are encouraged to do their best at their school (S2072)	95%	95%	85%
<input type="checkbox"/> students are treated fairly at their school (S2073)	91%	91%	85%
<input type="checkbox"/> student behaviour is well managed at their school (S2074)	66%	55%	50%

<input type="checkbox"/> staff are well supported at their school (S2075)	81%	73%	56%
<input type="checkbox"/> their school takes staff opinions seriously (S2076)	84%	70%	65%
<input type="checkbox"/> their school looks for ways to improve (S2077)	97%	92%	77%
<input type="checkbox"/> their school is well maintained (S2078)	76%	77%	74%
<input type="checkbox"/> their school gives them opportunities to do interesting things (S2079)	86%	78%	79%

* 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

The school has a small but dedicated P & C Association. Parents may choose to become involved in the P & C Association which meets monthly. The P&C runs a very successful school tuckshop and uniform shop for the benefit of the school community.

We have a wide range of events where parents are invited to enjoy the learning outcomes of students including music recitals and sporting events. Parent Teacher Interviews to discuss student academic progress are held in Terms 2 and 3. These allow teachers to speak face to face with their child's teachers following the publishing of the Term 1 and Semester 1 Reports. Parents are also able to speak with teachers by arranging an interview at any time throughout the year.

Parents may also be involved in the development of individual curriculum plans for their child as necessary. This supports the establishment of students learning goals for those students who may be identified as Gifted or requiring additional support.

Indigenous parents are invited to an elder and parent council facilitated by the CEC. Indigenous parents and students have a variety of events throughout the school year including events inviting non – Indigenous friends and family with the aim of making school an inclusive environment. Home visits are part of the CEC role to connect families into the school community.

Parents of all enrolling students have a face to face enrolment interview as a welcome and induction to our school culture. In Year 10 parents are invited to attend the SET PLAN interviews to assist in developing a learning profile and career pathway for their child. In Year 11 and 12 the parents are invited to take part in their child's QCE interview. Each senior student has three QCE interviews over their final two years.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The student Wellbeing program (Hawks) is available to all students in years 7-12. The Hawks program is based on an annual Resilience survey and addresses issues identified by the student cohorts. These include personal safety and awareness as well as identifying and responding to abuse and violence.



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	482	476	435
Long suspensions – 11 to 20 days	18	13	4
Exclusions	20	18	6
Cancellations of enrolment	8	11	12

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

We are energy aware in classrooms. Fans, lights and air conditioners are turned off when we leave the classroom. We re-cycle paper products in a separate collection area. The school attempts to reduce energy via a photovoltaic facility.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	679,183	645,981	601,073
Water (kL)	44,416	35,633	50,782

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.



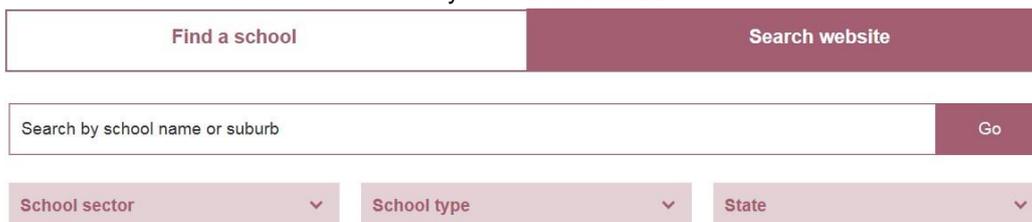
School funding

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 at.

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: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	78	45	7
Full-time equivalents	73	33	<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	0
Masters	7
Graduate Diploma etc.*	19
Bachelor degree	49
Diploma	3
Certificate	0

*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 \$40 000. The major professional development initiatives are as follows:

- Community of Practice – Teaching and Learning of Mathematics
- Writing – Collins Writing Program
- Essential Skills For Classroom Management
- Coaching and Mentoring
- Beginning Teacher workshops
- QCAA curriculum
- QELi leadership programs

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.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	88%	87%	87%
Attendance rate for Indigenous** students at this school	84%	80%	80%

* 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

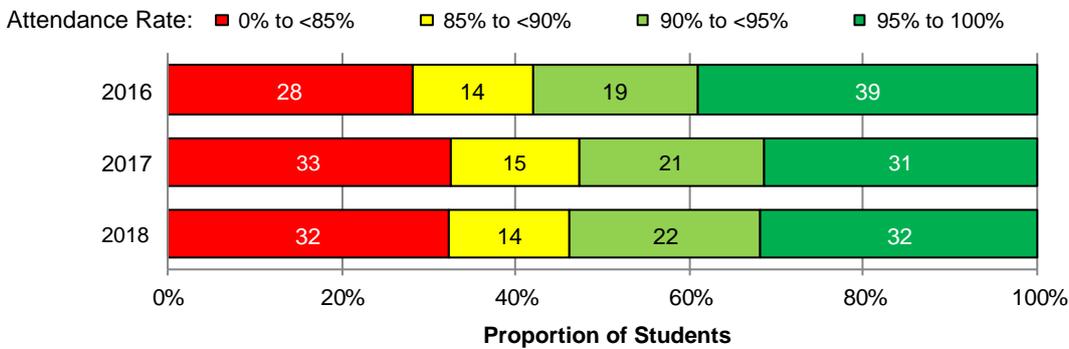
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep				Year 7	90%	88%	90%
Year 1				Year 8	87%	85%	86%
Year 2				Year 9	86%	84%	84%
Year 3				Year 10	83%	83%	85%
Year 4				Year 11	90%	87%	88%
Year 5				Year 12	92%	91%	89%
Year 6							

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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

Queensland state schools manage non-attendance in line with the Queensland 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.

Roll marking is undertaken initially in a pastoral care group each morning (9:00-9:15am). Student absence notifications are sent based on attendance at this morning roll class.

Parents/carers of students marked absent are notified of absences/lateness via text message. SMS replies help reduce unexplained absences and truancy. ID Attend software allows teachers to mark the roll each lesson on their lap top. A photograph of the student is profiled and the program allows for a printout summary of absences for each child.

In 2018 letters were sent home to parents each term showing the list of unexplained absences from school. Teachers follow through truancy as appropriate in line with the truancy policy. Year Coordinators, the Attendance Officer and the associated Deputy Principal follow up with parents of students who are not meeting the compulsory participation policy.

The School-Based Police Officer, Attendance Officer and CEC conduct home visits for those students who have a pattern of truancy. Student attendance is monitored closely and the school provides regular information to parents/carers via school newsletters, the school sign and phone calls home regarding the importance of regular attendance.

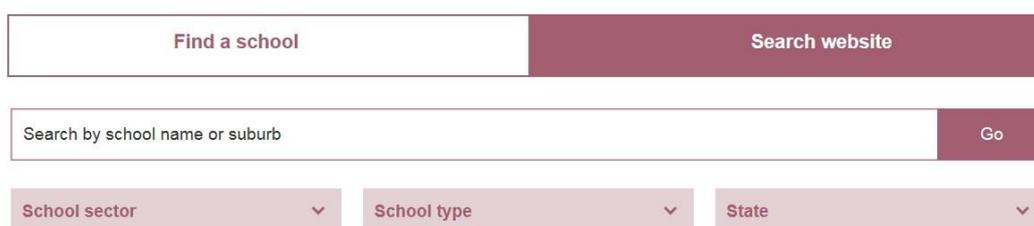
A program of lunch time activities has been organised in 2018 to encourage increased participation and engagement amongst students. Student attendance is recognised on Year Level and whole school parades. Rewards incentives and activity days have an attendance component as a requirement for invitation.

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.



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	125	141	105
Number of students awarded a QCIA	4	5	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	118	135	100
Percentage of Indigenous students awarded a QCE at the end of Year 12	87%	90%	100%
Number of students who received an OP	34	26	21
Percentage of Indigenous students who received an OP	13%	14%	5%
Number of students awarded one or more VET qualifications (including SAT)	99	113	87
Number of students awarded a VET Certificate II or above	65	96	72
Number of students who were completing/continuing a SAT	13	13	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	91%	65%	76%
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	99%	99%	98%
Percentage of QTAC applicants who received a tertiary offer.	81%	95%	100%

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	5	5	7
6-10	12	5	3
11-15	14	7	6
16-20	3	9	3
21-25	0	0	2

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	69	63	56
Certificate II	62	89	68
Certificate III or above	7	18	13

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).

In 2018 Year 12 students may have left North Rockhampton SHS with one or more of the following Certificates.

Certificate I Construction
 Certificate I Engineering
 Certificate I Hospitality
 Certificate I Business
 Certificate II Health Support Services
 Certificate II Hospitality
 Certificate II Business
 Certificate II Resources and Infrastructure Work Prep
 Certificate II Retail Cosmetics
 Certificate II Automotive (Light Vehicle)
 Certificate II in Salon Assistant
 Certificate II in Public Safety (Rural Fire Fighting)
 Certificate II in Electro technology
 Certificate II in Kitchen Operations
 Certificate III in Community Services
 Certificate III in Engineering – Fabrications
 Certificate III Hospitality
 Certificate III Early Childhood Education and Care
 Certificate III Fitness
 Certificate III Education



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	71%	77%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	71%	59%

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 leaving school early in Years 10, 11 and 12 prior to completing Year 12 may choose to enrol at another local high school. Many students leaving early in 2018 relocated to another town within Queensland. Some students enrolled in TAFE or Get Set for Work programs to complete further education and training while others sought employment in a full or part-time capacity.

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), will be uploaded to this school's website in September 2019.

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

This school's report will be available at

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

