North Rockhampton State High School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Established in 1956, North Rockhampton State High School has built a strong reputation as an academic, cultural and sporting State school. These achievements are underpinned by the belief that we are responsible, we are respectful, we are learners and we strive for excellence.

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Principal's Foreword

Introduction

The Annual Report contains a concise summary of North Rockhampton State High School in 2017. The report can be obtained on the website and in hard copy from the school office.

School Progress towards its goals in 2017

In 2017, we commenced the year with an enrolment of 927 students and approximately 120 staff. 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, the teaching and learning of Mathematics and improving the exit outcomes of Year 12 students.

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, implemented in 2016, continued in 2017 with the aim of encouraging students to come to school to be engaged with others. A wide variety of lunch time activities has been offered. These have included such options as; Netball, 'Footy Fitness', Touch Football craft, board games, drawing, Open Mic, prop making, Barista training and writing. The lunch time activities have proven to be popular with students.

In the last twelve months there has been a decrease in the percentage of students attending in the 95-100% attendance range from 39% to 31%. Earlier progress in improving attendance has stalled and this focus will be reviewed again to identify what else can be done to encourage engagement and attendance at school.

Writing

The purchased position, Head of Department – Teaching and Learning, has been continued in 2017 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. An increased number of

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students are participating in regular writing opportunities and are writing more extended pieces.

Students are able to see their writing skills improve through their Writing folio work. 2017 NAPLAN results identified an improvement in the Writing strand. The focus on Writing will continue into 2018 to fully embed the writing program across the whole school and all Faculties.

The Teaching and Learning of Mathematics

Mathematics teachers have participated in the Community of Practice which has offered opportunities to undertake professional development in the teaching and learning of Mathematics.

The focus for 2017 was on improving the knowledge and skills of the teachers in the area of the Australian Curriculum implementation. Staff participated in a review of the curriculum, the selection of age appropriate teaching skills and the design of the assessment tasks and criteria sheets. Planning workshops supported staff to share this knowledge amongst each team of year level teachers.

Working with teachers from other schools has provided opportunities for cross-school moderation and sharing of curriculum and assessment knowledge and skills. This work has improved the teacher's delivery and understanding of the Mathematics curriculum.

Year 12 Exit Outcomes

The continued focus on Year 12 Exit Outcomes have produced some excellent results. 99.3% 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 Head of Department – Senior Schooling monitors student progress and case manages identified 'at risk' students. Senior Schooling support staff also working with students include the Youth Support Coordinator, the Guidance Officer and Teacher Aide. Student retention continues to improve with increased numbers of students successfully transitioning from one year to the next.

Future Outlook

In 2018 the explicit improvement agenda will continue to focus on the following areas;

Focus Area	Target	Timelines
Attendance	• Whole school 90% attendance or above	December 2018
Writing	• 85% students achieve a C or above for English • 100% English teachers access professional development in the teaching of Writing.	December 2018
Successful Transitions	• 100% students achieve a QCE/QCIA and /or VET qualification • Decrease in the number of Early School Leavers	December 2018

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	966	450	516	172	87%
2016	905	426	479	173	84%
2017	910	439	471	196	85%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

In 2017 North Rockhampton SHS had a total enrolment of 927 students who 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 21% of students identify as Aboriginal and/or Torres Strait Islander.

Approximately 4% of our students speak English as a Second Language.

Approximately 7% of students are ascertained with a learning disability and are catered for by our Special Education Program.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	21	21
Year 11 – Year 12	18	18	18

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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.

- **SHEP program**: Music students can apply for a university workshop held over the weekend with our school as host.

- 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. 94% of parents who responded to the School Opinion Survey reported that "their child feels safe at this school".

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	83%	88%
this is a good school (S2035)	100%	74%	90%
their child likes being at this school* (S2001)	93%	83%	85%
their child feels safe at this school* (S2002)	93%	86%	94%
their child's learning needs are being met at this school* (S2003)	90%	80%	85%
their child is making good progress at this school* (S2004)	97%	79%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	85%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	77%	82%
teachers at this school motivate their child to learn* (S2007)	90%	77%	81%
teachers at this school treat students fairly* (S2008)	87%	68%	79%
they can talk to their child's teachers about their concerns* (S2009)	100%	85%	88%
this school works with them to support their child's learning* (S2010)	90%	77%	87%
this school takes parents' opinions seriously* (S2011)	88%	82%	91%
student behaviour is well managed at this school* (S2012)	70%	67%	73%
this school looks for ways to improve* (S2013)	93%	78%	88%
this school is well maintained* (S2014)	97%	86%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	86%	89%
they like being at their school* (S2036)	85%	88%	89%
they feel safe at their school* (S2037)	93%	89%	87%
their teachers motivate them to learn* (S2038)	90%	88%	85%
their teachers expect them to do their best* (S2039)	98%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	92%	90%	89%
teachers treat students fairly at their school* (S2041)	84%	81%	77%
they can talk to their teachers about their concerns* (S2042)	81%	71%	76%
their school takes students' opinions seriously* (S2043)	76%	77%	79%
student behaviour is well managed at their school* (S2044)	75%	73%	73%
their school looks for ways to improve* (S2045)	93%	85%	91%
their school is well maintained* (S2046)	87%	86%	89%
their school gives them opportunities to do interesting things* (S2047)	91%	89%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	91%	91%	94%
they feel that their school is a safe place in which to work (S2070)	93%	92%	83%
they receive useful feedback about their work at their school (S2071)	90%	87%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	87%	79%
students are encouraged to do their best at their school (S2072)	98%	95%	95%
students are treated fairly at their school (S2073)	93%	91%	91%
student behaviour is well managed at their school (S2074)	74%	66%	55%
staff are well supported at their school (S2075)	81%	81%	73%
their school takes staff opinions seriously (S2076)	82%	84%	70%
their school looks for ways to improve (S2077)	93%	97%	92%
their school is well maintained (S2078)	81%	76%	77%
their school gives them opportunities to do interesting things (S2079)	84%	86%	78%

* 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.

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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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	432	482	476
Long Suspensions – 11 to 20 days	14	18	13
Exclusions	4	20	18
Cancellations of Enrolment	9	8	11

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Environmental Footprint

Reducing the school's environmental footprint
Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	637,324	22,934
2015-2016	679,183	44,416
2016-2017	645,981	35,633

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.

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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

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	81	43	5
Full-time Equivalents	77	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	5
Graduate Diploma etc.**	18
Bachelor degree	54
Diploma	3
Certificate	0

*Teaching staff includes School Leaders
**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 2017 were $60,000

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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 93% of staff was retained by the school for the entire 2017.

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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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	86%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	84%	80%

*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.

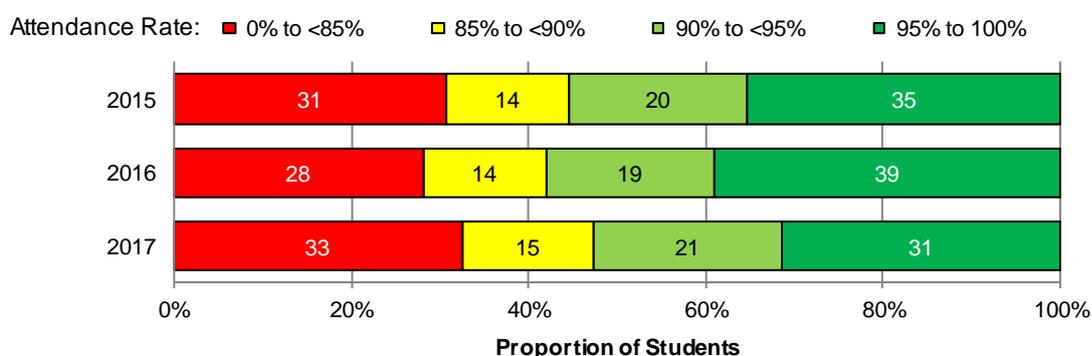The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

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
2015								89%	88%	83%	84%	86%	90%
2016								90%	87%	86%	83%	90%	92%
2017								88%	85%	84%	83%	87%	91%

*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:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	31	14	20	35
2016	28	14	19	39
2017	33	15	21	31

Proportion of Students

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

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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 2017 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 2017 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 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.**

Find a school
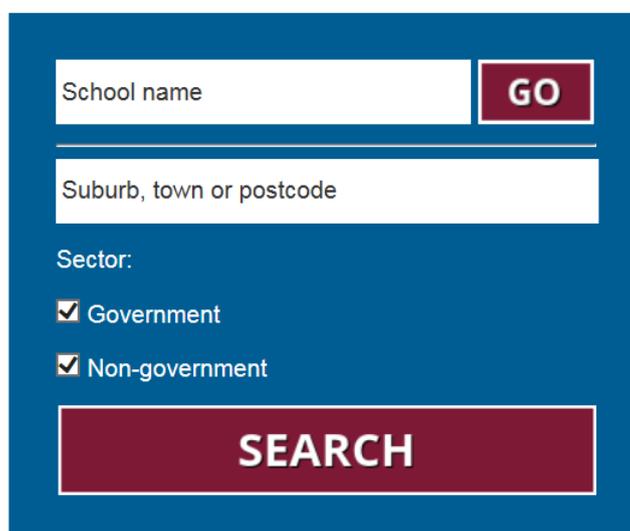
| School name | **GO** |
| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

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

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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 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	2015	2016	2017
Number of students receiving a Senior Statement	152	125	141
Number of students awarded a Queensland Certificate of Individual Achievement.	2	4	5
Number of students receiving an Overall Position (OP)	41	34	26
Percentage of Indigenous students receiving an Overall Position (OP)	6%	13%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	13	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	142	99	113
Number of students awarded an Australian Qualification Framework Certificate II or above.	67	65	96
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	148	118	135
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	87%	90%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	76%	91%	65%
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.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	81%	95%

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
2015	8	11	12	10	0
2016	5	12	14	3	0
2017	5	5	7	9	0

As at 14th February 2018. 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
2015	134	61	13
2016	69	62	7
2017	63	89	18

As at 14th February 2018. The above values exclude VISA students.

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In 2017 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

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	77%	71%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	59%	57%	71%

* 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%).

Student Destinations

Post-school destination information
The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
https://nthrckshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Annualreports.aspx

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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.

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 2017 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.

All students who left school early were able to gain assistance with Resume writing and Interview skills by contacting the Senior Schooling support staff.

Conclusion

North Rockhampton SHS caters for a wide range of students and has a stable, dedicated staff. School programs and student support are reviewed annually and the school Administration team welcomes feedback from students, parents, staff and the wider school community.