



Our Mission to “Support every student to be the best they can be”

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Principal's foreword

Introduction

Pacific Pines State High School offers quality secondary education to the Gaven/Pacific Pines community, that community extends into parts of Arundel. The school's ultimate function is to serve this community which has become clearly defined both geographically and socially. This is supported through our relationships with the local primary schools in particular Pacific Pines State School, Park Lake State School and Gaven State School. That relationship is further supported through a number of local community and Gold Coast partnerships including a strong relationship with Griffith University and Gold Coast TAFE.

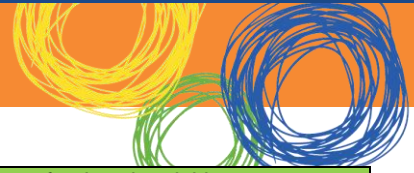
The school's mission is to “support every student to be the best they can be”

This School Annual Report outlines the highlights of the school in the 2010 school year and reports on our progress in realising our mission.



School progress towards its goals in 2011

Strategic Priorities 2011 (from the 2011 Annual Operation Plan)	Progress
Literacy, Numeracy and ICT focussed for students in Years 8 and 9 across the curriculum.	Discrete plans were developed and implemented for each of the focus areas.
Higher order Thinking Skills embedded across the curriculum through the Ways of Working in Year and 9 and the Common Curriculum Elements in Years 10, 11 and 12.	Teaching staff attended a 5 hour professional development session conducted by Steve McCabe (Mighty Minds) in April to enhance their capacity to teach Higher Order Thinking Skills. The Junior Secondary Curriculum was re-written in those areas identified by the Teaching and Learning Audit as deficient in the Ways of Working
Implement High Yield Instruction as the basis for the whole school pedagogy plan and whole school improvement.	The School Pedagogy Plan was published and presented to staff on the first student free day in January 2011. The five pillars of the Pedagogy Plan are: Explicit Teaching, Explaining and Teaching Criteria, Continuous Cycles of Assessment, Higher Order Thinking and Differentiation. The school leadership team monitored implementation of the plan through classroom visits
Improve attendance – Every day counts, every lesson counts	The target of 92 % was adopted. Strategies included monitoring of individual and cohort attendance by Pastoral Care Teachers and the relevant Deputy Principals and the employment of a truancy officer to monitor in particular classroom attendance.
Improve behaviour in the school community through the explicit teaching of positive behaviour	School values were introduced in 2011: Be Safe, Be Respectful, Be Responsible and Be A Learner. The values became the basis for conversation and decision making on student behaviour with an emphasis on guiding student decision making.
Prepare for the implementation of the National Curriculum in 2012 – English, Maths, Science, History and HPE.	The school was well prepared for the implementation of the National Curriculum (Years 8 to 10) in English, Maths and Science in 2012 and significant progress was made in preparation for the implementation of the National Curriculum in History (2013) and HPE (2014)
Implement One to One computers in Year 12 – 2011 and prepare for One to One across the school in 2012	A computer laptop take home scheme was initially implemented for Year 12 students with a take up rate of approximately 50%. The scheme has since been extended to students in Years 10 to 12. Laptops have been placed in trolleys throughout the school for student use during class time.
Close the Gap for Indigenous students	A teacher was provided time – 2 days per week to work with indigenous students. Our students of Aboriginal or Torres Strait islander decent



	participated in a number of cultural activities including the Black and Deadly program. NAIDOC was celebrated with a parade, Welcome to Country and school activities. The EATSIPS program was embedded throughout the curriculum and staff completed Hidden Cultures training in October
Professional Development Plans for all teaching staff	Achieved
Consolidation of One-school as the operational environment for school data, plans and financial operations.	One School was used for used as the platform for most school operations. The planned rollover from SMS to One School for financial operations was delayed to April 2012

Future outlook

The Strategic Priorities 2012 (from the Annual Implementation Plan 2012)

- Literacy, Numeracy and ICT focussed for students in Years 8 and 9 across the curriculum.
- Reading: Tracking improvement term by term
- Explicitly identify and teach the strategies required for students to solve Higher Order Thinking problems
- **Embed High Yield Instruction as the minimum requirement for effective teaching at Pacific Pines State High School**
- Improve attendance – *Every day counts, every lesson counts*
- Improve behaviour in the school community:
 - Through the explicit teaching of *positive behaviour based around core values and an explicit understanding of how those values are applied*
 - *Clear consequences for behaviour*
 - *Creating a sense of belonging*
- Implement the national curriculum in English, mathematics and Science
- Review the value of VET pathways for students
- *Close the Gap* for Indigenous students through the implementation of EATSIPS
- Consolidation of One-school as the operational environment for school data, plans and financial operations.
- Professional Development Plans for all teaching staff
- Strengthen Line Management

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1342	681	661	91%

Characteristics of the student body:

Pacific Pines State High School principally serves the geographic area of Gaven. Feeder primary schools include Pacific Pines State School, Gaven State School, Parklake State School, the newly opened Highland Reserve State School and to a lesser extent Arundle State School.

The school has only a small proportion of indigenous students or students from non-english speaking backgrounds. The school has only a small proportion of students with a disability and they in the main have an integrated educational program. There has been a recent trend of students from Great Britain enrolling at the school. The main occupation groups for residents are retail and construction.

On leaving school the majority of students go into the workforce mainly through apprenticeships and traineeships often as a continuation of their school based apprenticeship or traineeship. Approximately 30% attend University principally Griffith University. There is a strong partnership and ongoing relationship between our school and Griffith University.

Class sizes

Phase	Average Class Size
Year 8 – Year 10	24.5
Year 11 – Year 12	18.7
All Classes	22.1

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	171
Long Suspensions - 6 to 20 days	39
Exclusions	16
Cancellations of Enrolment	14

Curriculum offerings

Our distinctive curriculum offerings:

Pacific Pines State High School offers a broad range of curriculum offerings.

Year 8: Students study a range of subjects which cover the eight key learning areas. Information Technology, Literacy and Numeracy are integrated within the curriculum, all students study Japanese. Extension classes –accelerated learning classes were created for students with high academic ability. A separate class was formed for students with a high ability and interest in studying Japanese. A separate class was also formed for students with high ability and interest in Dance.

Year 9: Students are required to study English, Math, SOSE, Science & HPE. Students choose 4 semester – subjects from the other key learning areas. Extension classes are offered to students in the core subject areas for students working at an accelerated level. The XLR8 class from the previous year have a common course of study including problem solving.

Year 10: Students are required to study English, Maths Science and History and choose four other subjects. Year 10 is seen as a preparation and transition to the senior years of schooling.

Year 11 & 12: Students are required to study an English subject and a Mathematics subject and four other subjects from an extensive list of authority, non-authority subjects and vocational subjects. Students in Year 11 & 12 attend school four days a week from 8am to 3pm. Multiple pathways are available to students including OP, Vocational, School Based Apprenticeships and Traineeships, Griffith University “Guests” program. (Note: In 2012 Year 11 students attended school five days per week)

Literacy skills are embedded in the curriculum with students tested for Literacy and Numeracy on enrolment. This testing informs placement of students in classes and identifies students requiring learning support and modified programs.

Other Academic and Vocational Programs.

Pacific Pines State High School is a Griffith University Partner School. As part of the “Griffith University Guests Program” a number of students in Year 12 2011 studied a university subject at Griffith University. Success in that subject provides guaranteed entry into Griffith University when the students graduate.

Our school is also part of the “Griffchem” and “Griffphys” programs. This allows students to gain university credit when they pass Senior Physics and/or Chemistry. Guaranteed entry is provided to students who achieve particular results in those subjects. The school is also a member of the Queensland Biotechnology Education Network.

Pacific Pines State High School received a number of direct entries to Gold Coast TAFE on the basis of their Year 12 results. The school has a number of students who attend Gold Coast TAFE during the school week mainly on a Friday.

Pacific Pines State High School has collaborated with neighbouring high schools to form the Northern Collegiate of Schools. Collectively these schools offer to students the opportunity to study in areas that could not be offered by individual schools. Courses include vocational qualifications in Nursing, Animal Companionship, Multimedia and Engineering.

Many students participate in Vocational Education. In 2011 the school was registered to teach:

Certificate 1 in Business, Certificate 11 in Business, Certificate 1 in Community Recreation, Certificate 11 in Sport and Recreation, Certificate 1 in Furnishings, Certificate 1 in Hospitality, Certificate 1 in Information Technology, Certificate 11 in Information Technology, Certificate 11 in Tourism.

Sport

The school offers Rugby Union and Volleyball as subjects in Years 9 – 12. The school participates in interschool sport as part of the Northern Cluster of Schools. Individual students can achieve representative honours through our affiliation with Broadwater District Sport and South Coast Regional Sport. The school participates in a number of external sport competitions including the Volleyball Schools’ Cup and the Bob Templeton Shield.

Extra curricula activities:

Year 12 Formal Bond University

Year 10 Semi Formal Brisbane River Cruise

Year 12 Leadership Day Runaway Bay

Australian Business Week – acknowledged through our local Chamber of Commerce as the best they have seen

Outstanding results in Ecoman and state economics competitions

Strong participation in Griffith University Business programs – Business Ambassadors (Year 10 and 11) and GriffBus (Year 12)

Gold Coast Commonwealth Games Bid

Theatre Restaurant

Sports Awards Evening

Academic Awards Evening

NAIDOC Day including the unveiling of the mural at the front of the school recognising traditional owners

Remix Hip-Hop Competition Senior Hip-Hop: 1st Place *So So Fresh* Category

Brisbane Eisteddfod – Dance Junior Contemporary: Very Highly Commended

Gold Coast Eisteddfod - Dance Senior Hip-Hop: Very Highly Commended, Junior Contemporary: Very Highly Commended, Open Hip-Hop: 3rd Place

Theatre Restaurant production of 'A Black Comedy'

Junior & Senior Dance groups performed at the Danc'Ed in the Spotlight festival

Year 6 & 7 Accelerate programs (Term 3 & 4)

Year 8 Camp Maroon Dam

Year 9 Accelerate Camp – Midginbil Hill

Reading Room lessons in Resource centre (Year 8 Eng, Maths and SOSE)

Literacy Planet – Online literacy program

NAPLAN workshops

NAPLAN breakfast – run by student leaders

Literacy and Numeracy week activities

Alternative program – Uninterrupted Sustained Silent Reading (Lesson 1)

Open Night – Accelerate Display run by students in the class

Rugby Union and Volleyball Tours to Sunshine Coast

Volleyball Schools Cup Junior and Senior

Ski Trip

Northern Collegiate Leadership Camp Maroon Outdoor Education Centre

How Information and Communication Technologies are used to assist learning

2011 saw the school receive 793 Laptops, 286 During Term1 and 507 in term 4. The devices that arrived in term 01 were partly used as a take-home trial that was offered to year 11 and 12 students. Over 130 students participated in the take home trial and the results and feedback were very supportive of the scheme. This scheme was expanded in 2012 and will allow students in year 10, 11 and 12 to participate in the take-home scheme. Almost 400 students in these year levels have participated in the take home scheme.

228 desktop computers were available for student use in 8 separate computer rooms that saw an increase in usage as teachers expanded the use of ICTs in classroom teaching. 86 laptops were also placed on trolleys for use around the

school via the increased wireless coverage. 2012 will see the expansion of the trolley fleet with the purchase of 10 more trolleys for laptops not being issued under the take-home scheme.

Teaching staff at Pacific Pines SHS have laptops provided to them by Education Qld under the CFT “Computers for Teachers” scheme and the increased access to these devices has seen a huge jump in the use of digital technologies in teaching and learning at the school. Internet usage has increased two fold and the school has already increased its internet bandwidth to 10 Mbps connection and may soon have to consider an increase to 20 Mbps, as staff and students still feel we don’t make enough use of online resources.

The introduction of the National Curriculum has seen a change in some of the content delivered in some subject areas has placed a greater emphasis on the use of ICT’s in some areas of the curriculum. This emphasis is supported by the integration of ICT’s across the curriculum for students in years 8 and 9 and the greater access that these students now have to school computer rooms as other year levels undertake the laptop program.

Social climate

With feedback from the Teaching and Learning Audit and School Opinion surveys in 2010 the school values Be Safe, Be Respectful, Be Responsible and Be a Learner were introduced at the beginning of 2011.

The values became the basis for discussion, communications and expectations with respect to school community behaviour. The school pastoral care program was redeveloped under those headings as the school moved towards the explicit teaching of required behaviours.

That pastoral care program is outlined below:

PASTORAL CARE PROGRAM YEARS 8 – 12

Supporting every student to be the very best they can be

Planning

SCOPE AND SEQUENCING

- Theme 1: Being Safe
- Theme 2: Being Respectful
- Theme 3: Being a Learner
- Theme 4: Being Responsible

YEAR	TERM 1	TERM 2	TERM 3	TERM 4
8	Walk in my Shoes Bullying Program (teachers drive) Brainstorm Production (cyber safety)	Communication & relationships <ul style="list-style-type: none"> • Working in groups • Solving disputes • Cyber safety Study skills <ul style="list-style-type: none"> • Assignments • Goal setting • Planning my future 	Risky Behaviours <ul style="list-style-type: none"> • Drugs and effects on body • Smoking • Alcohol • Binge drinking Theme : what is & effects	Community projects

9	<p>Bullying & Sexual harassment</p> <ul style="list-style-type: none"> • Stereotyping • Self esteem • Relationships • Learning to live with others • One Punch Can Kill • Cyber safety 	<p>Drug & alcohol education</p> <ul style="list-style-type: none"> • Drugs and effects on body • Party drugs • Illegal drugs • Smoking • Alcohol • Standard drinks • Binge drinking <p>Theme: Peer pressure and choices.</p>	<p>Sexual health / education</p> <p>Booklet</p> <ul style="list-style-type: none"> • Anatomy • Menstruation • Losing your virginity • Contraception 	<p>Sexual health / education</p> <ul style="list-style-type: none"> • STI's • Unplanned pregnancy • Adoption <p>abortion</p>
10	<p>Study skills</p> <ul style="list-style-type: none"> • Booklet <p>Interpersonal relationships</p> <ul style="list-style-type: none"> • One punch can kill 	<p>SET Plan Preparation</p> <ul style="list-style-type: none"> • My Future Website/Job guide • Senior subject selections • Set plan interviews • Careers 	<p>Presenting your skills</p> <ul style="list-style-type: none"> • Resume • Interview skills • Presentation skills 	<p>CPR and Alcohol education</p> <ul style="list-style-type: none"> • Drugs and effects on body • Party drugs • Illegal drugs • Smoking • Alcohol • Standard drinks <p>Binge drinking</p> <p>Theme: effect on life and relationships/family</p>
11	<p>Driver education - Brake program (PD for PC teachers)</p>	<p>Living in the Real World</p> <ul style="list-style-type: none"> • Budgeting 	<p>SET Plan review</p> <p>Life / Study Balance skills</p> <p>Budgeting</p> <p>Semester1 Review</p>	<p>Harm minimisation</p> <p>Putting Youth in the Picture</p> <ul style="list-style-type: none"> • Fighting • Mobile Phones/Internet • Parties
12	<p>SET Plan review</p> <p>Moving from Childhood to Adulthood</p> <ul style="list-style-type: none"> • QLD Police, 	<p>Putting Youth in the Picture</p> <ul style="list-style-type: none"> • Sexual Assault • Motor 	<ul style="list-style-type: none"> • RAAP road safety • QTAC, after school options 	<ul style="list-style-type: none"> • Harm minimisation • CPR

	<ul style="list-style-type: none"> law • Drug & alcohol education 	<ul style="list-style-type: none"> Vehicle accidents • Mobile Phones/Internet • Parties 	<ul style="list-style-type: none"> • QCE Review 	<ul style="list-style-type: none"> • Schoolies <p>Theme: safe partying and life consequences</p>
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On the introduction and teaching of the school values there was evidence of improved behaviour amongst the vast majority of the school population. Unfortunately it provided a divide between those students who were committed to the core values and those who were not as evident by a large number of exclusions(16) from the school in 2011

Parent, student and teacher satisfaction with the school

An improvement for 2011 was recorded across all measures except for the percentage of the school workforce satisfied with access to Professional Development. Whilst cost effective means to provide further Professional Development for all staff will be investigated in 2012, it should be noted that all teaching staff participated in extensive Professional Development

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	80%
Percentage of students satisfied that they are getting a good education at school	61%
Percentage of parents/caregivers satisfied with their child's school	73%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	49%
Percentage of staff members satisfied with morale in the school	70%

Involving parents in their child's education

Parents have input into the school through the Parents and Citizens' Association. The Parents and Citizens' association meets on the second Wednesday of each month. The Parents and Citizens' Association currently run the School Canteen, Uniform shop and administer the Textbook and Resource Hire Scheme. Parents also participate as volunteers in a number of extra-curricular activities including sport, debating, drama, dance etc.

Written reports are issued to parents three times per year – in Term 1, at the end of Semester 1 and the End of Semester 2. Two Parent –Teacher nights are held each year. The first is held in Term 1 and the second is held in Term three after the issuing of the Semester 1 report.

Parents are invited to a number of events each year including: Year 8 Parent Partnership Evening, Open Night , Subject Selection Evenings, Enrolment Evenings, Senior Induction, Graduation, Leadership and Awards Nights. All enrolments are done by personal interview with parents. Towards the end of Year 10 parents also participate in the preparation of a Senior Education and Training Plan for their child.

Reducing the school's environmental footprint

Pacific Pines State High School continues to reduce our environmental footprint by adopting the following practices:

Energy: Operation of a 2KW solar system and approval obtained for an additional 4KW solar system under National Solar Schools Program. IT energy monitoring package and energy efficient lighting fitted to all areas of the school. Automatic sensor lights fitted in newest buildings.

Water: Water consumption minimised due to reduction of watering of active playing surfaces. Flow restrictors fitted to all taps in the school. Prompt maintenance of all plumbing issues. Increase in 2011 yearly water consumption mainly attributed to broken water mains.

Waste: Reduce waste to landfill due to continued focus on paper recycling.

Environmental footprint indicators, 2010-2011

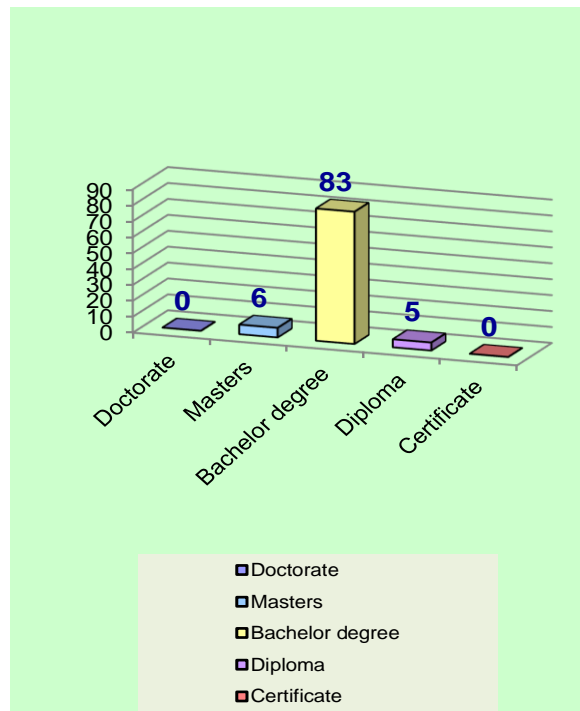
	Electricity KwH	Water KL
2011	374,550	3,138
2010	518,551	1,949
% change 10 - 11	-28%	61%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	94	36	0
Full-time equivalents	89	26	0

Qualifications of Teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	83
Diploma	5
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$88435.

The major professional development initiatives are as follows:

Higher Order Thinking

Literacy, Numeracy, ICTs

Positive Behaviour Support

Leadership

Teacher Observation of Pedagogy

Hidden Cultures

Embedding Torres Strait Islander Perspectives in the Curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income 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

Search by school name **GO**

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

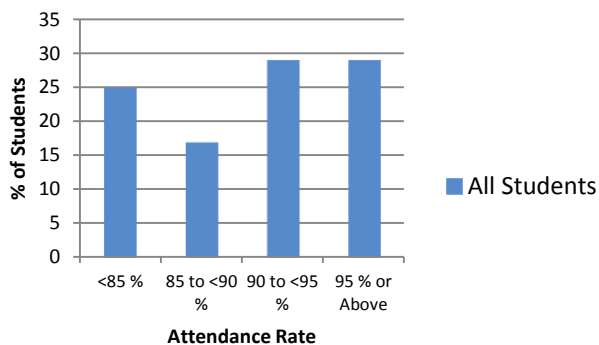
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

	Year 8	Year 9	Year 10	Year 11	Year 12
	91%	90%	87%	89%	88%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Pacific Pines State High School marks all rolls electronically. A roll is marked in the pastoral care lesson and teachers mark their individual class rolls. An SMS message is sent home daily when a student is marked absent from pastoral care. The SMS message allows parents to respond by SMS with the reason for the absence. The attendance officer checks unexplained class absences and reports to the relevant year coordinator. Pastoral Care Teachers follow up absence through communication with parents

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The gap in the attendance of Aboriginal and Torres Strait Islander students was decreased from 4% to 6% whilst the apparent retention rate from Years 10 to 12 increased to 20%. A comparison of NAPLAN results (2010- 2011) for Aboriginal and Torres Strait Islander students on the Year 9 test showed mixed results with improvement in Writing and Spelling as opposed to less favourable results in Reading, and Grammar and Punctuation. Numeracy remained the same

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 72%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	203
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	61
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	62
Number of students awarded one or more Vocational Educational Training qualifications.	187
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	156
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	199
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	82%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2	20	28	11	0

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
149	140	50

VET Courses currently offered at Pacific Pines State High School. In addition a number of students receive VET Qualifications from Gold Coast TAFE and through partnerships with the Northern Collegiate of schools.

BSB20107	Certificate II in Business	School
ICA20111	Certificate II in Information, Digital Media and Technology	School
CPC10111	Certificate I in Construction	School
LMF10108	Certificate I in Furnishing	School
SIS20110	Certificate II in Community Activities	School
SIT20107	Certificate II in Tourism	School
SIT20207	Certificate II in Hospitality	School and Industry
ICA20105	Certificate II in Information Technology	School
SRC20206	Certificate II in Community Recreation	School

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

A small number of students leave school by choice before the age of 17. These students traditionally enter the workforce or attend TAFE. In Year 11 (occasionally in Year 12) each year a small number of students have their enrolment cancelled by the Principal for failing to take advantage of the education provided for them through either non-attendance or non-submission of assessment. There are also a small number of students not suited to traditional schooling who enter alternative education programs.