

Pacific Pines State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Pacific Pines State High School offers quality secondary education to the Gaven/Pacific Pines community which also 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.

This report provides a snapshot of our school community. It provides information pertaining to the school's improvement agenda and our progress in meeting the school goals for 2014.

School progress towards its goals in 2014

The improvement agenda and priority areas for development were listed in the 2104 Annual Implementation Plan.

- Literacy and Numeracy with a particular focus on improvements in reading and numeracy
- Exceptional outcomes for all students leaving school
- Attendance
- Teacher Capability in particular the rigorous implementation of the school pedagogy plan and feedback to teachers
- School and Community Confidence
- Create a Junior Secondary Identity and prepare for Year 7 students in 2015.

Improvement Agenda/Priority Area for Development	Progress and Actions in 2014
Literacy and Numeracy with a particular focus on improvements in reading and numeracy	In 2014 all students in Year 8 and 9 received instruction in numeracy and reading for 70 minutes each week with students identified as below or near the national minimum standard receiving additional support. High performing students were provided with a differentiated curriculum. The 2014 NAPLAN results showed improvement over the previous year in Numeracy and Reading for both the percentage of Year 9 students Upper in the upper two bands and above the National Minimum standard.

Exceptional outcomes for all students leaving school	<p>Our school continues to excel in achieving outstanding results for our Year 12 graduates. The highlights include:</p> <ul style="list-style-type: none"> • 18% of OP eligible students receiving an OP in the range of 1 to 5; • 79% of OP eligible students receiving an OP 15 or better; • 98% of graduating students receiving the Queensland Certificate of Education; • 97% of students who applied for a tertiary entrance place receiving an offer; • All graduating indigenous students having an identified pathway beyond school.
Attendance	<p>In 2014 the school implemented a system of roll class supervisors to assist the roll class teacher in checking attendance. This initiative was further supported by an attendance officer and the introduction of recognition for students with attendance over 95% (95+ Club).</p> <p>In 2014 overall school attendance improved to 89.2% with the Year 8 and Year 12 cohorts recording attendance above 90%. The percentage of students with better than 95% attendance improved to 34%.</p>
Teacher Capability in particular the rigorous implementation of the school pedagogy plan and feedback to teachers	<p>Teachers received feedback on effective teaching through a series of walk throughs conducted by Heads of Department and the administration team. Teachers completed Professional Development Plans using the Australian Professional Standards for Teachers as a guiding framework. A significant number of teachers participate in the school's professional development program – Improving Instruction at Pacific Pines (II@PP)</p>
School and Community Confidence	<p>Relationships further developed with the feeder primary schools included: science club, sharing of literacy coach with Gaven State High School, sharing of achievement information with primary schools, extension days conducted as were leadership programs. Strong enrolments were recorded in Year 7 and 8 from the feeder primary schools. Our school continued to implement classroom and playground expectations in line with the school values. School Facebook and website page were used to promote school achievement including the outstanding academic and vocational results.</p>
Create a Junior Secondary Identity and prepare for Year 7 students in 2015	<p>Significant work completed during 2014 in preparation for Year 7 students in 2015 included:</p> <ul style="list-style-type: none"> • Separate junior and senior uniforms instigated • New alignment of Deans of Students and Deputy Principals • Facilities upgraded • Presentations at primary schools • Parent Tours • Professional development of staff including Flying Start teachers • Rewriting of curriculum.

Future outlook

In 2015 the improvement agenda and priority areas for development build on and consolidate the achievements of 2014, of particular note is future planning for the use of student technology in 2016 and beyond. That agenda includes:

- Literacy and Numeracy with a particular focus on improving reading and numeracy
- Attendance
- School and Community Confidence
- Exceptional Outcomes for all students leaving school
- Teacher Capability
- Partnerships and communication within the Pacific Pines/Gaven/Park Lake Community and with the broader Gold Coast Community
- The enhanced use of technology for learning with the introduction of BYOD in 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1325	646	679	93%
2013	1292	641	651	90%
2014	1295	653	642	92%

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

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, Park Lake State School, Highland Reserve State School and to a lesser extent Arundel State School.

The school has only a small proportion of indigenous students or students from non-English speaking backgrounds. In 2014 there was a further increase in the number of students with disabilities and a Head of Special Education Services was permanently appointed for 2015.

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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Year 8 – Year 10	25	24	26
Year 11 – Year 12	20	20	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	217	160	291
Long Suspensions - 6 to 20 days	36	38	5
Exclusions [#]	10	8	8
Cancellations of Enrolment	12	7	13

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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. An extension sport class was created for Year 8 students commencing in 2014.

Year 9: Students are required to study English, Maths, SOSE, Science and 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 Accelerate class from the previous year have a common course of study including problem solving. Elective classes are available in the excellence areas of Dance, Volleyball, Rugby Union (Netball from 2013).

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. Elective classes continue in Dance, Volleyball and Rugby Union.

Year 11 & 12: Students are required to study an English subject and a Maths subject and four other subjects from an extensive list of authority, non-authority subjects and vocational subjects. Multiple pathways are available to students including OP, Vocational, School Based Apprenticeships and Traineeships, Griffith University "Guests" program.

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 2014 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 "GriffBiology" program. A guaranteed offer of university entry is provided to students who achieve particular results in Senior Biology and meet the course pre-requisites.

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.

Many students participate in Vocational Education and the school is registered to teach and assess an extensive range of vocational subjects.

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. In 2013 our school's Open Rugby Union team won the Bob Templeton Shield

Extra curricula activities

- Year 10 Semi Formal - Brisbane River Cruise
- Year 12 Formal - Bond University
- Northern Collegiate Leadership
- Australian Business Week
- Transition program- Junior secondary students transitioning into high school from feeder primary schools
- Work experience and work placement training
- Learners of Literacy and Numeracy program – Year 8 students
- Outstanding results in Ecoman the state economics competitions
- Sports Awards Evening
- Academic Awards Evening
- Jazz Band, Concert Band and the String Ensemble all performed at the Gold Coast Eisteddfod
- Dance groups performed at the Gold Coast and Beenleigh Eisteddfods
- Senior Hip Hop team competed at the Beenleigh Eisteddfod
- Danc'Ed in the Spotlight Festival
- Energies Art exhibition
- Our Indigenous students participate in a number of cultural activities. They also participated in the AIMES program and took a leadership role in the celebration of NAIDOC Week and Harmony Day
- Year 8 Camp - Maroon Dam
- Year 9 Accelerate Camp – Midginbil Hill
- NAPLAN workshops
- QCS Breakfast run by Cert II Hospitality students
- Open Night
- Volleyball Schools Cup Junior and Senior
- Ballymore Cup – Rugby Union
- Ski Trip
- Life skills - living and social skills program for students with disabilities
- Work skills-program developing workplace skills for senior students on transition to post-school options.
- Community Access programs for students with disabilities - Orientation, mobility and functional capacity to engage in the community. Weekly external school trips to various locations within the local and wider Gold Coast community
- For Mothers who Missed Out – A program of practical skills run by the Industrial Design Teachers for parents
- Northern Collegiate Leadership Camp
- Catering for Harmony Day, School Musical, Sports Awards Evening and QCS breakfast
- Charity work including: Go Blue for Autism, World Vision, Multiple Sclerosis, Jeans for Genes, Shave for a Cure, Animal Welfare

- Tourism Expo
- Bond University Mooting Competition
- Vicky Wilson Netball Cup
- School Musical - "High School Musical"
- Science and Engineering Challenge
- Science, Technology, Engineering and Maths Ambassadors program (Griffith University)
- Science Club
- Japanese Trip in the September School holidays
- Cross Country, Athletics and Swimming district competitions
- Broadwater and South Coast representative sport trials
- QCS Master classes (9 evenings over three terms; 4-6pm)
- Year 11 & 12 Study Nights (twice a term, 3.30 – 7pm)
- The visit to our school from Japanese school Hitsuyukan High is a highlight on the calendar each year and our school community looks forward to the visit next year.
- The Sports Tour for our Volleyball Teams
- Griffith University Business Program, seven students were successful in gaining direct entry into Griffith University for 2014 through this program

How Information and Communication Technologies are used to assist learning

In 2014 the school had a total of 1135 devices (985 laptops and 150 desktops) available for students to use. Of the laptops at the school, 635 of these were available for students in grade 9 to 12 under the "Take Home" scheme and over 500 students in these grades participated. The remaining laptop devices were made available via 18 trolleys and 8 laptop cages in different teaching areas around the school. 150 desktop computers were available for student use in 5 separate computer rooms and in the school Resource Centre. All 97 Teaching staff at Pacific Pines SHS have been provided Dell laptops by Education Qld under the CFT "Computers for Teachers" scheme.

As all teachers and many students in Year 9, 10, 11 and 12 classes had a laptop, the change in teaching and learning to implement and reinforce the use of digital technologies was clearly evident around the school. Teaching pedagogy involving technology was greatly influenced by the consolidated use of the EQ developed "Symphony of Teaching and Learning" which maps elements of Blooms Taxonomy to digital and internet based web tools. The process that began in 2013 was continued and refined throughout 2014 as both staff and student became more familiar with digital tools that are designed to help students engage with learning in a 24/7 real world environment.

Social Climate

Our school has implemented the key features of School Wide Positive Behavior Support with the adoption of the school values Be Safe, Be Respectful, Be Responsible and Be a Learner these expectations have been elaborated into expectations of behavior in the classroom and the playground.

Clear expectations of student behavior, the capacity for students to be involved in a range of extra- curricular activities and the support of staff including the School Chaplain, Health Nurse, Youth Support Coordinator and Guidance Counsellor contribute to a positive school climate.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that: their child is getting a good education at school (S2016)	100%	86%	88%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this is a good school (S2035)	100%	86%	85%
their child likes being at this school* (S2001)	83%	71%	92%
their child feels safe at this school* (S2002)	83%	86%	92%
their child's learning needs are being met at this school* (S2003)	92%	100%	87%
their child is making good progress at this school* (S2004)	83%	86%	85%
teachers at this school expect their child to do his or her best* (S2005)	100%	86%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	71%	88%
teachers at this school motivate their child to learn* (S2007)	83%	86%	88%
teachers at this school treat students fairly* (S2008)	80%	71%	78%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	86%
this school works with them to support their child's learning* (S2010)	90%	86%	84%
this school takes parents' opinions seriously* (S2011)	82%	80%	76%
student behaviour is well managed at this school* (S2012)	75%	86%	81%
this school looks for ways to improve* (S2013)	100%	83%	84%
this school is well maintained* (S2014)	91%	86%	90%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	90%	94%
they like being at their school* (S2036)	85%	89%	88%
they feel safe at their school* (S2037)	90%	90%	89%
their teachers motivate them to learn* (S2038)	87%	85%	87%
their teachers expect them to do their best* (S2039)	96%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	85%	82%	85%
teachers treat students fairly at their school* (S2041)	70%	80%	77%
they can talk to their teachers about their concerns* (S2042)	70%	67%	70%
their school takes students' opinions seriously* (S2043)	68%	70%	72%
student behaviour is well managed at their school* (S2044)	62%	63%	68%
their school looks for ways to improve* (S2045)	83%	85%	88%
their school is well maintained* (S2046)	77%	80%	84%
their school gives them opportunities to do interesting things* (S2047)	82%	84%	88%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they feel that their school is a safe place in which to work (S2070)		98%	94%
they receive useful feedback about their work at their school (S2071)		76%	83%
students are encouraged to do their best at their school (S2072)		89%	94%
students are treated fairly at their school (S2073)		96%	92%
student behaviour is well managed at their school (S2074)		78%	78%
staff are well supported at their school (S2075)		76%	85%
their school takes staff opinions seriously (S2076)		73%	72%
their school looks for ways to improve (S2077)		87%	91%
their school is well maintained (S2078)		91%	90%
their school gives them opportunities to do interesting things (S2079)		81%	75%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

In 2014 a number of parent tours were conducted at school with a particular focus on the parents of prospective Year 7 students.

Reducing the school's environmental footprint

Energy: Operation of a 2KW solar system prior to 2012 and the installation of an additional 4KW solar system in 2012 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. The school monitors usage at solarschools.net.

There was an anomaly in the billing process, when electricity accounts from Jan to June 2012 were estimated only and not billed and paid until December 2013 and June 2014.

Refurbishment of the oval in 2014 accounted for an increase in water consumption

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	554,887	5,467
2012-2013	457,061	5,055

2013-2014

469,628

6,925

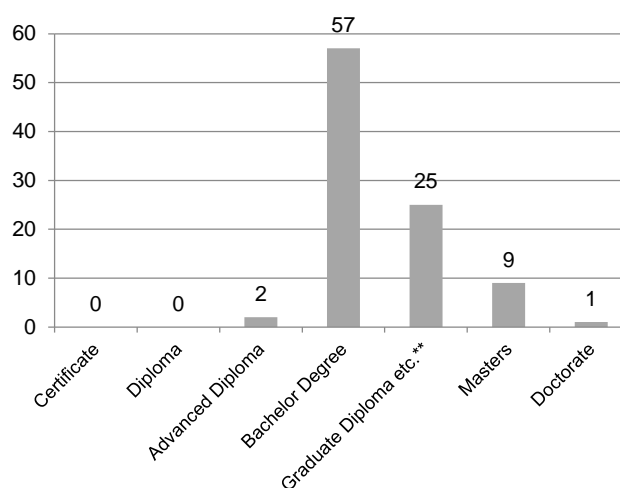
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	94	44	<5
Full-time equivalents	89	32	<5

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	2
Bachelor Degree	57
Graduate Diploma etc.**	25
Masters	9
Doctorate	1
Total	94



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 51319

Higher Order Thinking

Literacy, Numeracy, ICTs with an emphasis on Reading

Positive Behaviour Support

Pedagogy – High Yield Instruction

Junior Secondary Pedagogy

Closing the Gap

First Aid

Students with Disabilities

The proportion of the teaching staff involved in professional development activities during 2014 was 100 %.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

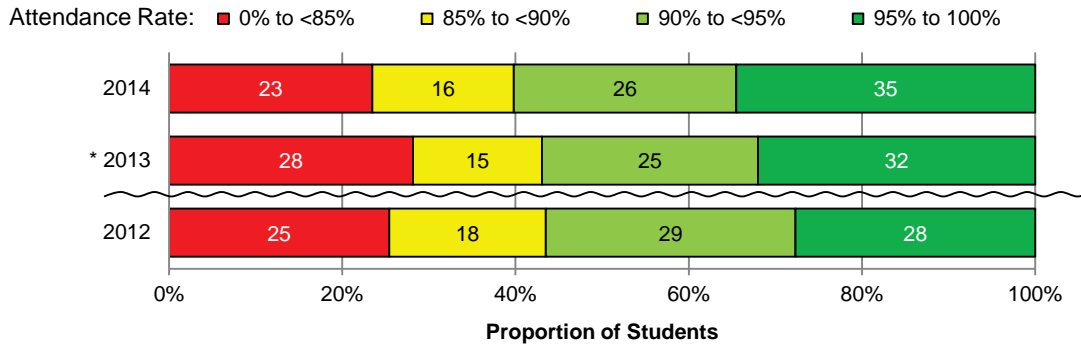
	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	88%	85%	87%	90%
2013	90%	87%	86%	88%	88%

2014 92% 89% 87% 87% 91%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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/>.

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Achievement – Closing the Gap

The school appointed a teacher to oversee the performance of Indigenous students within our school. Links have been made with the local community. In 2014 students participated in the AIMES program. A teacher aide also supports students. In 2014 there were positive outcomes in both attendance and retention, furthermore the school worked to ensure all graduating students had access to a viable post school option.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	83%	82%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	223	217	236
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP)	82	71	72
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	77	43	61
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	194	201	162
Number of students awarded an Australian Qualification Framework Certificate II or above.	158	163	133
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	220	217	232
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.	73%	66%	79%
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%	100%	99%

Outcomes for our Year 12 cohorts	2012	2013	2014
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	94%	97%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	15	17	28	21	1
2013	5	17	25	19	5
2014	13	18	26	15	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	152	135	62
2013	144	143	59
2014	65	92	74

As at 19 February 2015. The above values exclude VISA students.

Vocational Courses Offered to students in 2014

BSB10112	Certificate I in Business
BSB20112	Certificate II in Business
ICA10111	Certificate I in Information, Digital Media and Technology
ICA20111	Certificate II in Information, Digital Media and Technology
CPC1011	Certificate I in Construction (Year 12 only)
SIT20107	Certificate II in Tourism
SIT20212	Certificate II in Hospitality (Year 12 only)
SIT20213	Certificate II in Hospitality (Year 11 only)
39292QLD	Certificate IV in Justice Studies (in conjunction with Unity College)
HLT30507	Certificate III in Health Services (in conjunction with the Northern Collegiate)

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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. There are also a small number of students not suited to traditional schooling who enter alternative education programs.