

Rockhampton State High School (2012)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Rockhampton State High School's Annual Report provides a snapshot of significant developments over the 2012 school year. It also presents broad information about the school environment, the curriculum and the extra-curricular programs, student learning outcomes and the school's workforce. The documents can be obtained on the school website, and in hard copy from the office.

School progress towards its goals in 2012

Performance - Senior School

Focus Areas 2012	Progress towards goals in 2012
Increase % of students receiving a Queensland Certificate of Education	81% of students - increase of 1%
Increase & students exiting with one or more VET (Vocational Education and Training) qualifications or a SAT (School Based Apprenticeship or Traineeship) or completing a SAT or were awarded a QCE or a VET qualification (85%)	78% of students – decrease of 7%
Increase % of students who completed or were completing a SAT or were awarded a QCE or VET qualification (95%)	92% of students – decrease of 3%
Increase number of students completing or continuing a School-based Apprenticeship or Traineeship.	21 Year 12 students - increase of 5 students
16 students completed Cert 11 in Engineering through the Engineering Training Centre	22 students completed Cert 11 – increase of 6 students
3 students successfully completed the SUN (Start Uni Now) Program through CQ University	7 students completed – increase of 4 students
3 students commenced the GAGAL Pre-trade Program in Engineering or Construction.	9 students completed –increase of 6 students

Queensland State School Reporting

2012 School Annual Report



Performance - Junior School

- ✓ The school is classified as an Asian Learning Centre. In 2011, a highly successful Japanese immersion program was continued.
- ✓ The Excellence Program for Year 8 students continued. Over Year 8 and 9, 40 students participated in this program which involved selecting a project that had a significant academic challenge, working with a teacher mentor and then showcasing the completed project at a special function where parents were invited to view the work.
- ✓ NAPLAN results show continued improvement. Relative gain in 2012 was very strong in Writing, Spelling, Grammar and Punctuation, and Numeracy. Numeracy results remain statistically similar to the nation. In Writing, Grammar & Punctuation and Numeracy, the school improvement was higher than National and State improvement.

Infrastructure

Concept plans were developed for a makeover of the Arts outdoor area.

Student Welfare

A record number of 20 Year 12 students applied for Senior Mentor positions. The role has developed substantially since it was implemented in 2010. Senior mentors are assigned to Year 8 classes and perform a support role for the students and the form teacher and to assist with Year 8 lunch activities.

Professional Development

There was a strong involvement in the professional development programs offered to assist teachers in continuing to implement the new Australian Curriculum in English, Mathematics, Science and History for 2013.

Technology

The school completed installation of interactive white boards which are now a standard classroom feature. In 2011, wireless connectivity was installed throughout the school.

At the end of 2011, the school received 398 laptop computers which was the start of the one to one laptop roll out funded by the Federal Government's National Secondary Schools Computer fund.

At the beginning of 2012 the school received replacement laptops for the computers for teachers program (CFT). As part of the four year replacement program the school purchased 62 Desktop computers for students in two classrooms.

School Improvement

- ✓ Continue to develop the processes aimed at improving student performance
 - Setting targets
 - School wide analysis and response to data
 - Professional conversations
 - Explicit teaching practices
 - Differentiated teaching strategies

Continue to develop the processes aimed at improving student performance

Setting targets

School wide analysis and response to data

Professional conversations

Explicit teaching practices

Differentiated teaching strategies

Queensland State School Reporting

2012 School Annual Report



Future outlook

Significant focus areas for 2013:

The school is committed to continuous improvement of outcomes, specifically in terms of student QCS, OP, VET, QCE, NAPLAN, attendance and retention, through strategies in the following core areas ('United in the pursuit of Excellence' agenda.)

Our **key outcomes** are summarised as follows:

Targeted classroom teaching strategies leading to improved results

Improvement in senior outcomes – QCE, VET, OP

Improvement in 'Closing the Gap' data

Improvement in attendance and retention

1. Pedagogical framework

- Leadership team uses research and evidence
- Teachers skilled and confident in the delivery of Explicit Instruction
- Action plan to improve teaching and learning including differentiation strategies
- Measurable goals to improve teaching and learning are articulated
- Student Improvement Program development
- Rules and routines and bookwork standards are agreed to, used, and support student learning
- Reporting student achievement and progress
- High expectations are communicated & are apparent in student work , academic excellence, commendation certificates and awards
- Reading comprehension strategy and writing strategy developed
- Academic tracking and feedback – students aware of placement/position, receive regular feedback
- 'A' exemplars shared with students
- Attendance management - reporting & improvement
- Improvement in year 12 and 13 outcomes including Next Step data
- Development of 'Closing the Gap' strategies

2. Curriculum Development

- Implement National Curriculum
- Establish procedures to review and monitor to ensure that the intended curriculum is the enacted curriculum
- Assessment committee, moderation and policy review
- Develop junior school curriculum plan years 8 and 9 2013; 7, 8, 9 in 2015
- Review nature and purpose of year 10 curriculum
- Junior Secondary learning & wellbeing framework, strategies, timetabling
- Common unit planning
- Literacy and numeracy plans – Pat Hipwell
- QCS preparation plan focussing on core Common Curriculum Elements – Dr Judy Smeed
- Further expand the excellence program beyond year 8
- Develop closer network with CQU to extend curriculum offerings and provide more pathways to students
- NAPLAN improvement strategy; analysis and targeted development
- Development of learning support and extension programs
- Participate in Project 600 to enhance NAPLAN numeracy data

3. Staff Capacity

- Fully implement Developing Performance Framework with a structural focus on 'an expert teaching team'
- Continue to develop professional conversations focussed on the sharing of teaching strategies as a way to improve student engagement and student performance outcomes
- Aspirant's program
- Beginning teacher and induction program
- Departmental Improvement Program review
- PD schedule including explicit teaching, data, e-learning, literacy, numeracy
- Professional shared learning – staff meetings
- Staff observation, coaching and feedback
- Implement and review Departmental Improvement Plans and Student Improvement Plans
- Line management and meeting minutes reflect school and district priorities

Queensland State School Reporting

2012 School Annual Report



- Align differentiated classroom learning elements (design record implement) with the Developing Performance Framework and Departmental Improvement plans, including the enhancement of effective teaching practices

4. School-Community links

- Development of Vocational Education opportunities and employer and Group Training Company partnerships
- Networking – indigenous education
- Accessing youth welfare
- School marketing and presentation
- School website updating and inclusion of policy documents
- Publishing Curriculum Plan on website
- Refurbishment A block
- Development Sports Stadium (SSS submission)
- Development SEP facilities
- Resource centre refurbishment
- Staff common room refurbishment
- GRFSS – establish precinct
- Development of Sports Stadium –with PCYC, government, feeder schools, community members
- Laptop program review and re-implementation
- Development and communication of shared school vision
- Further links with CQU re provision of courses
- Teacher surveys through OnePortal intranet

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1025	498	527	87%
2011	1009	486	523	88%
2012	1033	510	523	86%

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

Characteristics of the student body:

Our students come from urban and rural local communities, with approximately 20% commuting from areas around Gracemere, Bouldercombe, Bajool, Ridgeland and Stanwell.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	22	24	24
Year 11 – Year 12	16	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	489	394	503
Long Suspensions - 6 to 20 days	69	38	60
Exclusions	14	9	19
Cancellations of Enrolment	<5	0	13

Curriculum offerings

Our distinctive curriculum offerings

Junior Curriculum

A unitised curriculum allows each student to design his/her own course of study. In Semester two, Year 8 students design their course of study around the eight Key Learning areas – English, Maths, Study of Society and the Environment, Science, Health and Physical Education, Languages other than English, The Arts and Technology. In 2012 the Japanese immersion program was again offered for Year 8 students.

Senior Curriculum

The senior curriculum offers the range and diversity of subjects that provide students with the prerequisites for all of the professional tertiary courses as well as the skills for a comprehensive suite of vocations. There are over thirty subjects in the senior curriculum. A significant number of students are enrolled in school based apprenticeships and traineeships.

Many of the students are required to be at a workplace or TAFE for one day or more a week. In 2012, the Trade Training program in the newly established Engineering Training Centre was further developed to include Year 11 and 12 students.

Other curriculum features from Year 8 – Year 12

Agricultural courses are offered in the junior and senior school. The school is fortunate to have its own farm on the school site. It has prize winning Brahma Stud cattle, market gardens, hydroponics facilities and an extensive collection of farm machinery.

Extra curricula activities

Rockhampton State High school's extra-curricular program provides outstanding opportunities for students to develop their talents and skills. Students are actively encouraged to be involved.

Some of these activities include:

- Instrumental music program
- Bands
- A highly respected Australian Air Force Cadets 227 Squadron
- Very active sporting involvement with wide participation in district and state sport
- Cultural Rugby League exchange between RSHS and a school in Wakefield, England
- Rotary Quiz
- Math, English and Science competitions
- Keyboarding competitions
- Minister's Art Awards
- A large range of sport, for example three football codes, netball, basketball, swimming
- Showing Brahma Stud Cattle
- Dance performances
- Ski trip
- Collections for charity
- Breakfast club
- Maths Team challenge
- Pierre de Coubertain Award
- Rockhampton District Representative Sport
- Ecoman
- Mooting
- Academic and Talent Aspirations Program for ATSI students
- Year 8 Camp
- Year 11 Leadership Camp

Our school at a glance

- Student Leadership program which includes a prefect system, student mentors and sports house captains
- Organised lunchtime activities
- Year 8 & 9 Excellence Program
- ARTIE

How Information and Communication Technologies are used to assist learning

The school has a strong focus on developing an eLearning environment. Funding from the National Secondary School Computer Fund has achieved a 1:1 student to computer access for every student from Year 9 to Year 12.

Recent refurbishments of classrooms as well as new buildings have substantially increased the capacity for greater computer usage.

The school's professional development program is heavily orientated around teaching strategies that enhance the usage of digital technologies.

All students are taught the basics about Microsoft Office programs which include word processing, spreadsheeting, use of data bases, powerpoint, electronic communications and how to effectively use the Internet.

With greatly improved access to digital technologies, students are able to use technology in nearly every subject for research, problem solving, presentations, processing and organising information, networking and assignments.

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

Social climate

The school has a wide range of student developmental and support programs and a number of support personnel who offer individual assistance.

Some programs include:

- ✓ FEET First (FEET stands for Full Employment, Education or Training) which aims to secure a full time position in employment, education or further training for Year 12 school leavers.
- ✓ Breakfast Club which provides a free breakfast twice weekly.
- ✓ Programs which focus on strategies that maximise achievements for Indigenous students. Rockhampton State High is a Stronger, Smarter Learning community Hub School and is a member of the Dare to Lead coalition.
- ✓ Student leadership programs which include a prefect system, sports house captains and senior mentors.

Support personnel include:

- ✓ Form teachers
- ✓ Year Co-ordinators (two per year level)
- ✓ Guidance Officer
- ✓ Youth Worker
- ✓ School Based Police Officer
- ✓ Community Education Counsellor (Indigenous)
- ✓ Indigenous Teacher Aides
- ✓ Employment and Training Co-ordinator (Indigenous)
- ✓ Nurse
- ✓ Chaplain
- ✓ FEET First Co-ordinator
- ✓ Special Education Staff

The school's Anti-Bullying policy was recently rewritten with input from students, teachers and the School Based Police Officer. The prefacing statement of the policy reflects the school's position on bullying. It reads:

"Our pledge to you is that if you are bullied, we will listen and act"

The Policy clearly outlines:

- ✓ What constitutes bullying
- ✓ The strategies a student can utilize to deal with bullying
- ✓ The process the school has developed to respond quickly to reported incidents of bullying.

Our school at a glance

Parent, student and staff satisfaction with the school

The teaching and learning programs as well as the policies and procedures of the school have substantial support from parents, students and staff.

Parents were most positive in their responses to the questions in the area of Student Outcomes and about 70% of students responded similarly.

Over 90% of the staff reported that they have a good working relationship with other staff and get on well with the students in the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	87.0%
this is a good school	91.3%
their child likes being at this school*	91.3%
their child feels safe at this school*	87.0%
their child's learning needs are being met at this school*	87.0%
their child is making good progress at this school*	87.0%
teachers at this school expect their child to do his or her best*	87.0%
teachers at this school provide their child with useful feedback about his or her school work*	77.3%
teachers at this school motivate their child to learn*	72.7%
teachers at this school treat students fairly*	76.2%
they can talk to their child's teachers about their concerns*	90.5%
this school works with them to support their child's learning*	85.0%
this school takes parents' opinions seriously*	83.3%
student behaviour is well managed at this school*	81.8%
this school looks for ways to improve*	88.9%
this school is well maintained*	95.5%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	89.4%
they like being at their school*	84.0%
they feel safe at their school*	77.4%

Our school at a glance

their teachers motivate them to learn*	85.1%
their teachers expect them to do their best*	93.5%
their teachers provide them with useful feedback about their school work*	81.7%
teachers treat students fairly at their school*	77.7%
they can talk to their teachers about their concerns*	64.5%
their school takes students' opinions seriously*	62.8%
student behaviour is well managed at their school*	60.2%
their school looks for ways to improve*	89.2%
their school is well maintained*	79.8%
their school gives them opportunities to do interesting things*	92.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	77.1%
with the individual staff morale items	84.8%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

How parents can get involved

- Parents are actively encouraged to meet with our teachers at parent teacher evenings (once a semester) to discuss the progress of their children. It is an opportunity to establish a contact that will hopefully remain open throughout the year.
- Parents should always feel free to contact teachers, the guidance officer or members of the administration if there are any issues of concern. Year Co-ordinators are another important group of people who are responsible for the welfare of students and they work closely with parents. Each year level has two year co-ordinators.
- Parents are encourage to come to events such as FEET First, parent teacher interviews, subject selection nights, Expo, Awards Night, Sports Awards and Indigenous events these provide important opportunities for parental involvement and participation.
- Parents and carers and community members are actively encouraged to attend P & C meetings on the first Wednesday of every month. We are fortunate to have a large standing group. Parents may volunteer for fundraising, morning breakfasts, car parking and other community-based events, and are also invited to school presentations.
- Parents are encouraged to attend Subject Selection evenings where they are informed about the SET planning process. They are encouraged to discuss appropriate pathways with their child and contact the Guidance Officer, Senior Schooling HOD or Deputy Principal. Parents are consulted in the process and approve their child's plan.

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 have a solar hot water panel to decrease our electricity bill. Timers on air conditioning units have been effective in reducing the usage of air conditioning.

The school has introduced a recycling of green waste items.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	663,165	80,404
2010-2011	665,077	43,131
2011-2012	695,225	36,601

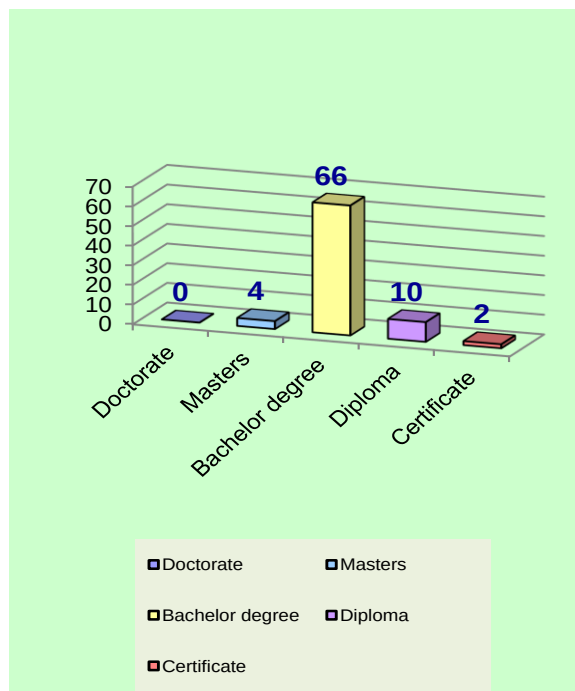
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	82	43	<5
Full-time equivalents	80.5	31	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	66
Diploma	10
Certificate	2



Expenditure on and teacher participation in professional development

The total amount expended on teacher professional development in 2012 was \$38472.00.

The major professional development initiatives are as follows:

- ✓ QSA subject workshops
- ✓ Interactive White Board workshops
- ✓ Access analysis and interpretation of NAPLAN Data
- ✓ Stronger, Smarter Learning Workshops
- ✓ QSA workshops -Australian Curriculum
- ✓ Sports Coaching workshops
- ✓ QSA moderation panel meetings
- ✓ QSA SAS moderation

Our staff profile

- ✓ Beginning Teachers Workshops
- ✓ C2C workshops
- ✓ Curriculum Leaders Meetings
- ✓ Judy Smeed Workshops
- ✓ Pat Hipwell – literacy training workshops

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	96.9%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91.8% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	90%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

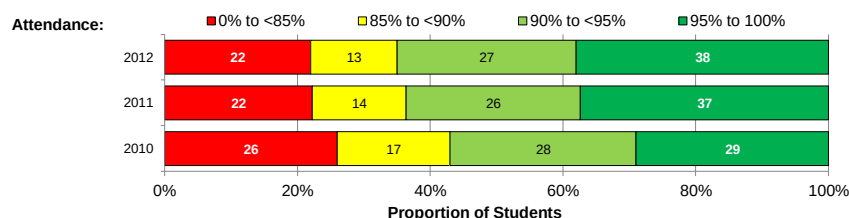
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	87%	86%	91%	90%
2011								91%	89%	87%	90%	91%
2012								91%	87%	89%	91%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

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

Each day, rolls are marked during form class at the beginning of the day and for each lesson.

If a student for a particular class but has been marked present for other classes, either the class teacher or a Student Services staff member contacts the parents. Year level co-ordinators receive data on a daily bases about students who have been absent for particular lessons and follow up with parent contact.

Each week, a Deputy Principal obtains data on student absences and sends a letter home for those students who have been absent for three or more days. Year Co-ordinators follow up with students who have been absent for one or two days.

Performance of our students

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 "Closing the Gap Education Strategy" is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Attendance- The attendance gap between Indigenous and non-indigenous students for 2012 was 3.5% compared with 2.9% in 2011 and 4.5% in 2010. Our support programs continue to focus on strategies to improve attendance. Attendance 61% of non-indigenous students had an attendance rate range of 90 – 100% (compared with 48% indigenous) in 2012 both 6% of indigenous and non-indigenous attended 100% of the time.

Attainment- In Semester 2, 2012, 50% of year 8 indigenous students received a 'C' or higher in English, Maths and Science combined, which is in the upper quartile of the State. 63.4% of non-indigenous students also achieved this result (mid-upper quartile).

Retention- While retention of Indigenous students in years 8-9 and 9-10 between 2011- 2012 was higher than that of non-indigenous, retention of 10-11 and 12 -12 was lower. Year 11-12 indigenous student retention is an area in which the school is focussing attention.

2011-2012	8-9	9-10	10-11	11-12
Indigenous retention	115.6	146.2	68.4	52.0
Non-indigenous retention	105.2	104.9	79.5	84.5

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	63%	66%	67%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	158	146	143
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	45	46	32
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	31	16	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	120	127	112
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	71	71
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	95	118	116
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.	62%	57%	66%
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.	83%	95%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	93%	91%

As at 2 May 2013. The above values exclude VISA students.

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
2010	7	10	11	12	5
2011	1	14	11	17	3
2012	4	6	11	10	1

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	93	51	9
2011	103	64	14
2012	96	64	10

As at 2 May 2013. The above values exclude VISA students.

Certificate One Courses that students have been enrolled in include:

- ✓ Work Education
- ✓ Work Readiness
- ✓ Engineering
- ✓ Automotive
- ✓ Rural Operations
- ✓ Automotive
- ✓ Retail Cosmetics Services

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

The majority of students who leave before completing Year 12 are entering employment or enrolling in TAFE.

The school's FEET First program (Full employment, education or training) has a specific aim of ensuring that no student enters unemployment. The school employs a full time FEET First coordinator and a part time assistant to develop the programs that prepare students for work readiness and to provide the opportunities that will enhance employment prospects. FEET First relies heavily on strong alliances with local industry and training organisations for the placement of students in training positions, part time and full time employment.