



Rockhampton State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education

Contact information



Queensland  
Government



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<b>Contact person</b>	Principal – Mrs Kirsten Dwyer

## From the Principal

### School overview

Rockhampton High School provides education programs to a student population of over 1100 students. We offer a strong culture of support to ensure that students grow and develop in a safe and caring environment. Students are provided with the opportunities that will allow them to reach their potential and to set the goals that will promote their personal growth and maturity. We believe in preparing students for the future which means providing a relevant and inclusive curriculum as well as the teaching practices that successfully accommodate the diverse learning needs of students. We promote excellence in pedagogy and have STEM and writing extension programs. We also believe in teaching the values that prepare students to lead socially responsible and productive lives. At RSHS, our motto is ROCKS: Respect, Opportunity, Challenge, Knowledge leading to Success. There are strong connections with local primary schools based around shared learning programs and resources and joint professional development activities. Our local clan is the Darumbal people. The school has strong partnerships with the local Indigenous organisations. In 2018, we finalised building of our new Barhi Centre. 'Barhi' (pronounced *bar-dee*) is a Darumbal word for 'rocks'. Our school is the largest and oldest state school in Rockhampton and celebrates its centenary in 2019.

### School progress towards its goals in 2018

Our school priorities in 2018 were in the areas of WRITING, BEHAVIOUR, STUDENT WELLBEING and STAFF WELLBEING. The school has invested significantly in staff professional development, additional staff to manage behaviour and to develop wellbeing and behavioural programs for students.

#### WRITING

2018 NAPLAN data shows that the school performed well in improving writing and other literacy indicators results from years 7 to 9.

In terms of the effect size relative to the nation (Qld Years 7-9 -0.11) our school has had growth on writing gains (Years 7-9: 0.02). There were similar positive gains in Reading (Qld effect size gain of -0.05, RSHS gain 0.02) Grammar and Punctuation (Qld 0.03, RSHS 0.16)

#### BEHAVIOUR

Student short disciplinary absences improved from 545 per 1000 per term in 2017 to 495 per 1000 per term in 2018. Long exclusions (1.1 per 1000 per term) were below the state average of 3.3. Exclusions (1.1) was below the state average of 2.0. 77% of all staff agreed in the Qld School Opinion Survey that 'student behaviour is well-managed'.

#### STAFF WELLBEING

A Staff Wellbeing program (NESLI) was introduced and run through the school with 32 teachers volunteering an additional 5 hours to complete. A large number of staff and all leaders completed the Belbin Team Inventory (self-report and 360 feedback). Over 90% of staff reported that 'this is a good school' and 86.9% reported that 'This is a good place to work'.

#### STUDENT WELLBEING

The *Mastering Wellbeing* Program has been fully adopted in junior and senior secondary and aligns with the Department of Education's *Learning and Wellbeing Framework*. 85% of students reported that 'this is a good school' and over 90% that 'I am getting a good education at my school'.

### Future outlook

Our school's explicit improvement agenda for 2019 is to continue the priorities of Literacy (Reading and Writing) Differentiation (Upper and Lower) and the implementation of the QCAA's Cognitive Verbs.

## Our school at a glance

### School profile

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

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1166	1119	1098
Girls	579	558	557
Boys	587	561	541
Indigenous	219	222	235
Enrolment continuity (Feb. – Nov.)	88%	87%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Rockhampton State High School has approximately 1100 students in years 7 – 12. Due to enrolment growth over time, the school has an Enrolment Management Plan (EMP).

Our students enrol from 12 different rural and urban primary schools. Students travel up to 50 km from more remote areas in the south and west.

Rockhampton State High School caters for the range of our students' needs. We have students in the Special Education Programs and those assisted through the Learning Engagement Centre. More than 100 students attend our extension classes and schools of excellence in Writing and Science, Technology, Engineering and Mathematics (STEM). Approximately 20% of our students are indigenous. RSHS also manages the Central Queensland Virtual STEM Academy (QVSA) allowing for engagement with many talented students from 34 schools in the region, who liaise with other students and CQUniversity.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	24	24
Year 11 – Year 12	18	19	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Rockhampton State High school covers the core subjects of English, Mathematics, Science, Humanities, HPE and Japanese as compulsory subjects in Year 7, 8 & 9. Students are rotated through a series of electives from the Technology and Arts curriculum in Year 7 & 8. In year 9 & 10 students select two elective units to study for the whole year. The school is on track for full implementation of ACARA. A review of the curriculum occurs regularly to ensure the Junior Curriculum provides a successful pathway to senior studies.

In the senior school, students are provided with a list of pre-requisites in year 10 to ensure they are able to meet the standards of the academic rigor for general subjects. This is in conjunction with a rigorous SET Plan process to ensure the most effective pathway for each student to achieve their career goals. Students can choose from over thirty general, applied and VET certificate subjects in the senior curriculum. The new QCE system has been implemented with year 11 students in 2019. Students and parents have been provided with a substantial amount of information on the new QCE system to ensure all students understand new processes and procedures, particularly around ATAR qualifications.

A significant number of students are enrolled in school-based apprenticeships and traineeships. Many of these students are required to be at TAFE or work experience during the week so study lines are available on application to the Principal.

The school is fortunate to have its own farm and Trade Training Centre on site, so various courses are available to make use of these facilities.

Students displaying strengths in Science, Technology, Engineering, Mathematics or Writing may apply for our EXCEL extension programs.

## Co-curricular activities

Lunchtime activities Year 7 Term 1

Rotary Quiz

Debating

Mathematics, English and Science competitions

Keyboarding competitions

Minister's Arts Awards

Agricultural showing

Production

Constitutional convention

Breakfast club

Mathematics Team challenge

Pierre de Coubertin Award

A range of sports including various Football codes, netball, basketball, volleyball, soccer, futsal

Volleyball School's Cup – boys and girls

Rockhampton/Capricornia/Queensland/Australia representatives at various sports

Ecoman

Human Powered Vehicle

Mooting

Academic and Talent Aspirations Program for ATSI students

Year 11 Leadership camp

QVSA (Queensland Virtual Stem Academy)

Year 7, 8 & 9 EXCEL programs

ARTIE, AIME, Deadly Choices and QATSIF programs for Indigenous students.

## 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, spread sheeting, 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

### Overview

The school is committed to the social and emotional wellbeing of students and engages a number of staff to support them, including

- Guidance Officers (2)
- Youth Support Workers
- School Based Youth Health Nurse (SBYHN)
- School Based Police Officer
- Chaplain
- Transition Officers
- Year level Co-ordinators (two per year level)

We have a clearly articulated approach to bullying which involves

- Reporting issues when they are small but may escalate or are bothering the student
- School staff listen and clarify concerns
- Discuss preferred outcome and action
- Assist student to implement their preferred outcome
- Continue to report if incident continues

The school's motto is ROCKS (Respect, Opportunity, Challenge, Knowledge, and Success) and this is reflected in the school's priorities, Strategic Plan, student planner, Responsible Behaviour plan and Annual Implementation Plan.

We have a Mastering Wellbeing @ RSHS program which occurs weekly for all students. The primary focus of this is to provide learning opportunities to support student skill sets with a range of topics confronting adolescents to enhance social and emotional wellbeing.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	86%	82%	89%
• this is a good school (S2035)	83%	79%	79%
• their child likes being at this school* (S2001)	86%	82%	81%
• their child feels safe at this school* (S2002)	81%	82%	89%
• their child's learning needs are being met at this school* (S2003)	84%	78%	85%
• their child is making good progress at this school* (S2004)	84%	85%	87%
• teachers at this school expect their child to do his or her best* (S2005)	93%	88%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	73%	76%	87%
• teachers at this school motivate their child to learn* (S2007)	68%	73%	87%
• teachers at this school treat students fairly* (S2008)	69%	73%	69%
• they can talk to their child's teachers about their concerns* (S2009)	82%	82%	91%
• this school works with them to support their child's learning* (S2010)	78%	81%	83%
• this school takes parents' opinions seriously* (S2011)	71%	73%	77%
• student behaviour is well managed at this school* (S2012)	65%	62%	73%
• this school looks for ways to improve* (S2013)	80%	81%	78%
• this school is well maintained* (S2014)	82%	85%	85%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	88%	96%
• they like being at their school* (S2036)	91%	84%	89%
• they feel safe at their school* (S2037)	100%	80%	91%
• their teachers motivate them to learn* (S2038)	93%	85%	91%
• their teachers expect them to do their best* (S2039)	99%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	78%	95%
• teachers treat students fairly at their school* (S2041)	85%	71%	84%
• they can talk to their teachers about their concerns* (S2042)	82%	67%	80%
• their school takes students' opinions seriously* (S2043)	85%	65%	86%
• student behaviour is well managed at their school* (S2044)	77%	55%	74%
• their school looks for ways to improve* (S2045)	98%	85%	95%
• their school is well maintained* (S2046)	93%	79%	84%
• their school gives them opportunities to do interesting things* (S2047)	95%	90%	95%

Percentage of students who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	92%	93%
• they feel that their school is a safe place in which to work (S2070)	96%	85%	93%
• they receive useful feedback about their work at their school (S2071)	85%	85%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	95%	97%
• students are encouraged to do their best at their school (S2072)	97%	99%	99%
• students are treated fairly at their school (S2073)	97%	96%	97%
• student behaviour is well managed at their school (S2074)	87%	84%	94%
• staff are well supported at their school (S2075)	85%	79%	83%
• their school takes staff opinions seriously (S2076)	83%	71%	81%
• their school looks for ways to improve (S2077)	92%	90%	93%
• their school is well maintained (S2078)	85%	85%	87%
• their school gives them opportunities to do interesting things (S2079)	84%	83%	87%

\* 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

Parents are encouraged to be engaged in their child's learning through

- Reporting 4 x per year (including 15-point scale 5 times a year)
- Being invited to contact their child's teachers of YLC directly
- Parent teacher interviews (2 x per year)
- Electronic newsletters, text messages, emails, Facebook, Website, Q-Parents

Students with disabilities requiring adjustments are supported through the Learning Engagement Centre (LEC). The LEC provides assessment of learning needs, liaison with caregivers and teaching staff regarding the development of plans and the provision of differentiated support

## Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships aligned with our ROCKS values (*Respect, Opportunity, Challenge, Knowledge and Success*). Managing Wellbeing @ RSHS is a wellbeing program aimed at developing sustained and successful teacher and student relationships.

The program aims to:

- give students the tools to be able to develop and sustain personal and working relationships with peers, teachers, staff, family and other community members
- develop a common language that underpins Rockhampton State High School's vision, values and expectations through ROCKS
- enhance and sustain positive behaviour
- improve restorative practices of students and teachers

The Managing Wellbeing @ RSHS program is embedded throughout our Student Planner with complementing material provided in the weekly lesson. This program is based on student wellbeing that develops and supports student behaviour, social and emotional development.

The key focus areas of the Mastering Behaviour Program that align with our ROCKS school values are:

**Respect** – having a respectful attitude to self and others

**Opportunity** – to enhance wellbeing

**Challenge** – to make the best choices

**Knowledge** – of safety and cyberbullying

**Success** – positive values have positive outcomes.

Through this program, weekly topics are introduced to students to a value which they can then embrace and demonstrate to enhance their relationships with peers, teachers, family and community members.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	548	545	495
Long suspensions – 11 to 20 days	6	4	5
Exclusions	19	22	5
Cancellations of enrolment	11	16	11

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Electricity – Continuation of installing energy efficient lighting, signs reminding staff to turn off electricity and air conditioning when leaving a room. New energy efficient air conditioning units installed in 2017 – 2018.

Water - Reduce the cost of watering areas around the school by establishing artificial grass areas. Water tanks for the watering of cattle in the Agricultural area.

Introduction of a waste recycling program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	610,951	803,927	677,388
Water (kL)	42,107	38,109	42,712

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	93	52	<5
Full-time equivalents	89	39	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	7
Graduate Diploma etc.*	19
Bachelor degree	60
Diploma	5
Certificate	2

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 was \$90,000.00

The major professional development initiatives are as follows:

- QCE (SATE)
- Mentoring
- Literacy
- QCAA workshops
- Leadership
- Cognitive Verbs

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	87%	85%
Attendance rate for Indigenous** students at this school	85%	82%	81%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

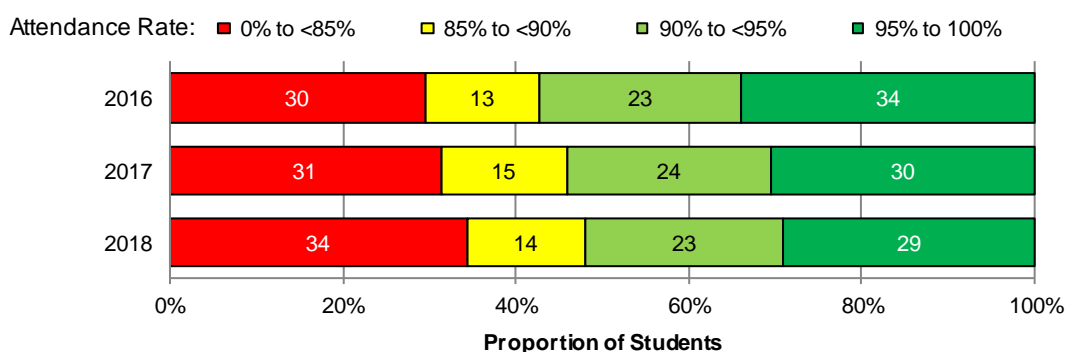
Year level	2016	2017	2018
Year 7	89%	89%	89%
Year 8	87%	85%	85%
Year 9	86%	86%	85%
Year 10	85%	85%	85%
Year 11	88%	88%	83%
Year 12	89%	87%	85%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

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

In addition to these processes, Non-attendance is managed by:

- Rolls being marked on ID Attend in form class and each lesson.
- Parents are advised of non-attendance via same day SMS.
- Attendance Officers Monitor OHC student absence and contact carer / CO immediately
- Attendance Officers identify and follow up 1-3 day Unexplained Absence with student and parent contact.
- Deputy Principal identifies and follow up 5+ Unexplained Absences with warning letters, home visits and referrals to specialist staff.
- Deputy Principal and HOD Engagement track trends and patterns of attendance and communicates these to staff, students and parents.

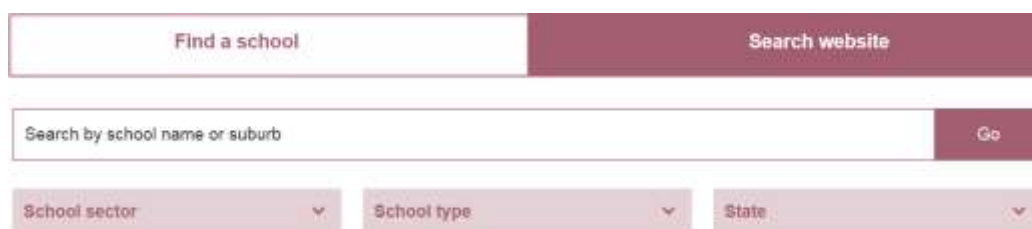
Proactive strategies to increase attendance include acknowledgement of students with 100% attendance on school assembly and rewards for students with 100% attendance coupled with 'A' Effort results on reports.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

## How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	130	160	149
Number of students awarded a QCIA	1	6	10
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	125	150	139
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	93%	94%
Number of students who received an OP	34	38	34
Percentage of Indigenous students who received an OP	16%	7%	9%
Number of students awarded one or more VET qualifications (including SAT)	91	116	118

Description	2016	2017	2018
Number of students awarded a VET Certificate II or above	89	104	107
Number of students who were completing/continuing a SAT	16	22	11
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	94%	82%	59%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	96%	95%
Percentage of QTAC applicants who received a tertiary offer.	96%	97%	81%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	11	3
6-10	11	7	8
11-15	17	13	9
16-20	2	7	14
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	3	39	56
Certificate II	89	101	105
Certificate III or above	8	12	6

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students at RSHS completed a range of Cert I, II and III qualifications both on and off campus through vocational education programs or school-based apprenticeships and traineeships.

On campus, students completed the following courses as part of the school timetable: Cert II in Business, Cert II in Engineering Pathways, Cert II in Sport and Recreation, Cert II in Rural Operations, Cert II in Hospitality.

Off campus, students studied Cert I, II and III qualifications from the areas of: Data and Voice Communication, Outdoor Power Equipment, Retail Services, Retail Operations, Early Childhood Education and Care, Construction, Resources and Infrastructure, Hairdressing, Retail Make-Up and Skin Care, Beauty, Bakery, Health Services Administration, Allied Health Assistant, Engineering – Fabrication Trade, Electro technology, Business, Hospitality – Food and Beverage, Hospitality – Kitchen Operations, Carpentry, Automotive Servicing Technology, Light Vehicle Mechanical Technology, Heavy Commercial Vehicle Mechanical Technology, Tourism & Public Safety (Firefighting Operations).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	64%	71%	67%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	59%	51%	78%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Early school leavers are monitored and followed up by a range of school personnel including SBPO, DP (Attendance), Year Level Co-ordinators, Youth Support Co-ordinator, Guidance Officers and our FEET First team. Early school leavers are generally those who have moved out of the district or relocated closer to another local high school. Other outcomes include accessing alternative learning options such as Alternative Learning Spaces, Capricornia School of Distance Education and CQUniversity (TAFE). A number of 2018 early school leavers also took up full time apprenticeships and traineeships – secured and supported Via the FEET First team. A small number of students leave for full time work.

### Next Step – Post-school destinations

#### Post-school destination information

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 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.

#### 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.

Early school leavers are monitored and followed up by a range of school personnel including SBPO, DP (Attendance), Year Level Co-ordinators, Youth Support Co-ordinator, Guidance Officers and our FEET First team. Early school leavers are generally those who have moved out of the district or relocated closer to another local high school. Other outcomes include accessing alternative learning options such as Alternative Learning Spaces, Capricornia School of Distance Education and CQUniversity (TAFE). A number of 2018 early school leavers also took up full time apprenticeships and traineeships – secured and supported Via the FEET First team. A small number of students leave for full time work.

This school's report will be available at

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