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## Principal's foreword

### Introduction

The school annual report is a portrait of Yeronga State High School's progress as a learning organisation in 2013. It outlines the achievements of students as well as indicating clearly the confidence our community has in the exceptional quality of the education we offer. This excellence has been evident in a number of ways including -

- *Education Queensland SHOWCASE 2013 Award for Excellence in Schools* for senior schooling excellence. We were the STATE AWARD WINNER for our submission: *From the bottom to the top*
- *Australian Business Community Network "Doug Jukes" National Scholarship*, a National award that sponsors the future education expenses of one of our high achieving students.
- 89% of students who were OP eligible received an OP 1 – 15 ( State Average 75%)
- 98% of students who completed QTAC applications received offers to a variety of tertiary institutions. Other students gained entry to various TAFE courses and apprenticeships and a significant number of students gained full-time employment.
- 92% of Year 12 students graduated with their Queensland Certificate of Education (significantly better than the state average of approximately 86%)
- More than 40 students had guaranteed University entry as a result of successful accelerated studies and guaranteed University programs

The above accolades and achievements have resulted from a concerted focus on excellent teaching, the monitoring of student success and offering a broad range of curricular and extra-curricular opportunities.

While this report gives credence to the way we value learning, a visit to our school goes a long way to appreciating the way we engender the values of *Quality, Harmony* and *Sustainability* in each student.

### A Snapshot of Yeronga State High School in 2013

- Wide range of academic and vocational programs
- Exceptional Learners' Program (catering for gifted learners)
- 1:1 Laptop take home program for all year levels
- TIP (The Inter-year Program) for mentoring Year 8 students by Year 12 leaders
- Junior Secondary School Camp (Year 8 & 9)
- Leadership Camp (Year 11)
- Year 9 GOALS program (working with business mentors)
- Year 11 Aspirations program (provides insight into corporate businesses)

## Our school at a glance

- Structured work experience for all Year 10 students
- Outstanding Performing Arts program – Drama, Dance and Music evenings throughout the year as well as an Instrumental Music program
- Accelerated Accounting Program - allowing students to complete University studies in Year 12
- State of the art Sports Centre with gym
- New purpose-built Language Learning Centre and e-Learning Centre
- Debating teams and opportunities for public speaking competitions
- Many apprenticeship and traineeship opportunities
- Varied pathways to cater for all academic levels through to TAFE and University
- Clubs - Interact (strong community service ethos), Chess, Study Mates tutoring support, English as an Additional Language or Dialect (EALD) Homework club and many sporting clubs
- Active Student Council and Leadership program
- Foreign languages - German and Japanese as well as Vietnamese and Chinese in Senior school and other languages via Distance Education
- Varied support programs which cater to a range of needs
- International Student Program
- Reader's Cup program
- Biennial Multicultural Festival that celebrates our harmony and diversity and engages with the local community
- Specialist English as an Additional Language or Dialect (EALD) Unit that addresses and supports the needs of students from many diverse cultures
- "Accelerate" program that improves literacy, numeracy and higher order thinking skills
- Strong sporting performances in teams and by individuals

## School progress towards its goals in 2013

In 2013 Yeronga State High School made considerable progress toward its goals as outlined in the Annual Implementation Plan 2013. This growth is detailed under the Key Priority Areas highlighted in bold.

### **School Community and Partnerships**

Yeronga SHS achieved high levels of student, parent, staff and broader school community confidence in the school's performance and achievement. Specifically we were able to -

- Enhance partnerships with local Partner Primary schools through the provision of a Gifted & Talented program run by school staff
- Provide specialist instruction in Science and the ARTS for Yeronga State School students
- Strengthen partnerships with external support agencies for English as an Additional Language or Dialect (EALD), refugee and special needs students
- Further develop the "Pathways Program" off-site Vocational and Training opportunities for Senior secondary students
- Strengthen partnerships with Business mentors KPMG, MSTU and Tertiary institutions QUT & Griffith University for accelerated learning opportunities for students and staff.

### **School Curriculum**

We achieved improved learning by enhancing curriculum development, planning and implementation through:

- All Year 8 and 9 students participating in reading and enhancement through the Accelerate Literacy Program. 35% reached Year 12 reading levels.
- Flexible class groupings to allow a differentiated programs of instruction in English, Science, History and Mathematics
- Enhancement of the use of ICT in all Maths classes including specialised Laptop Programs in Year 8/9
- Individual case management of at-risk students by the Guidance Officer and monitoring at weekly Student Support Management Group meetings
- ID Attend monitoring of the attendance of all students
- Embedding of Aboriginal & Torres Strait Islander perspectives in Social Sciences, the ARTS & English
- Implementing a rigorous Senior Education & Training (SET) planning and review process for Year 10 students
- Introduction of a Queensland Certificate of Education (QCE) tracking process in the senior school to ensure students are successfully travelling their education and training pathways
- Focussed Professional Development (PD) for teachers in the implementing the Australian Curriculum and the use of the Curriculum to Classroom (C2C) resource in English, Science, History and Mathematics
- Specific whole staff & faculty based PD in the areas of: catering for diversity; literacy; exceptional learners and English as an Additional Language or Dialect (EALD)
- Provision of specialised and targeted support for English as an Additional Language or Dialect (EALD) and special needs students through the employment of multilingual Teacher Aides and engagement of more than 40 community tutors
- Development of a specialised reading support program for at risk students
- Reviewing course offerings in relation to students' needs, aspirations and abilities. Specific pathways have been strengthened or created in Business, Drama, Dance, Music, Accounting, Digital Media and Horticulture.
- Data analysis – facilitated by school leaders to enable conversations with a focus on improvement in classroom outcomes.
- PD for staff in better accessing, analysing and using of National Assessment Program – Literacy and Numeracy (NAPLAN) data.
- Leadership retreats to enable detailed analysis, reflection and planning for improvement.
- Faculty release days for English as an Additional Language or Dialect (EALD) & Maths faculties for reflection, evaluation and setting of direction

# Our school at a glance

## Teaching Practice

Our focus on quality teaching for the achievement of every student was enhanced by -

- Further embedding the **TAPS** program (Teachers Accessing Peer Support) – establishing cross faculty learning circles with a focus on improvement in pedagogical practices
- Providing a toolkit for teachers to maximise the use of differentiated Higher Order Thinking Strategies (HOTS) in the classroom
- All staff having achieved ICT accreditation
- Assisting teaching staff to develop leadership and professional community roles. As well as having the greatest number of state school teachers on District QSA Subject Review Panels, staff have memberships with BSISA, Met DPs, SCIPS, District Sports, , professional subject associations

## Principal Leadership and school capability

Instructional leadership with an unrelenting focus on improvement was achieved by –

- All members of the Yeronga Leadership Team (YLT) undergoing a 360 degree feedback process which identified leaders' strengths, areas for improvement and Professional Development Plans (PDPs).
- Regular scheduled "CHAT" (Conversations with HODS About Topics) sessions with school leaders focusing on PDPs
- Professional reading via subscriptions to e-teaching, e-learning & e-leading (ACEL)
- Developing Leadership Density with a clear plan of shadow leadership where staff interested in developing leadership potential were partnered with existing leaders.

## Additional emerging local school priorities

A number of school specific priorities were addressed by –

- Consolidating a plan for the introduction of Year 7 into high school in 2015
- Maximising enrolment opportunities for local families through partnerships and promotion with local Primary Schools
- Establishing laptop hubs across the school for use by the whole school community.

## Future outlook

The key areas for improvement as defined in the School Implementation Plan for 2013 included -

- Core Priority - Reading
- Core Priority - Writing
- Core Priority - Numeracy
- Core Priority - Science
- Core Priority - Student retention
- Core Priority - Student attainment
- Core Priority - Student transition
- Core Priority - Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Australian Curriculum implementation
- Implementation of Student Laptop Program
- Consistent classroom pedagogical practices
- Teaching of English as an Additional Language or Dialect (EALD) Learners
- Development of Staff ICT skills
- Facility Renewal and Development

# Our school at a glance

## School Profile

Coeducational or single sex: **Coeducational**  
Year levels offered in 2013: **Year 8 - Year 12**  
Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	595	308	287	90%
2012	596	303	293	90%
2013	611	275	336	92%

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

## Characteristics of the Student Body

In 2013, the student body consisted of individuals from over 55 different countries. While Australian born students made up the largest group, other groups included fee-paying international students and students for whom English is an additional language or dialect. The most easily identified characteristics of the student community are a strong desire to learn and belief in tolerance and harmony.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Year 7 Secondary – Year 10	20	20	19
Year 11 – Year 12	16	17	17

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5	69	77	57
Long Suspensions - 6 to 20	10	4	4
Exclusions	1	3	5
Cancellations of Enrolment	4	9	9

## Curriculum offerings

### Our distinctive curriculum offerings included:

- *Pathways* curriculum featuring a course of study tailored to each individual student
- accelerated programs in QSA subjects allowing for early University entry
- combined school/TAFE / University courses in Accounting and Legal Studies
- foreign language studies in Arabic, Chinese, Vietnamese, German, Italian, French, Japanese and Russian
- TAFE and University early-entry through school negotiation
- a Senior Vocational Educational curriculum in Creative Arts, Creative Media, Horticulture, Hospitality, ICTs, Social and Community Studies, Physical Recreation Studies, Retail and Tourism.

Yeronga SHS aims to give all students the opportunity to achieve “*Quality Pathways to Success*”, with literacy, numeracy and ICT skills as the basis for all learning.

We are committed to providing multiple academic or vocational pathways tailored individually for all students.

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## Extra curricula activities

The school has a wide range of extra-curricular activities including:

- Interschool Sport Summer Season: baseball, basketball, cricket, softball, touch football, volleyball
- Sporting Carnivals: Swimming, Cross Country Running, Athletics
- Interschool Sport Winter Season: Australian rules football, basketball, netball, rugby union, soccer, tennis, volleyball
- Duke of Edinburgh Award Program
- Debating
- Drama
- Musical
- Interact group
- Leadership program
- Participation of a wide range of academic and cultural competitions
- Concert Band
- Strings Ensemble
- Music: Individual tuition in brass, percussion, strings, woodwind.
- Choir (Vocal FX)
- Tuition and Homework Clubs

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## How Information and Communication Technologies are used to assist learning

2013 saw the continuation of the 1-to-1 laptop program for Year 8 students. This increased the ratio of computers to students in the school to be 5:6.

Computers were fully integrated into all subject areas and were used as a means of knowledge and skill acquisition not as an object in themselves. While the school had 9 banks of computers or computer rooms, the usage of computers extended throughout the school with vast wireless coverage and designated pods allowing the use of computers in all classrooms for research, composition and creative purposes. Wireless coverage extended throughout the entire school.

The school utilised computers for a range of specialist purposes including in Graphics (for Computer Assisted Design - CAD), Music (for compositions) and in Information Communications Technology for media production. Research activities in all subject areas progressed through a heavy dependency in ICT. All students were given the opportunity to become proficient in the use of all facets of the Microsoft Office suite.

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## Our school at a glance

### **Social climate**

Yeronga State High School is a comprehensive high school with a long tradition of academic, sporting and cultural achievement. A feature of our community is a very harmonious atmosphere where students from diverse backgrounds mix together in a climate of mutual support. In 2013, 97.4% of parents believed their child liked coming to school while 96.6% of students indicated they felt safe at school. This positive climate is a tribute to the planned opportunities for students to give to others, the weekly reinforcement of school values (harmony, quality and sustainability) and a teaching and support staff focused on the pastoral needs of students.

In 2013, students participated in a range of community service activities including the band playing at the local ANZAC Day Ceremony, volunteering for local and international charity organisations eg 40hr famine, Food Bank, Shave for a Cure and 1000 Cranes, and targeted fund-raising through the school INTERACT club and Student Council. The Student Council provided students with numerous opportunities to have a strong voice in school decision making.

The school's Responsible Behaviour Plan for Students emphasises a culture of respect and responsibility for each community member to create and maintain optimum conditions for learning. Students are expected to be actively engaged in the learning process and develop their abilities to the utmost. This is embodied in the schools 5P philosophy: Be Positive, Be Punctual, Be Prepared, Be Productive and Be Proud. Yeronga's students are genuinely proud of their school and its achievements; they wear the uniform with pride and behave positively toward others. An analysis of Semester 1 and 2 student reports for 2013 indicated this to be the case with 94.7% of students receiving satisfactory to excellent behaviour comments.

Yeronga's pastoral care program in 2013 featured a combined Year 8 & 9 camp to Kenilworth Homestead, induction program for Year 8 students led by Year 12 students, Year 11 leadership program and camp to Bestbrook Mountain, active Student Council with representatives from each class and participation in the Duke of Edinburgh Award scheme.

# Our school at a glance

## Parent, student and staff satisfaction with the school

The satisfaction of all members of our school was again a highlight for our school with category response scoring above state and like-school means.

45 / 45 Parents responded to the survey and expressed an average percentage of satisfaction of 97% . Parents expressed 100% satisfaction in 8 out of 16 categories. (see table below)

Students scored an average of 96% with 100% agreeing that *teachers expect them to do their best*

Staff responses were very positive scoring an overall 95.7 compared with 87.6% for like schools. Of note were staff morale, positive relationships and school operations which all scored in the high 90% range.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	92%	100%
this is a good school (S2035)	92%	97%
their child likes being at this school* (S2001)	97%	90%
their child feels safe at this school* (S2002)	92%	97%
their child's learning needs are being met at this school* (S2003)	92%	100%
their child is making good progress at this school* (S2004)	89%	95%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%
teachers at this school motivate their child to learn* (S2007)	92%	100%
teachers at this school treat students fairly* (S2008)	78%	97%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%
this school works with them to support their child's learning* (S2010)	89%	94%
this school takes parents' opinions seriously* (S2011)	89%	91%
student behaviour is well managed at this school* (S2012)	89%	97%
this school looks for ways to improve* (S2013)	94%	100%
this school is well maintained* (S2014)	97%	100%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	99%
they like being at their school* (S2036)	92%	98%
they feel safe at their school* (S2037)	97%	97%
their teachers motivate them to learn* (S2038)	93%	98%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	94%	97%
teachers treat students fairly at their school* (S2041)	90%	88%
they can talk to their teachers about their concerns* (S2042)	87%	87%

## Our school at a glance

their school takes students' opinions seriously* (S2043)	91%	93%
student behaviour is well managed at their school* (S2044)	87%	96%
their school looks for ways to improve* (S2045)	97%	98%
their school is well maintained* (S2046)	95%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	98%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	99%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	93%
their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	91%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2013.

# 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 2013; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Our school at a glance

### Involving parents in their child's education

Yeronga State High School welcomes parental involvement in a range of roles. The school's Parents' and Citizens' Association plays an important part in school decision-making. Parental volunteers are involved through-out the school from Tuckshop helpers to tutors in the English as an Additional Language or Dialect (EALD) unit, to coaches and helpers with debating teams and Drama nights.

In 2013, more than 40 volunteers participated in the tutoring program with at least 20 more helping out after school with coaching, home-work club and P&C activities.

### Reducing the school's environmental footprint

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

The school's electricity usage had a modest increase from the previous year. This should be viewed in the context of growing computer numbers and increasing community usage of facilities. Community usage of the school's facilities grew by more than 25% with an approximate weekly total of 42hrs of after school use. On this basis, the modest increase from the previous year's power usage is indicative of a decrease in general consumption for 2013.

Water usage was considerably more than 2011. The combined effect of a rupture of the schools water main during a works excavation and the lifting of drought restrictions has seen an increase in water use.

The publication of the school newsletter via email continues to reduce paper usage.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	316,073	1,896
2011-2012	320,180	3,277
2012-2013	297,591	2,301

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

# Our staff profile

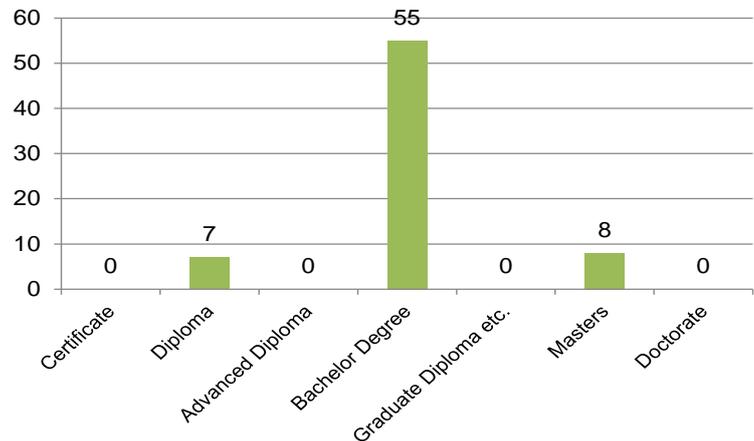
## Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2013 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	73	40	<5
Full-time equivalents	67	28	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.	0
Masters	8
Doctorate	0
<b>Total</b>	<b>70</b>



\* 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 2013 was \$46,000

The major professional development initiatives included :

- ACARA initiatives
- ONESCHOOL timetabling and curriculum planning
- Numeracy and Literacy mentoring
- Exceptional Learners Programs
- Level 1 ICT Certificate
- Tutor course: Teaching ESL Students in Mainstream Classrooms
- Faculty planning days

## Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	98%

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

From the end of the previous school year, 99% of staff were retained by the school for the entire 2013 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and a yellow "SEARCH" button.

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.

# Performance of our students

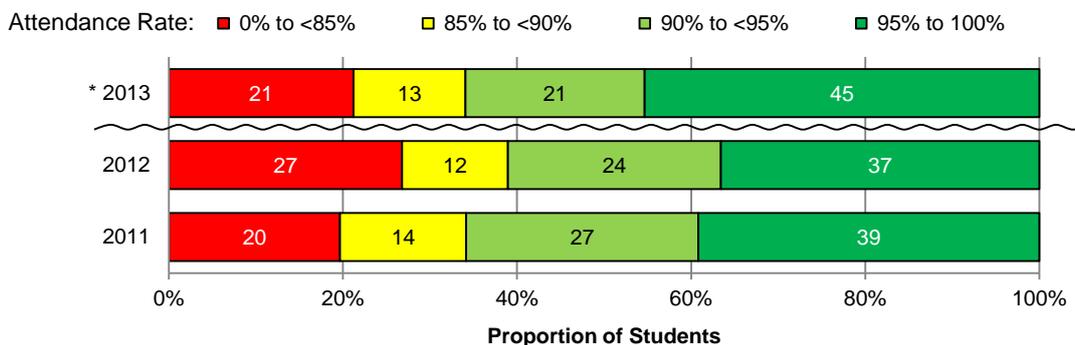
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a	90%	88%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

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
2011	NA	94%	88%	91%	91%	89%						
2013	NA	93%	90%	90%	85%	86%						
2013	NA	94%	93%	90%	87%	89%						

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 from 2013 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.

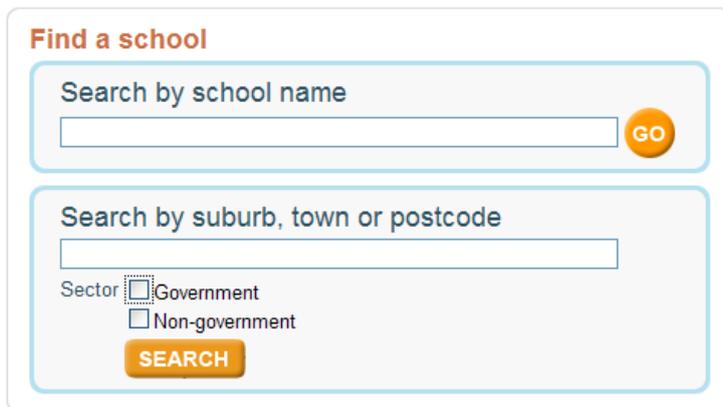
Form rolls are marked daily while teachers mark their class rolls electronically every lesson using the IDAttend program. Form teachers follow up reasons for daily absence with students while a member of the administrative staff makes contact with parents for prolonged unexplained absences. Student absences are recorded on all report cards and every absence requires a note for authentication. Year co-ordinators and Deputy Principals closely monitor student absences each day.

## 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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

## Performance of our students

### Achievement – Closing the Gap

Yeronga State High School has fewer than 10 students who identify as Aboriginal and/or Torres Strait Islander. While attendance for 4 of these students is below what is expected, improvement in results is at an equal level to other students. Retention is also similar. Aboriginal and Torres Strait Islander students also accessed a number of specific career and cultural opportunities throughout the year.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	93%	83%	90%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	108	113	122
Number of students awarded a Queensland Certificate Individual	0	0	0
Number of students receiving an Overall Position (OP).	29	10	19
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	16	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	102	106	115
Number of students awarded an Australian Qualification Framework	75	80	86
Number of students awarded a Queensland Certificate of Education (QCE) at	99	104	109
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.	72%	100	89%
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%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants	93%	99%	98%

As at 5 May 2014. 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
2011	6	6	9	5	3
2012	3	3	4	0	0
2013	7	5	5	2	0

As at 5 May 2014. 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
2011	93	68	21
2012	87	78	18
2013	99	75	22

As at 5 May 2014. The above values exclude VISA students.

In 2013, Certificates were awarded in the following areas.

Certificate I	Certificate II	Certificate III or above
Business	Business	Accounting
Hospitality	Creative Industries (Media)	Accounts Administration
Information Technology	Hospitality	
Visual Arts & Contemporary Craft	Information, Digital Media & Technology	
	Information Technology	
	Retail	
	Tourism	
	Visual Arts & Contemporary Craft	

### 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 (2013 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 leavers information

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

Early school leavers were predominantly from Year 11. All students who were at risk of disengaging from learning were monitored by the Student Support Management Group, consisting of year level coordinators, guidance staff and deputy principals. Consequently, some students were referred to other school support staff including Community Liaison staff, School Based Youth Health Nurse and Youth Support Workers. Some students were referred to outside welfare, health and career agencies. All students who left were assisted in transitioning to other avenues of learning or work. In this regard a majority of students left to undertake studies at TAFE while a significant group accessed courses provided by Career Employment Australia, an organisation that works with youth to develop pre-requisite work skills and articulate with career opportunities.