



# St George State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

|                 |   |
|-----------------|---|
| Postal address: | PO Box 209 St George 4487   |
| Phone:          | (07) 4620 8222  |
| Fax:            | (07) 4620 8200  |
| Email:          | principal@stgeorgeshs.eq.edu.au   |
| Webpages:       | Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website. |
| Contact Person: | Doug Watson - Principal   |

## School Overview

St George State High School is a small co-educational rural school which caters for 220 students from years 7 to 12. We strive to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant community. St George State High School has a wide range of excellent facilities such as sporting ovals and courts, well maintained grounds, air conditioned teaching spaces, extensive computer network, science laboratories, drama and music practice room, a fully equipped Home Economics kitchen, industrial design building and a 40 acre agricultural plot. Students are offered a range of learning pathways such as Authority and Board subjects, School Based Apprenticeships & Traineeships and Virtual Schooling. The school has been successful in forging many creative partnerships with local community organisations, businesses, industries and government. These partnerships have resulted in being recognised as a Gateway Agribusiness School, the development of Skill Centre, Community Clubhouse and Health and WellBeing Centre. St George State High School values the commitment and dedication of its highly qualified staff, enthusiastic parents and supportive community.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

During 2015, St George State High School continued to strive towards improving outcomes for all students. Some of the successes included:

- An improved average attendance for all students over the last three years.
- Significant gains in literacy and numeracy outcomes on the 2015 and 2016 NAPLaN test
- 30% improvement in students achieving a cert II VET qualification over the last two years
- 2016 saw us leading the state with 4 students who completed a Certificate III in Education through the Aboriginal and Torres Strait Islander Teacher Education Program
- 2016 saw us close 'the gap' in indigenous education outcomes for year 12 students
- 100% of OP students achieving an OP 1-15 in 2014, 15 and 16
- 100% Queensland Certificate of Education attainment in 2015 and 16
- 100% of QTAC applicants received an offer of a tertiary place
- Staff PD in Explicit Instruction (Pedagogical Framework), Essential Skills for Classroom Management

## Future Outlook

In 2017 St George SHS will continue to build on it's committed to establishing a junior and senior secondary culture that is showcased by high quality, researched based pedagogical practice that builds an appetite for lifelong learning.

Key programs for continuing development are

- 7-9 Extension programs focusing on science, mathematics and higher order thinking
- 7-12 Health, Wellbeing and Growth program targeting the social and emotional growth of students
- Implementation of our pedagogical framework and reflective coaching model based on Anita Archer research and Explicit Instruction
- iAIMS program to encourage activity and intelligent minds
- Embedding the use of technology to accelerate learning relative to particular learning outcomes
- Reforming and expanding the Industrial Technology and Design experiences of students to enhance learning and potential employment opportunities.
- Increasing the exposure of students to The Creative Arts through St George SHS's Arts curriculum and extra curriculum programs

## 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 2016:</b>        | Year 7 - Year 12 |
| <b>Student enrolments for this school:</b> |                  |

|              | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|----------------------------------|
| <b>2014</b>  | 213   | 117   | 96   | 70         | 88%                              |
| <b>2015*</b> | 221   | 119   | 102  | 76         | 91%                              |
| <b>2016</b>  | 213   | 123   | 90   | 75         | 86%                              |

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

St George SHS draws its enrolments from the town itself and wide rural community with some students travelling up to 2 hours each day to attend school. The school has an indigenous population of approximately 34% and the community has an ICSEA of 887. Within the student body a proportion of students have additional learning needs, including students with verified, disabilities, students with learning difficulties and those with specific gifts and talents.

## Average Class Sizes

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES |      |       |      |
|---------------------|------|-------|------|
| Phase               | 2014 | 2015* | 2016 |
| Prep – Year 3       |      |       |      |
| Year 4 – Year 7     |      |       |      |
| Year 8 – Year 10    | 18   | 18    | 18   |
| Year 11 – Year 12   | 15   | 14    | 12   |

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings

St George State High School offers a wide range of subject choice including all the traditional subjects as well as a selection of subjects based on vocational and technological skills. Students have access to a range of opportunities including School Based Apprenticeships and Traineeships, supported by the employment of a part time Transition Officer.

Particular features of our curriculum include

Students participate in core curriculum based around our junior and senior secondary philosophy. Our curriculum is based on the Australian Curriculum using the Education Queensland C2C units or school designed units based on KLA syllabi. Staff aim to tailor units to suit the needs, interests and aspirations of our students. Student's strengths are encouraged and their needs supported. Time is allocated to subjects in line with the Australian Curriculum requirements. Support is also provided to classes through in-class teacher aides and support teachers.

The electives or non-core subjects are studied each week and offer students the opportunity to develop new skills and trial many practical topics. These subjects include: Agricultural Science, The Arts: Visual Arts, LOTE (Indonesian), Health and Physical Education, Technology: Home Economics, Industrial Technology and Design & Information Communication and Technology (ICT). Learning support is offered instead of LOTE for students with low literacy levels.

Year 10 is a transition year where students complete core subjects and bridging subjects to assist their entry into senior subjects. All Year 10 students undertake a Senior Education Training Plan (SET Plan) to ensure appropriate planning for the senior years is conducted.

Year 11 and 12 students are able to choose "multiple pathways" to their chosen career in accordance with their SET Plan. A broad range of authority, non-authority and certificate courses to suit the distinctive needs of our students are available. In addition, students have the opportunity to undertake a School Based Apprenticeship or Traineeship. Some students avail themselves of virtual schooling and subjects through School of Distance Education. Authority subjects and Authority registered subjects are offered in Year 11 and 12.

### Co-curricular Activities

Students at St George State High School are offered a comprehensive range of cultural, sporting and community opportunities including

- Sports such as Rugby League, Netball, Soccer, tennis, cricket, track and field and swimming.
- Instrumental Music
- School Musicals
- Public Speaking
- Student and Balonne Youth Council
- Community Activities such as ANZAC Day

### How Information and Communication Technologies are used to Assist Learning

A wide variety of software and hardware are used by teachers to enhance the learning process. Students actively engage in a vast array of technologies to ensure their learning is more effective and efficient.

## Social Climate

### Overview

St George State High School offers a variety of care programs that address social climate issues such as: Career Education, QCS Preparation, Human Relationship Education, Drug and Alcohol Education, Leadership Development, Team Building skills, Anit-bullying, and Cybersafety programs.

This is complemented by a range of activities through: Lunchtime Activities & Competitions, Student Council, Sport, Extra-curricular Activities, Camps & Tours and Art Programs for Indigenous Youth.

Additional support is provided to students through the provision of Full time Community Education Counsellor, Part time Guidance Officer, Part time School Based Health Nurse and Full time Chaplain.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that:  | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016)  | 100% | 82%  | 83%  |
| this is a good school (S2035)  | 100% | 76%  | 76%  |
| their child likes being at this school* (S2001)  | 100% | 88%  | 88%  |
| their child feels safe at this school* (S2002)   | 100% | 88%  | 78%  |
| their child's learning needs are being met at this school* (S2003)                                     | 93%  | 71%  | 72%  |
| their child is making good progress at this school* (S2004)  | 100% | 82%  | 94%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 93%  | 88%  | 76%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 82%  | 78%  |
| teachers at this school motivate their child to learn* (S2007)   | 93%  | 94%  | 78%  |
| teachers at this school treat students fairly* (S2008)   | 87%  | 59%  | 44%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 100% | 94%  | 89%  |
| this school works with them to support their child's learning* (S2010)                                 | 100% | 88%  | 83%  |
| this school takes parents' opinions seriously* (S2011)   | 100% | 82%  | 71%  |
| student behaviour is well managed at this school* (S2012)  | 73%  | 71%  | 39%  |
| this school looks for ways to improve* (S2013)   | 93%  | 94%  | 78%  |
| this school is well maintained* (S2014)  | 93%  | 94%  | 94%  |

#### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree# that:   | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048)                               | 89%  | 90%  | 83%  |
| they like being at their school* (S2036)  | 81%  | 90%  | 73%  |
| they feel safe at their school* (S2037)   | 93%  | 89%  | 72%  |
| their teachers motivate them to learn* (S2038)                                    | 84%  | 92%  | 83%  |
| their teachers expect them to do their best* (S2039)                              | 94%  | 98%  | 95%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 93%  | 92%  | 84%  |
| teachers treat students fairly at their school* (S2041)                           | 69%  | 80%  | 61%  |
| they can talk to their teachers about their concerns* (S2042)                     | 79%  | 82%  | 65%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree* that:                                 | 2014 | 2015 | 2016 |
| their school takes students' opinions seriously* (S2043)                | 73%  | 79%  | 68%  |
| student behaviour is well managed at their school* (S2044)              | 55%  | 61%  | 38%  |
| their school looks for ways to improve* (S2045)                         | 88%  | 93%  | 80%  |
| their school is well maintained* (S2046)                                | 80%  | 80%  | 80%  |
| their school gives them opportunities to do interesting things* (S2047) | 84%  | 92%  | 83%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree# that:  | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069)   | 94%  | 97%  | 94%  |
| they feel that their school is a safe place in which to work (S2070)   | 83%  | 97%  | 97%  |
| they receive useful feedback about their work at their school (S2071)  | 83%  | 84%  | 74%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 78%  | 76%  | 77%  |
| students are encouraged to do their best at their school (S2072)   | 97%  | 100% | 94%  |
| students are treated fairly at their school (S2073)  | 79%  | 89%  | 88%  |
| student behaviour is well managed at their school (S2074)  | 69%  | 76%  | 65%  |
| staff are well supported at their school (S2075)   | 92%  | 82%  | 59%  |
| their school takes staff opinions seriously (S2076)  | 83%  | 78%  | 73%  |
| their school looks for ways to improve (S2077)   | 94%  | 97%  | 82%  |
| their school is well maintained (S2078)  | 94%  | 87%  | 91%  |
| their school gives them opportunities to do interesting things (S2079)   | 94%  | 100% | 94%  |

\* 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

St George State High School hosts a number of events that give parents the opportunity to discuss their child's learning progress with teachers and to learn of ways to support their child. Parent teacher interviews are formally held twice each year. Parents are encouraged to converse with teachers about their child's progress at any time during the year. An Indigenous Education Forum was established during 2007 and continues to be attended by many community members. These forums have been held once a month and have influenced the strategic planning and outcomes for indigenous students.

### Respectful relationships programs

St George State High School runs a Health and Wellbeing program for all students in year 7 -12 which focuses on student's health, social and emotional growth.

- Positive Engagement – Focusing your energies on the bright side of life
- Meaning and Purpose – Having passion and a reason for doing what you do
- Skills and Achievement – Building your capabilities to strive, thrive and flourish
- Relationships and Optimism – Focusing optimistically and believing you and others matter
- Strengths and Emotions – Being in charge of your emotions through your strengths
- Exercise and Health – Having a healthy body and healthy mind

In addition St George State High School has a Health and Wellbeing Centre that's support students and families that are struggling socially and emotionally. The Health and Wellbeing Centre supports the social and emotional growth of all students by providing students with access to the Guidance Officer, Learning Support Team, Youth Support Coordinator, School-Based Youth Health Nurse, Community Education Counsellor, Chaplain and outside community support services in safe environment.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES    |       |        |      |
|---------------------------------|-------|--------|------|
| Type                            | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 71    | 94     | 102  |
| Long Suspensions – 6 to 20 days | 1     | 8      | 4    |
| Exclusions                      | 0     | 1      | 3    |
| Cancellations of Enrolment      | 2     | 5      | 5    |

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

St George SHS staff and students are considerate of the environmental impact that it has through a number of policies and devices that reduce the consumption of water, electricity and other consumables.

Variable weather conditions in the district impact greatly on the stored water level at the school and often supply has to be augmented by reticulated water supply. Improvements to the grounds irrigation system has seen a decrease in water consumption to maintain the grounds when weather conditions are favourable.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                 |          |
|------------------------------------|-----------------|----------|
| Years                              | Electricity kWh | Water kL |
| 2013-2014                          | 139,432         | 299      |
| 2014-2015                          | 148,528         | 20,000   |
| 2015-2016                          | 130,036         | 550      |

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

## 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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

| 2016 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 26             | 21                 | <5               |
| Full-time Equivalent       | 22             | 16                 | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 0   |
| Masters                        | 6   |
| Graduate Diploma etc.**        | 0   |
| Bachelor degree                | 19  |
| Diploma                        | 1   |
| Certificate                    | 0   |

\*Teaching staff includes School Leaders

\*\*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 2016 were \$13,810

The major professional development initiatives are as follows:

- Coaching and Feedback within the school including peer moderation, peer classroom feedback
- Catering for diversity through differentiating the curriculum
- eLearning
- First Aid
- Positive Behaviour and Learning
- Essential Skills for Classroom Management
- Literacy and Numeracy programs
- Moderation – Junior, Senior and SAS
- Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.



## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 98%  | 97%  | 95%  |

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2016   |      |      |      |
|---|------|------|------|
| Description   | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 85%  | 86%  | 86%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 78%  | 77%  | 79%  |

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

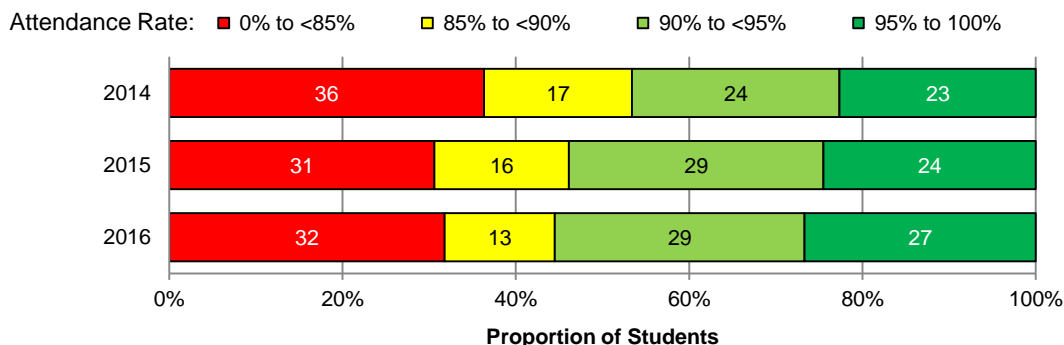
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level   | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014   |      |        |        |        |        |        |        |        | 87%    | 83%    | 84%     | 85%     | 88%     |
| 2015   |      |        |        |        |        |        |        | 90%    | 85%    | 84%    | 78%     | 88%     | 91%     |
| 2016   |      |        |        |        |        |        |        | 91%    | 87%    | 84%    | 84%     | 82%     | 90%     |

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

St George SHS uses an extensive range of targeted strategies to ensure student attendance is maximized

- Daily attendance is recorded electronically during care classes, with parents notified via sms when students are marked absent.
- Heads of Department investigate all partial day absences and identify students with regular patterns of whole day absences and enforce consequences
- Student services monitors students with three days or more absences and issues correspondence to parents requesting explanations
- 'At Risk' students are referred to the student support team (Guidance Officer, School Nurse, Chaplain, Community Engagement Councillor)
- Targeted campaigns are used across the year to increase parent awareness of the negative impact of student absence through newsletters, direct correspondence and sms text messages.
- The Senior Leadership Team provides coordinated leadership and intervention across all agencies to maximize student engagement and attendance.

## NAPLAN

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.

### Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

| OUTCOMES FOR OUR YEAR 12 COHORTS  |      |      |      |
|---|------|------|------|
| Description   | 2014 | 2015 | 2016 |
| Number of students receiving a Senior Statement   | 32   | 36   | 34   |
| Number of students awarded a Queensland Certificate of Individual Achievement.  | 1    | 1    | 0    |
| Number of students receiving an Overall Position (OP)   | 9    | 8    | 6    |
| Percentage of Indigenous students receiving an Overall Position (OP)  | 25%  | 14%  | 7%   |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 7    | 12   | 6    |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  | 30   | 32   | 34   |
| Number of students awarded an Australian Qualification Framework Certificate II or above.   | 6    | 22   | 18   |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 26   | 35   | 34   |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.                                    | 75%  | 86%  | 100% |
| 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.  | 100% | 100% | 100% |
| 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% | 97%  | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | 100% | 100% | 100% |

As at 3rd February 2017. The above values exclude VISA students.

| OVERALL POSITION BANDS (OP)                   |        |         |          |          |          |
|---|--------|---------|----------|----------|----------|
| Number of students in each band for OP 1 - 25 |        |         |          |          |          |
| Years   | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2014  | 1      | 4       | 4        | 0        | 0        |
| 2015  | 1      | 3       | 4        | 0        | 0        |
| 2016  | 0      | 2       | 4        | 0        | 0        |

As at 3rd February 2017. The above values exclude VISA students.

| VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)  |               |                |                          |
|--|---------------|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF) |               |                |                          |
| Years  | Certificate I | Certificate II | Certificate III or above |
| 2014   | 27            | 1              | 6                        |
| 2015   | 23            | 20             | 2                        |
| 2016   | 33            | 12             | 8                        |

As at 3rd February 2017. The above values exclude VISA students.

Students undertook a range of Certificate I, II and III courses. Certificate courses are offered by the school in conjunction with outside Registered Training Organisations and/or through School based traineeships or apprenticeships. Vocational Educational Training qualifications are offered in the area of

|                 |                 |   |
|-----------------|-----------------|---|
| Hospitality     | Construction    | Engineering                                 |
| Meat Processing | Business        | Automotive                                  |
| Carpentry       | Cabinet Making  | Agriculture                                 |
| Body Repair     | Fitness         | Information, Communication and Technologies |
| Retail          | Early Childhood | Education                                   |

## Apparent Retention Rate – Year 10 to Year 12

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12   |      |      |      |
|--|------|------|------|
| Description  | 2014 | 2015 | 2016 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort.                       | 81%  | 65%  | 74%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 53%  | 40%  | 70%  |

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### 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.

The school supports students who can demonstrate that they have secured their future by gaining employment following compulsory schooling. A small number of students leave school following year 10 and during year 11 and 12 to take up apprentices, traineeships and other full time employment. A small number of students also leave the school as a result of changing family circumstances.