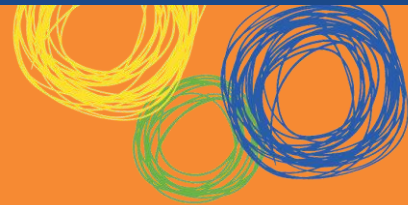


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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mrs Judi Newman PRINCIPAL

Principal's foreword

Introduction

NRHS commenced 2012 with an enrolment of 939 students and approximately 120 staff.

The middle school curriculum (Yr 8 & 9) has a focus on the 3R's of Rigor (Academic Depth) Relevance (Real Life) and Relationships (Social Skills) with a focus on real life curriculum. At North Rockhampton High School we believe that the capacity for respect (of ourselves, others & the environment), excellence (high standards), responsibility (teamwork & leadership) and learning (critical, creative and reflective thought) are uniquely human attributes for young people to reach their full potential as contributing citizens.

Our curriculum recognises the importance of traditional learning's grounded in a strong academic foundation. An ethics program underpinned by clear values runs from Year 8 – 12.

The Northside cluster of primary partner schools have established a transition with the high school with a common focus on explicit teaching. Enrichment afternoons are offered to our Year 5, 6 & 7 students to prepare potential future students for the high school experience.

The STEP sporting extension and RL football academy programs have full attendance and the students have had the opportunity to be tutored by local, State and National sporting experts in the areas of hockey and football. The instrumental bands have won awards at State level and have been a strong focus of the school. Our extended academic classes in year 8-10 have achieved high academic outcomes and link with the local university for learning experiences.

Our purpose of developing each child's potential is reflected in the individual interviews where students set their own goals and are case managed through the process of the SET PLAN learning plan in Year 10 and the QCE interviews in Year 11 & 12. In Year 8 & 9 students set their learning goals through the ethics program. Our strong commitment to every child succeeding in their goals was reflected in our 2012 Senior Student school outcomes with 99% of our Yr 12 students graduating with a QCE, SAT or VET qualification.

Our priorities are reading comprehension, higher order thinking, good manners, feedback, distanced travelled and academic writing. We strive for every child to show distanced travelled each year.

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School progress towards its goals in 2012

In 2012 we will have five priorities. Our priorities are:

Priorities from AIP 2012	Progress made and outcomes
Feedback culture	All teachers identified a buddy teacher to visit classroom and provide feedback on explicit teaching practices. Every teacher has a goal and target with the aim of increasing pass rates, the number of A's, B's and literacy levels. Our improvement agenda has a focus on Feedback. FEEDBACK drives improvement to achievement
Reading comprehension	Teachers undertaking training in how to teach reading comprehension. Students with primary school reading levels case managed through 3R reading program. All students in year 8-10 pre and post testing in reading.
Gifted classes	Gifted classes running in year 8-10. Gifted classes offered through projects at local university and embedded in curriculum
Academic excellence	Each teacher tracked the number of Cs into As/Bs
Lap top program	Rolled out lap tops to year 10
Market share	Working with feeder schools to transition students from local primary schools, enrichment afternoons targeting academic students and academic bursaries awarded.
Hospitality Trade Centre	Finish building and established processes and policy. First class have been inducted and will complete traineeship and CERT 11 in 2013.
Strategies for top half of class	Every teacher identified strategies for gifted and A students on surfboard tool to extend and sustain their academic outcomes
Explicit teaching	Teachers trained over several months and focussed on Warm ups, and first part of lesson.
Collaboration	Working with other high schools towards best practice.
Clarification of differentiation techniques	All teachers carried out professional development and training to personalise the learning for every child using the surfboard tool.
Good manners	Explicitly taught several new social skills throughout the school
Measuring distanced travelled	Teachers tracked every child and identified position on A-E ladder using 50 rungs. Each teacher provided feedback to the student every 5 weeks. Root cause analysis of data at the end of every semester and strategies which made a positive difference to student achievement were implemented and shared with all teachers.

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Future outlook

Higher order thinking skills: Extended classes in year 8 and 9 were established. Projects for each year level have been established with the local university. The year 8 students undertake a film making project and the year 9s undertake Robotic problem solving project.

Reading comprehension: Pre and Post testing for year 8-10 was established. The 3R reading program was undertaken by 30 primary school level readers with community trained tutors.

Measuring distanced travelled: Every teacher tracked students on A- D scale and provided feedback every 5 weeks. Every student has a performance goal.

Good manners: Explicitly teaching communication and hand shaking and how to interact in times of conflict was a focus of the ethics program for year 8-12.

Academic writing: A common approach to writing was introduced at the end of the year with the developing of a bookwork policy and a common writing genre book for every teacher.

Lap tops for all year 9 students and year 10 students was implemented in 2012 as part of the one to one computer access program.

The Australian curriculum was implemented in year 2012 for English, Science, History and Maths.

Key areas 2013 will be explicit teaching and reading comprehension.

Explicit teaching learning model called FEEDBACK FOR LEARNING – LEARN BY DOING. Students are taught new material by breaking concepts down into steps and repeating new learnings. The I DO, WE DO, YOU DO method of learn by doing follows until a depth understanding is reached. Feedback protocols are used to assist the students with identifying learning blockers and enablers.

The introduction of the HAWKS booklet and whole school pedagogical framework will be further developed and implemented.

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School Profile

Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	884	459	425	84%
2011	906	467	439	86%
2012	939	476	463	85%

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

Characteristics of the student body:

16% indigenous students; 2.5% Vietnamese students

Diverse variety of students with a mixture of main stream middle class and working class families.

Well rounded coastal city/country young people.

Large pocket of academic students, approximately 23% go on to university

Year 8 – 10 academic gifted students' classes.

5.5% special needs students.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	19	23	22
Year 11 – Year 12	14	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	332	353	306
Long Suspensions - 6 to 20 days	48	50	50
Exclusions	2	8	6
Cancellations of Enrolment	0	9	4

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Curriculum offerings

Our distinctive curriculum offerings:

Curriculum is offered to prepare students for work readiness, university transition and life preparedness. Priority curriculum programs that are unique to the school include the HOSPITALITY TRADE CENTRE which prepared students for CERT II in front and back of house hospitality. Students participate in work experience and aim for a traineeship and full time work. The centre has a commercial restaurant for 100 seatings and a commercial kitchen teaching space. A corporate style board room for business meetings and training is part of the learning setting. Our INSTRUMENTAL MUSIC programs have a specialist sound proof building and outdoor precinct for play outs. The DRAMA class and ART class also participates and adjoins this area to apply the curriculum eg music recitals, theatre restaurants, and art gallery.

JAPANESE is our language curriculum and students have the opportunity to tour to Japan to practice their expertise.

UNIVERSITY ACADEMIC programs are linked to our many gifted programs operating at the various year levels and linked with the curriculum in Maths, English and Science.

Extra curricula activities

Instrumental music programs: concert band, symphonic bands, strings, choir.

Rugby League Football Academy: Clinic after school with community coaches.

STEPS excellence sporting program: Inside and outside the curriculum

SHEP program: Music students can apply for a university workshops held over the weekend at our school as host.

LEADERSHIP programs: Yr 8-12 have a range of leadership opportunities.

How Information and Communication Technologies are used to assist learning

North Rockhampton High has redesigned 37 classrooms to incorporate e-learning as a focus in classroom instruction. Each faculty team has a trained e-learning staff member to support and build capacity in the teaching staff to teach confidently with new technologies. The school library has two (2) SMART classrooms and we have SMART boards throughout the school in each faculty block. Staff have been inducted in training covering various e-learning skills and have a data outlet for their own lap tops in the classrooms. Students have the choice of traditional computer labs and mobile lap top trolleys or charge lap top cupboards to access technology in the classroom. A variety of contemporary learning spaces are (reading lounges, mobile furniture) are available in the library. Contemporary pedagogical teaching and learning practices based on John Josephs emotional rooms and world views were introduced two years ago. Reading teachers have ipads to engage students with low reading abilities.

The students engage in ICT on a daily basis either through their own take home lap top, the lap top class sets in charge cupboards or PC desk top rooms. Ipads are also available for the reading students. All subjects offer and embed ICT skills in learning. Teachers are training in computer skills and learning strategies that engage students in IT tools.

The students interact with ICT on special programs such as robotics, graphic programs, publication software, 3D processor, CO2 car racing and game making

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Social climate

Our social climate is set around four rules: We are learners. We are respectful. We are responsible. We strive for excellence. The new school wide positive behaviour program is built on the philosophy of fair treatment and consistent expectations and rules in all classrooms. The ethics program from Year 8 – 12 is underpinned by the school values and the Australian values. We are committed to school being a safe and happy place of learning.

CLASSROOM TEACHER

Class teachers get to know their students very well over the year. Please ask them to assist with any class/homework/personal concerns.

TEACHERS OF STUDENTS WITH A DISABILITY AND CASE MANAGERS

These teachers teach students with a disability in the areas of modified English and Maths, modified SOSE and Science and in alternate programs such as Life Skills, Leisure Skills and Work Readiness and other alternate programs according to individual students' particular needs.

YEAR CO-ORDINATOR

Year Co-ordinators manage issues relating to students in their year level and co-ordinate year level activities. They are available for individual assistance.

HEAD OF DEPARTMENT (HOD)

Heads of Department have expertise especially concerning curriculum and teaching-learning aspects of their subject area.

HEAD OF SPECIAL EDUCATION (HOSE)

The Head of Special Education organises programs for students with special needs and learning difficulties and teacher aides to support these students.

HEAD OF DEPARTMENT (SENIOR SCHOOLING)

This particular Head of Department can support senior students by arranging alternate pathways, traineeships and apprenticeships for students.

COMMUNITY EDUCATION COUNSELLOR (CEC)

Our CEC supports students of Aboriginal or Torres Strait Islander backgrounds and works closely with their families.

SCHOOL BASED NURSE, POLICE OFFICER and CHAPLAIN

Full time police, part-time health nurse, and full time chaplain work as part of the support team.

GIFTED MENTORS

Teachers work with and extend the natural abilities of individual students.

YOUTH WORKER

A Youth worker case managers high needs students to help support their pathway to work or uni.

GUIDANCE OFFICER

A full time guidance officer supports students with career pathways, subject selection and counselling.

PRINCIPAL AND DEPUTY PRINCIPALS

The Administration team will assist you in both personal and academic areas. They are responsible for the day to day organisation of the school and policy direction

Anti-bullying Programs

Anti-bullying processes are articulated through the school's Anti-Bullying Policy and School's Responsible Behaviour Plan for Students. Guidance Officer, Year Coordinators, Teachers and Administration are closely involved in eliminating bullying within the school.

Anti-bullying curriculum is embedded throughout the ethics program explicitly teaching sound social skills, resilience, self-confidence, self-awareness, self-reflection and anti-anger programs with the guidance officer and school chaplain.

The strategies that are used to respond to bullying in our school: Students who feel they are bullied are to fill out an anti-bullying form and submit to the year coordinator so that bullying is addressed in a strong and timely manner and not tolerated in the school. The

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incident will be investigated by the staff member and consequences and training put in place depending on facts presented.

Resilience programs are offered for the victims of bullying and anger management programs are mandated to students who are serial bullies. A consequence for being a bully after warnings, support and pro-active programs can include suspension and exclusion.

Parent, student and staff satisfaction with the school

The School Opinion Survey results were pleasing especially in regards to parents' level of satisfaction in most areas listed below. The management of student behaviour was identified through both the parent and students' responses as an area for further development in 2013. In regards to staff satisfaction the area with the highest level of satisfaction was in regards to Work Value and Recognition.

We will continued to work on the areas of dissatisfaction including the physical structures of the school and now with the new library, TRADE centre, 37 classrooms upgraded, three (3) new Science labs, \$600 000 investment of new air conditioners, the future year 7 precinct upgrade and increasing computer access for students has made a positive impact on our school.

Parents have been involved in their students learning pathways including the SET Plan year 10 interviews, the QCE interviews in yr 11 & 12, the two parent teacher interviews after the formal reporting period, communication through the school newsletters, absentee lines and student

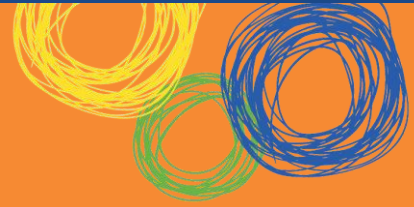
Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	88.9%
their child feels safe at this school*	88.9%
their child's learning needs are being met at this school*	88.9%
their child is making good progress at this school*	88.9%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	77.8%
teachers at this school treat students fairly*	88.9%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	88.9%
this school takes parents' opinions seriously*	87.5%
student behaviour is well managed at this school*	33.3%
this school looks for ways to improve*	87.5%
this school is well maintained*	62.5%

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Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	88.1%
they like being at their school*	76.7%
they feel safe at their school*	82.5%
their teachers motivate them to learn*	77.6%
their teachers expect them to do their best*	94.1%
their teachers provide them with useful feedback about their school work*	84.2%
teachers treat students fairly at their school*	77.5%
they can talk to their teachers about their concerns*	63.8%
their school takes students' opinions seriously*	74.3%
student behaviour is well managed at their school*	43.6%
their school looks for ways to improve*	86.2%
their school is well maintained*	66.4%
their school gives them opportunities to do interesting things*	79.8%
Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	84.0%
with the individual staff morale items	91.5%

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

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

DW = Data withheld to ensure confidentiality.

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Involving parents in their child's education

The P & C has established a four year strategic plan which reflects the priorities of the school. The P & C association have a variety of sub committees which include: tuckshop, fund raising, and uniform. Parents are being involved in the individual learning profile interviews when students set their learning goals. We have a wide range of events where parents are invited to enjoy the learning outcomes of students including music recitals and sporting events.

The school council is working on how to engage more parents and community into the school improvement agenda in meaningful ways. In coming years as the parent and community engagement framework unfolds this area will be explored and enriched.

Indigenous parents are invited to an elder and parent council facilitated by the CEC. Indigenous parents and students have a variety of events throughout the school year including events inviting non – indigenous friends and family with the aim of making school an inviting place. Home visits are part of the CEC role to connect families into the school community.

Parents of year 7 students have a face to face enrolment interview as a welcome and induction to our school culture to prepare student and parents for year 8. In year 10 parents are invited to attend the SET PLAN afternoon to assist in developing a learning profile and career pathway for the student. In year 11 and 12 the parents are invited to take part in their QCE interview and each senior student has three QCE interviews over their last two years. Parents are also expected at the parent teacher interviews to have input and monitor their child's educational progress.

Reducing the school's environmental footprint

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

We are energy aware in classrooms. Fans, lights and air conditioners are turned off when we leave the classroom. We re-cycle paper products in a separate collection area. The school attempts to reduce energy via a photovoltaic facility.

North Rockhampton high school is a reef school and environmental curriculum is embedded in the Science and Social Science curriculum. The school has a working green house to grow low water using plants for the grounds. The school participated in the World Environment Day celebrations managed by the Fitzroy River and Coastal catchments Association. The City Council has a partnership with the school to provide a environmental learning space set aside near Moore's Creek.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	640,249	28,258
2010-2011	567,179	17,171
2011-2012	576,836	18,810

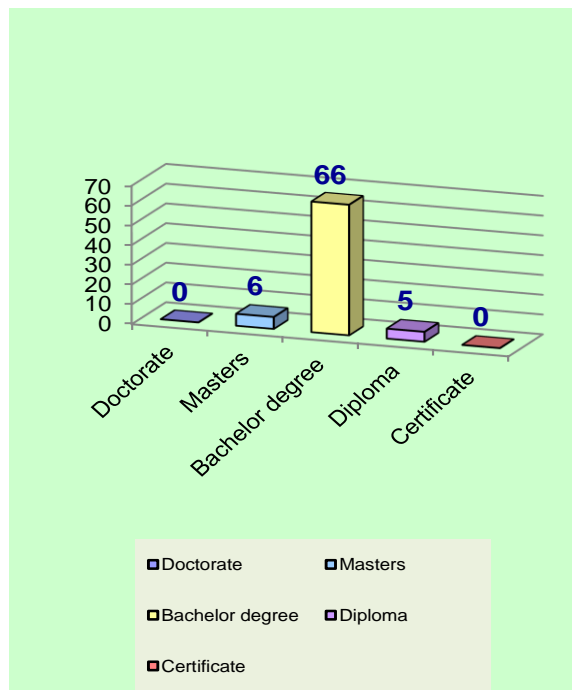
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	77	43	5
Full-time equivalents	74	29	4.6

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	66
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$25 030.57

The major professional development initiatives are as follows:

The topics of workshops undertaken by all teaching staff throughout the year included, differentiation, feedback, reading comprehension, explicit teaching techniques, academic writing, self-awareness tools, data analysis, effective teaching methodology, the five pillars of building feedback cultures, change management, explicit teaching of social skills, teaching strategies for teaching gifted children, planning for the Australian curriculum, a range of literacy workshops.

The leadership teams undertook the following professional development and training: coaching and mentoring, target setting, strategic plan writing, self-awareness, leadership tool kits, and conversational coaching around hard conversations, learning conversations and feedback.

Staff also had the opportunity to apply for attendance to outside training aligned with the school priorities and EQ mandated programs.

All staff members participated in a performance review conversation.

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

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	96.1%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89.7% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	85%	86%	85%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

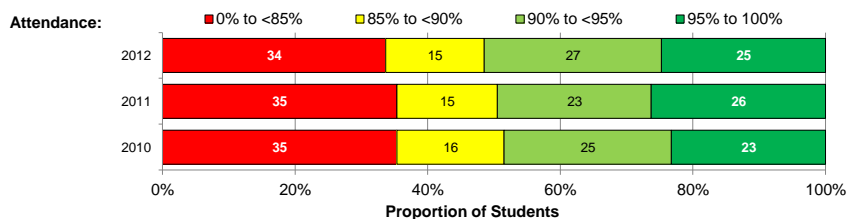
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	NA	NA	NA	NA	NA	NA	NA	88%	84%	84%	84%	86%
2011	NA	NA	NA	NA	NA	NA	NA	88%	83%	83%	87%	87%
2012	NA	NA	NA	NA	NA	NA	NA	88%	85%	80%	87%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

A text message is sent to parents to indicate an absence from home group daily.

ID Attend software allows teachers to mark the roll each lesson on their lap top. A photograph of the student is profiled and the program allows for a print out summary of absences for each child.

Letters are sent home to parents each semester showing the list of unexplained absences from school.

Teachers follow through truancy as appropriate in line with the truancy policy. Year coordinators and the associated Deputy Principal follow up with parents and students who are not meeting the compulsory participation policy.

The school-based police officer and CEC follow through with home visits for those students who have a pattern of truancy.

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.

Find a school

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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.

Achievement – Closing the Gap

A dedicated focus by the CEC and the Transition Officer resulted in 100% Year 12 Indigenous students exiting Year 12 (2012) with either a Certificate II or a QCE. This result can be attributed to successful strategies such as individual profiling and determining alternative pathways for indigenous students.

The gap between Indigenous and Non- Indigenous attendance rates continue to fluctuate as represented in the following data:

2008 gap 9%, 2009 gap 11.6%, 2010 gap 10.7%, 2011 gap 8.4%, 2012 gap 11.5%

This issue is being addressed by strategies such as, both the CEC and SBPO doing home visits to encourage attendance and the embedding of Indigenous Perspectives into the curriculum in an effort to make the school experience more inviting for indigenous students.

The apparent retention rate gap for 2012 was -0.2 showing a positive increase from the previous year (gap 26.7%) for the school and also in comparison to both the state (gap 21.4% for 2012) and the CQR region (gap 22.8% for 2012).

Performance of our students

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	58%	56%	66%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	114	105	118
Number of students awarded a Queensland Certificate Individual Achievement.	4	1	2
Number of students receiving an Overall Position (OP).	37	45	36
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	17	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85	94	115
Number of students awarded an Australian Qualification Framework Certificate II or above.	64	76	96
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68	76	99
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.	59%	67%	78%
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.	85%	90%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	78%	81%	96%

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

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	1	9	12	12	3
2011	5	11	14	11	4
2012	5	8	15	8	0

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

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	54	59	8
2011	84	76	1
2012	101	95	6

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

Certificate I Courses 2012

Certificate I in Work Readiness

Certificate I in Work Education

Certificate I in Furnishing

Certificate I in Engineering

Certificate I in Sport and Recreation

Certificate I in Hospitality

Certificate I in Information Technology

Certificate I in Business

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

North Rockhampton High support students with individual paths in year 10 tailored to their career path. Students who intend going on to further education at university aim for an OP 1-15 and 20 QCE points. The majority of our senior students who aim for full time work complete year 12 and aim for 20 QCE on exit.

Some students opt to exit the school before year 12 ends, to full time work. Most exiting earlier travel to the mines for work or go into the 'get set for work' program which further prepares them further with work ethic and connects them to the work network and work experience. A few students exit with part time work at two venues after the age of 16. A few students exit into TAFE college.

Students who are exiting before year 12 graduation and have not full time work are referred to S2J. These students are case managed into appropriate pathways and provided with opportunities to prepare further for work.