



Rochedale State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	PO Box 3340 Logan City DC 4114
Phone:	(07) 3340 0400
Fax:	(07) 3340 0444
Email:	principal@rochedaleshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Ms Elena Itsikson, Principal

School Overview

Rochedale State High School has until recently remained isolated as a semi-rural pocket close to the Brisbane CBD. The historical isolation has contributed uniquely to the nurturing and development of a very strong sense of community where relationships are based on the notion of mutual respect. The school is now a rapidly growing metropolitan high school. Rochedale has developed a proud and strong academic, sporting and cultural history that is built around the philosophy that each student possesses a unique set of characteristics, talents and abilities. That belief is captured in the school vision is "Performers for Every Stage Expressing Talents in Every Field". Individuals are encouraged to identify and pursue their talents and interests and strive to the highest levels. The well qualified and experienced staff work to harness the individual strengths of our students; to shape meaningful futures for each of them and to develop informed citizens capable of making positive contributions to communities of today and tomorrow. In achieving this, our school of 1370 students embraces the school values of P.O.I.S.E. – Participation, Openness, Integrity, Success, Equality. Students are reminded of Personal Excellence. High Standards are applied to standards of dress and appearance, behaviour and work ethic that contribute to each student's development and achievement. The work with parents and the community is sought as a pivotal partnership to success.

Principal's Forward

Introduction.

School Progress towards its goals in 2016

By the commencement of 2016, the Rochedale State High School QSR "School Quadrennial Review" (2016- 2019) had been endorsed. This extensive work had defined three priority areas for development: 1. Improve the quality of student engagement 2. Development of a whole school pedagogical framework 3. Planning for future growth. The involvement of all stakeholders was paramount in progressing the improvement agenda.

As the fast paced urban development commenced around the school, there was growth in enrolment. This will continue for the next ten years. The management of the responses to the sheer volume of students, traffic and facilities required a strategic mobilisation of resources.

To promote high expectations and lift performance and achievement, the school adopted the theme of "Good to Great". Even in a school with strong headline data, the unrelentless pursuit of excellence continues ... "even if you are on the right track, sooner or later you will be run over".

The Junior, Middle and Senior sub schools were created each with their own identity, projects and responsive strategies to their phase of learning. The student services model was reviewed and new staff appointed. Two Guidance Officers were appointed. An Industry Liaison Officer assisted with vocational education and industry links.

Extension, core and foundation classes were created in core curriculum subjects with a view to differentiate for the learner. A revised learning support model responded to students in need. Work commenced on a welfare program.

School processes and policies were reviewed into deliberate and evidence based actions that were purposeful and precise. The shaping that occurred in 2016 has laid a solid foundation on which to further advance the exciting school agenda.

Future Outlook

Rochedale State High School is entering an exciting phase of its development. It has become a school of choice not only for its suburb but also for surrounding suburbs. This coupled with the rapid urban growth poses some challenges. School responses will need to be sharp and calculated. Responses will include:

1. The strategic mobilisation of resources to support the rapid growth
2. Strategic planning for future infrastructure needs
3. Scoping of outdoor and grounds redevelopment
4. Creation of flexible learning spaces

The development of Rochedale's signature programs has been thoughtful. The Rochedale Academy of Sports (RAS) - (Touch and Volleyball); APEX (Arts, Performance, Excellence) and the STEM program capture the diversity of the school offerings.

Maintaining a strong sense of community in light of the growth is a priority. "QParents" will be used to engage parents. The P. & C. Association has grown its membership and will continue this goal with a view to attracting the expertise of parents to meetings. Their entrepreneurial approach of the Association has contributed significant funds to varied school projects.

Development of a whole school pedagogical framework will dominate the work with staff. A learning culture of professional dialogue, purposeful classroom observations and feedback will continue.

Capable students will be engaged in a student leadership and Student Council model.

Planning for the launch of the "eLearning" program has commenced. "Bring Your Own Device" will be launched in 2017 to the year 8 cohort. This involves a full school adaption of a blended curriculum delivery. The appointment of an eLearning HOD was well received in the community.

Work on the development of a "Well-Being Framework" with eventual social emotional programs commenced.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1109	570	539	44	94%
2015*	1269	646	623	55	95%
2016	1312	650	662	62	94%

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

The student enrolment at Rochedale State High continues to grow steadily. The school has an "Enrolment Management Plan". As the properties are being developed around the school, larger cohorts of at least 290 students are being enrolled. The students primarily enrol from within Rochedale and the neighbouring suburbs. Some students are attracted by the Extension Maths, Science and excellence programs in Touch Football and Volleyball. The ICSEA of the school is 1005. Although 13 cultures are represented within the student body, the actual numbers are quite low. The ratio of female to male students is about the same. Indigenous representation is 5%. Students with disability total 5%. The progression rates of the students in the younger years are close to 100%. In the senior phase of learning, the progression rates drop slightly due to students gaining apprenticeships and some commencing work.

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	25	24	23
Year 11 – Year 12	18	18	18

*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

The school vision, “*Performers for every stage, expressing talents in every field*”, captures the broad approach to curriculum delivery. Whether it be academic, vocational education, the arts, agriculture or acclaimed sporting achievements, there are diverse options for students to ensure their future pathway has a solid foundation.

- The school delivers core curriculum offerings, following the Australian curriculum guidelines in core learning areas from years 7 through to year 10
- Enrichment classes are offered in Mathematics, Science, Sport and Instrumental Music
- The Arts offer Dance, Music, Drama, Instrumental Music and Film, Television and New Media
- Marine and Aquatic Practices are offered in Years 11 and 12
- Agriculture is a popular offering at Rochedale SHS and is offered on site on a two hectare animal and market garden farm
- Mandarin Chinese and French are the two school languages
- Sports Development Programs in Touch and Volleyball
- Engineering Studies, Furnishing and Construction are offered through the Trade Training Centre
- Certificate programs in: Information Technology, Business, Engineering, Building and Construction, Hospitality, Furnishing, Manufacturing, Rural Operations and Music Performance are available for study in the senior phase

Co-curricular Activities

Extensive extra-curricula activities are embraced by students across all faculties.

The introduction this year of the Duke of Edinburgh’s International Award has been exciting. The award is for young people between 14 and 25 and comprises three levels – Bronze, Silver or Gold. Each level involves participating in a Skill, Adventurous Journey, Physical Recreation and Community Service element. Two students achieved their Bronze levels and the group of students involved continues to grow.

How Information and Communication Technologies are used to Assist Learning

Rochedale State High School is embracing a blended learning approach to curriculum delivery, using a combination of digital and face-to-face learning experiences. Devices are used to access web-based resources, complete assignments, and participate in learning activities.

“elearning” is critical to the 21st century learning environment. Programs and resources to support our elearning agenda include:

- 780 laptops and tablet computers on mobile computer pods throughout the school
- 250 desktop computers in 7 computer laboratories and computer pods
- Video streaming service to all classrooms
- Interactive audio visual facilities in most classrooms
- Bring Your Own Device (BYOD) infrastructure put in place for trial
- BYOD hardware purchase portal to assist parents
- Dedicated IT support team increased and support and storage hub established
- New server installed and fibre connections upgraded between blocks
- Intensive staff professional development program

Specific curriculum programs focusing on technological skill development with multimedia application and information technology include:

- Year 7 Media unit offered as part of the visual arts program
- Year 8 Digital Media course focusing on visual design and computer science
- Junior Information Technology and Media focusing on screen design, computer science and game production.
- Senior Information Technology Systems and Certificate II in Information Digital Media and Technology.

Social Climate

Overview

Rosedale State High School has a calm, purposeful tone, respectful relationships, well behaved students and a synergy where all stakeholders are working towards a common goal. Students pride themselves on their appearance, behaviour and performance. The community sets high expectations. Much is made of the strong sense of belonging to the school community. Support from parents is strong and students genuinely enjoy belonging to the school and taking advantage of the rigorous and varied learning opportunities.

Parent, Student and Staff Satisfaction

The affirmation from our parents and students is very high with school opinion survey results indicating a satisfaction improvement in 96% of the categories.

Parents

- 96% - my child likes being here
- 96% - this is a good school
- 100% - this is a safe school
- 96% - teachers take an interest in my child's learning
- 99% - school expects my student to do well (increase of 10%)

Students

- 99% - I am getting a good education

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	91%	94%
this is a good school (S2035)	94%	91%	96%
their child likes being at this school* (S2001)	96%	85%	96%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	92%	85%	93%
their child is making good progress at this school* (S2004)	96%	91%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	91%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	82%	95%
teachers at this school motivate their child to learn* (S2007)	92%	85%	92%
teachers at this school treat students fairly* (S2008)	89%	82%	88%
they can talk to their child's teachers about their concerns* (S2009)	94%	85%	94%
this school works with them to support their child's learning* (S2010)	91%	79%	92%
this school takes parents' opinions seriously* (S2011)	90%	86%	89%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	90%	87%	92%
this school looks for ways to improve* (S2013)	96%	91%	96%
this school is well maintained* (S2014)	97%	91%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	97%	99%
they like being at their school* (S2036)	97%	89%	98%
they feel safe at their school* (S2037)	98%	94%	97%
their teachers motivate them to learn* (S2038)	97%	94%	97%
their teachers expect them to do their best* (S2039)	100%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	93%
teachers treat students fairly at their school* (S2041)	88%	76%	82%
they can talk to their teachers about their concerns* (S2042)	85%	74%	80%
their school takes students' opinions seriously* (S2043)	85%	75%	87%
student behaviour is well managed at their school* (S2044)	95%	84%	86%
their school looks for ways to improve* (S2045)	99%	89%	98%
their school is well maintained* (S2046)	98%	87%	94%
their school gives them opportunities to do interesting things* (S2047)	97%	93%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	96%	86%
they feel that their school is a safe place in which to work (S2070)	100%	97%	96%
they receive useful feedback about their work at their school (S2071)	91%	89%	77%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	88%	78%
students are encouraged to do their best at their school (S2072)	100%	97%	95%
students are treated fairly at their school (S2073)	99%	97%	95%
student behaviour is well managed at their school (S2074)	100%	99%	99%
staff are well supported at their school (S2075)	97%	94%	64%
their school takes staff opinions seriously (S2076)	95%	92%	62%
their school looks for ways to improve (S2077)	100%	97%	92%
their school is well maintained (S2078)	95%	90%	95%
their school gives them opportunities to do interesting things (S2079)	98%	92%	79%

* 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

Under the able stewardship of Conrad Lancaster, P & C President his team has worked tirelessly to refine the canteen and uniform processes. The clever sourcing of news suppliers has resulted in cheaper items for our families but has still generated a generous profit for our school. The association has fed back over \$100,000 into our school this year and have collaborated and advised on all major infrastructure. Their creation of a uniform shop was innovative. Their support and tactful input is assisting our traffic congestion has been helpful. Their unwavering support for families and students has made our school a better place.

Respectful relationships programs

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

Rochedale State High has both a proactive approach and responsive approach to educating students about positive peer relations. In partnership with Griffith University the "Acting Against Bullying" program is undertaken by all Year 8 students through a Drama and Peer Teaching program.

In acknowledging that students will find themselves in conflict with others, a management procedure that provides timely and effective intervention and support has been developed.

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	76	101	119
Long Suspensions – 6 to 20 days	5	5	2
Exclusions	2	6	8
Cancellations of Enrolment	0	8	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

Rochedale State High School has continued the following during 2016 to reduce the school's environment footprint:

- Recycling bins in all offices, staffrooms and classrooms
- Water for drinking and cleaning purposes only
- Close monitoring of use of electricity (where possible)
- Use of bore to reduce town water consumption on main oval and farm
- Mulching of gardens and extensive landscaping of school grounds
- Solar cells on Resource Centre roof

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	460,801	1,245
2014-2015	443,780	1,373
2015-2016	461,969	2,299

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.

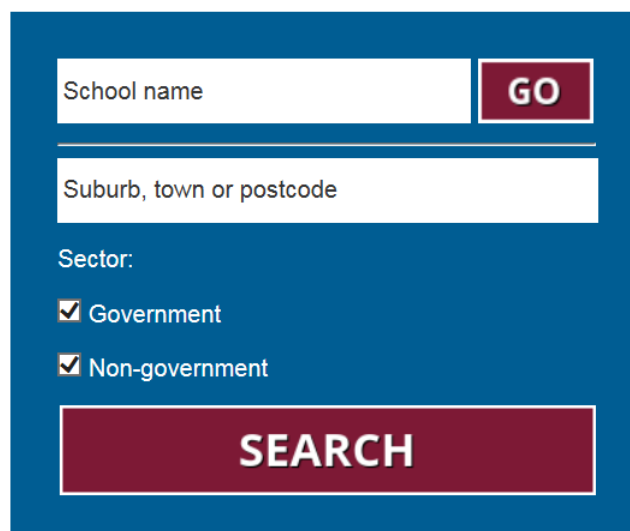
School Funding

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



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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	105	42	<5
Full-time Equivalent	100	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	9
Graduate Diploma etc.**	0
Bachelor degree	97
Diploma	0
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 \$50000.

The major professional development initiatives are as follows:

- National Curriculum
- Data Analysis
- Pedagogical Framework – ASOT
- School Improvement
- Junior Secondary
- VET (Vocational and Educational Training) workshops and training
- QCAA workshops (new syllabus development, panel work, subject area specific workshops)
- Building Leadership Capacity
- Beginning Teacher's workshops
- Higher Order Thinking workshops
- Behaviour Management
- Qualifications for Sport

In addition to staff engaging in professional development delivered by external agencies, staff also participated in professional development at staff meetings. Key personnel led "*Learning Lounges*" on a range of professional development areas including pedagogical practices, literacy and student engagement.

The proportion of the teaching staff involved in either external or in-house 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.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	89%

*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%.

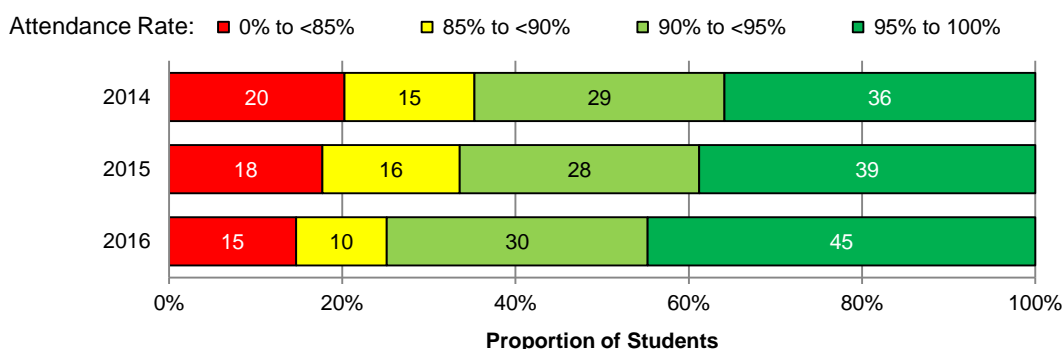
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	89%	89%	90%	91%
2015								93%	91%	90%	90%	91%	91%
2016								93%	92%	90%	91%	93%	91%

*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.

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

The roll is marked in every lesson for every class using the program 'IDAttend'. If a student is absent for three consecutive days, a phone call is made home to contact parents. If no contact is made a letter is sent home immediately. Once a month an 'Unauthorised Absences' form stating all unauthorised absences and dates for the student is sent home to parents requesting an explanation. When a student has many absences the Education Queensland procedure of "Letters of Absences" by the Principal commences. The school employed an Engagement Officer who tracked individual attendance and engaged with families. Interviews are then made with the Student, Parent, Principal and Guidance Officer as a follow up for strategies to be put in place to ensure success for the student.

Each sub-school (Junior, Middle and Senior) meet fortnightly to identify and discuss support strategies for students deemed at risk due to poor attendance. These meetings are called STAR meetings. A Case Management Action Group (CMAG) meets twice per term to discuss intervention and support strategies for high level and ongoing cases of non-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.

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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	185	173	194
Number of students awarded a Queensland Certificate of Individual Achievement.	7	1	6

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving an Overall Position (OP)	85	87	72
Percentage of Indigenous students receiving an Overall Position (OP)	40%	33%	38%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	12	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	110	103	143
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	68	108
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	165	168	188
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	40%	100%	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.	67%	71%	71%
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.	96%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	98%	97%

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	7	21	29	20	8
2015	9	24	29	22	3
2016	9	22	20	18	3

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	64	46	24
2015	53	52	18
2016	97	104	10

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

Certificate I courses include: Construction, Manufacturing, Business

Certificate II courses include: Rural Operations, Information, Digital Media and Technology, Engineering Pathways, Manufacturing Pathways

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.	79%	82%	83%



APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	75%	73%

* 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.rochedaleshs.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 retention rate of students is very high at the school. If students do leave in years 10, 11 or 12, prior to completing year 12, it is for the following reasons – relocation of the family to new destinations outside of the catchment, parents seeking new employment opportunities, traineeships or apprenticeships or enrolment in Tafe courses. Communication is always made between the parent and either Principal, Deputy Principal or Guidance Officer.

Conclusion

