



Rochedale State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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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 in "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 Foreword

Introduction

School Progress towards its goals in 2017

In 2017, Rochedale State High school improvement agenda continued, when the community was invited to embrace the theme of "Good to Great 2." Jim Collins (*Good to Great*) 2001 states that great organisations do not focus principally on what to do to become great; they focus equally on what not to do and what to stop doing. Greatness is not a function of circumstance. Greatness is largely a matter of conscious choice. Transformation is a process of build-up followed by breakthrough. It's about having disciplined people, disciplined thought



Inspired by the research, the following success has been achieved:

- One of the biggest pieces of work undertaken this year was the review of the junior curriculum from years 7 to 10. The core Hods were involved in the region's extensive workshops. An outcome of these workshops was the development of a whole school curriculum plan encompassing a pedagogical framework and curriculum priorities. The scrutiny has been on the alignment with the National Curriculum with a view to ensure that we are well positioned for the new QCE.
- Naplan results improved. Positive gains were experienced in all domains with the highest being 96% in numeracy for both year 7 and year 9. Upper 2 band growth (U2B) increased in year 7 for writing, spelling, grammar and numeracy. In year 9, U2B growth occurred in spelling, grammar and numeracy.
- The Corrective Reading program results improved in average error effect size, average speed, total average effect size and the Burt reading effect size. Research work conducted by the Master Teacher on the impact of this program was published on the Department of Education's Evidence Hub.
- Master classes were conducted. 54% of the students in the literacy programs achieved one band's growth, 20% of the students achieved two or more bands growth. 90% of the students in the numeracy program achieved one band's growth.
- School attendance remained very high.
- STEM was a strong feature of the curriculum delivery. The students participated in F1 in schools, STEM Cup, Optiminds, Unify, Griffith University Science week, "Girls in Engineering," STEAM ambassadors, UQ stem and Science ambassadors, QUT Vice Chancellor STEM cup, Women in Engineering. Partnerships with tertiary institutions were valuable. Our students competed on a State level and were selected for these admirable programs. The school won the STEM Cup.
- The "Rochedale Academy of Sports" (RAS) was launched. Specialising in touch football and volleyball, selected students engaged in high level competitions, outside of the usual district competitions. The concept was developed by dedicated staff to take students to the next level.
- The APEX (Arts and Performance Excellence Program) was launched to prospective year seven students.
- The introduction of "Bring Your Own Device" (BYOD) was very successful with 80% participation rate. This initiative meant an overhaul of the IT infrastructure, the appointment of an eLearning Head of Department, more technicians, refinement of the IT labs and significant professional development for staff. The students were very comfortable with the blended use of technology with normal classroom activities. We become a trial school for Skype.
- **WRAP (Wellbeing, Resilience, Accomplishments and Pathways) was introduced in 2017.** The school commenced longitudinal data collection using the ACER (Australian Council of Education Research), Socio-Emotional Wellbeing surveys. A WRAP pastoral care program was developed across the school in response to the data. The support structures for students were reviewed.

Researchers have demonstrated that having a "growth mindset" (meaning that a person recognizes that abilities are not fixed, but developed through practice) is associated with academic success.

- The Rochedale SHS 2017 ACER SEW survey results were reviewed and responsive programs written.
- Dedicated welfare program time in the timetable
- Alignment with Education Queensland's Learning and Wellbeing Framework
- Coping skills, stress management, time management and resilience identified as key themes to be addressed in senior program
- Across years 7-12 SEW survey revealed that students felt very positively about the school environment e.g. 89% of year 7 boys and 90% of year 7 girls agreed they got along with most of their classmates, 81% of year 9 boys and 91% of year 9 girls stated that they felt they had teachers who cared about them; 90% of year 11 boys and 89% of year 11 girls agreed that the teachers at the school encouraged them to do their best
- The second phase of the new student leadership model was launched and student leaders were encouraged in all year levels. The student council was resurrected.

<https://rochedaleshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2017-Highlights.pdf>



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 consolidation of Rochedale's signature programs will be enhanced in the future. The Rochedale Academy of Sports (RAS) – (Touch and Volleyball); APEX (Arts, Performance, Excellence) and the STEM program capture the diversity of the school offerings and the expectation is that all participants engage with endeavours on a district or State Level.

Maintaining a strong sense of community is a priority. "QParents" was used to engage parents and this will continue.

The "eLearning" program will grow as BYOD becomes embedded in the school with the adoption of a learning platform.

The school will implement processes and systems for the introduction of the new QCE and SATE.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1269	646	623	55	95%
2016	1312	650	662	62	94%
2017	1356	680	676	68	95%

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

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. 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 and retention 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	22
Year 11 – Year 12	18	18	18

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 English, Mathematics, Science, and Sport
- 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 is the school language
- Rochedale Academy of Sports in Touch and Volleyball
- APEX – Excellence in Performing Arts
- 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
- Two dedicated STEM classes were introduced focusing on higher order and critical thinking



Specific curriculum programs focused 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.

eLearning

- Staff trained in Class Notebook, OneDrive Skype for Business

- 80% of students are satisfied with the amount devices are incorporated in studies
- eLearning Committee and ICT mentoring program being developed

Information Technology and Digital Media Infrastructure upgrades

- Fibre upgrades to all blocks with 5 or more classrooms - 70% of the classrooms with a high-speed connection to the centre of the network.
- 9 new interactive projectors and display screens
- Upgrade of three computer labs for the specialist areas of Information Technology and Media, Design Technology and Business.
- Effective IT support systems
- Introduction of Digital Technology and Media Arts strands of the National Curriculum in the Junior School.

BYOD Connections

- 87% in year 8, 77% in year 9, 80% in year 10, self-selected senior students and two classes of Year 7
- Introduction of the ACCESS program for students who cannot afford a device
- Cloakroom for storing devices when they are not in use

Chinese

1. Year 7 QUT Confucius Institute Cultural Days – each class in Year 7 participated in Cultural Activities such as the Chinese tea ceremony, Tai Qi, paper cutting and a cultural dance.
2. Education Perfect World Championships for Year 9, 11 and 12.
3. New Year celebrations with the Lion Dance on the Junior Secondary parade and the Chinese Kung Fu Guang



Co-curricular Activities

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

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.

Two students completed their Bridge award and four students completed their Bronze award. A further eight students started on their Bronze level. The Bridge Award was offered to those students under 14 years of age. 19 students are currently working on their bridge award.

The **STEM** team held its inaugural Futures Forum, where students and their parents participated in a variety of activities - the Math's tower of Hanoi, drones, laser cutters, catapults, and viewed the car the students manufactured. David Thiele, Head Scientist, closed with his keynote address.



HPV – Human Powered Vehicle competition engaged local and broader community involvement.

SPORT

- Introduction of a fourth sporting house “Noonuccal”. The students re-designed the sporting motifs.
- 24 teams made the district finals in both Summer and Winter season
- 10 became district premiers
- Year 8 girls Touch Football achieved Metropolitan runners up
- Year 8 boys Basketball were Metropolitan Champions
- Year 10 Girls Volleyball were Metropolitan Champions

Rochedale Individual Performances

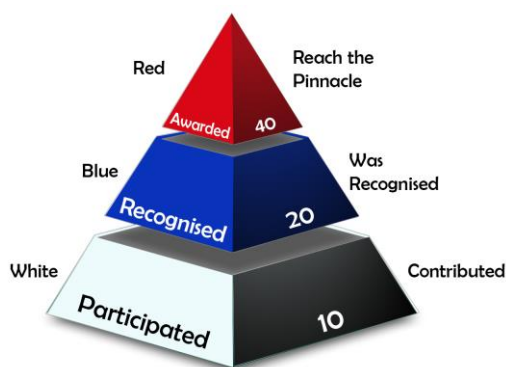
- 4 Queensland Representatives, 12 Met East Reps, 46 South District Reps

National tournaments

- **Six** teams into the All Schools Touch Tournament and **11** teams to the School Cup Volleyball tournament.

The **School Musical** spectacular had a cast of 150 students who danced and sang the hits of the 80s. This musical was staged in the round in hall. It was performed 20 years ago and there were some in the audience who remembered the original performance. Primary and alumni students joined the performance.

We commenced the **Spirit Shield** competition. Through their achievement and performance, students were awarded points for their sporting house. All aspects of the school activities were recognised. 80,000 points were recorded– a testimony to the talent in our school.



With the support of the P & C Association, the Chandler swimming complex was booked and the whole school attended the **first full school swimming carnival**.



Social Climate

Overview

Rochedale 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, behavior 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.

Parents

Teachers at this school expect my child to do his or her best – 98.9%

My child is making good progress at this school – 98.9%
 This school celebrates student achievements – 98.9%

Students

My school celebrates student achievements – 95.3%
 My teachers expect me to do my best – 94.6%
 I use computers and other technologies at my school for learning – 94.6%

Staff

Students are treated fairly at this school – 96.4%
 I am aware of occupational health and safety procedures at my school – 95.5%
 My work has a direct positive impact on the community – 95.4%

I feel confident engaging all of my students in learning at my school – 98.6%
 I feel confident in my ability to work autonomously – 97.3%
 I feel confident managing the behaviour of all of my students at my school – 97.3%

Greatest positive changes from 2016

This school encourages me to participate in school activities ↑ 8%
 My child is making good progress at this school ↑ 7%
 My child's Mathematics skills are being developed at this school ↑ 6%

Greatest positive changes from 2016

Staff are well supported at this school ↑ 15%
 This school takes staff opinions seriously ↑ 13%
 This school gives me opportunities to do interesting things ↑ 7%

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	91%	94%	98%
this is a good school (S2035)	91%	96%	96%
their child likes being at this school* (S2001)	85%	96%	94%
their child feels safe at this school* (S2002)	94%	100%	97%
their child's learning needs are being met at this school* (S2003)	85%	93%	98%
their child is making good progress at this school* (S2004)	91%	92%	99%
teachers at this school expect their child to do his or her best* (S2005)	91%	99%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	95%	89%
teachers at this school motivate their child to learn* (S2007)	85%	92%	95%
teachers at this school treat students fairly* (S2008)	82%	88%	85%
they can talk to their child's teachers about their concerns* (S2009)	85%	94%	90%
this school works with them to support their child's learning* (S2010)	79%	92%	92%
this school takes parents' opinions seriously* (S2011)	86%	89%	84%
student behaviour is well managed at this school* (S2012)	87%	92%	90%
this school looks for ways to improve* (S2013)	91%	96%	97%
this school is well maintained* (S2014)	91%	98%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	99%	94%
they like being at their school* (S2036)	89%	98%	83%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they feel safe at their school* (S2037)	94%	97%	94%
their teachers motivate them to learn* (S2038)	94%	97%	86%
their teachers expect them to do their best* (S2039)	97%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	90%	93%	88%
teachers treat students fairly at their school* (S2041)	76%	82%	75%
they can talk to their teachers about their concerns* (S2042)	74%	80%	68%
their school takes students' opinions seriously* (S2043)	75%	87%	74%
student behaviour is well managed at their school* (S2044)	84%	86%	73%
their school looks for ways to improve* (S2045)	89%	98%	84%
their school is well maintained* (S2046)	87%	94%	88%
their school gives them opportunities to do interesting things* (S2047)	93%	97%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	86%	90%
they feel that their school is a safe place in which to work (S2070)	97%	96%	91%
they receive useful feedback about their work at their school (S2071)	89%	77%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	78%	74%
students are encouraged to do their best at their school (S2072)	97%	95%	94%
students are treated fairly at their school (S2073)	97%	95%	96%
student behaviour is well managed at their school (S2074)	99%	99%	90%
staff are well supported at their school (S2075)	94%	64%	78%
their school takes staff opinions seriously (S2076)	92%	62%	75%
their school looks for ways to improve (S2077)	97%	92%	90%
their school is well maintained (S2078)	90%	95%	94%
their school gives them opportunities to do interesting things (S2079)	92%	79%	85%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The P & C Association team has worked tirelessly to refine the canteen and uniform processes. The clever sourcing of new suppliers has resulted in cheaper items for our families and generated a generous profit for the school. Their creation of a uniform shop was innovative and their support in devising a traffic management plan has been helpful. Unwavering support for families and students has made our school a better place.

In 2017, the P&C contributed \$87 883 via the school's global budget, completing the gym project (\$11 000), supporting school events such as the musical, refreshments for staff and volunteers involved with the swimming carnival, STEM night, Year 6 orientation day and working bees to improve the school grounds. In addition the P&C purchased new blazers for use with our School Leaders at events throughout the year (\$6 4000) and provided the gift for our Year 12 students upon their graduation.

The first Mother and Father's Day stalls was very popular with the students and parents.

The online ordering for uniforms has been implemented and welcomed by our school community.

The P. & C. organised a mobile tuckshop for sports day.

The P&C projects included working bees, an upgrade to the Uniform Shop and the canteen improvements. Successful grant submissions for 2017/2018 have been in excess of \$35 000.

Strong parent support was evident for all school events throughout the year. Popular events included the four Awards Nights and the Senior Graduation.

Parents appreciate the timely and prompt responses from teaching staff and email communication is popular.



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	2015	2016	2017
Short Suspensions – 1 to 10 days	101	119	152
Long Suspensions – 11 to 20 days	5	2	5
Exclusions	6	8	6
Cancellations of Enrolment	8	5	6

Environmental Footprint

Reducing the school's environmental footprint

Rochedale State High School has continued the following during 2017 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
- Use of bore to reduce town water consumption on main oval and farm
- Mulching of gardens and extensive landscaping of school grounds

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	443,780	1,373
2015-2016	461,969	2,299
2016-2017	492,464	2,597

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	109	45	<5
Full-time Equivalents	103	33	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	12
Graduate Diploma etc.**	40
Bachelor degree	120

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	1
Certificate	11

*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 2017 were \$50000.

The major professional development initiatives are as follows:

Curriculum

- Leading the Australian Curriculum
- Making Literacy Visible
- Introduction to ATAR
- Preparation for new senior syllabus
- Tertiary Admission
- Hawker Brownlow – “Thinking and Learning”
- STEM – extending the gifted student, drones, CyberStem
- BYOD – blended approach to teaching
- i-Educate
- Understanding Autism

Wellbeing:

- Social Emotional Intelligence
- Positive Schools
- Rock and water
- Youth and Mental Health
- Body Esteem Education Training

Building Teacher Capacity

- Tough Conversations
- Classroom profiling

This professional development was supplemented by teacher led forums, workshops and learning lounges before and after school and during staff meetings.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	89%	88%

*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 2017 for all Queensland Secondary schools was 90%.

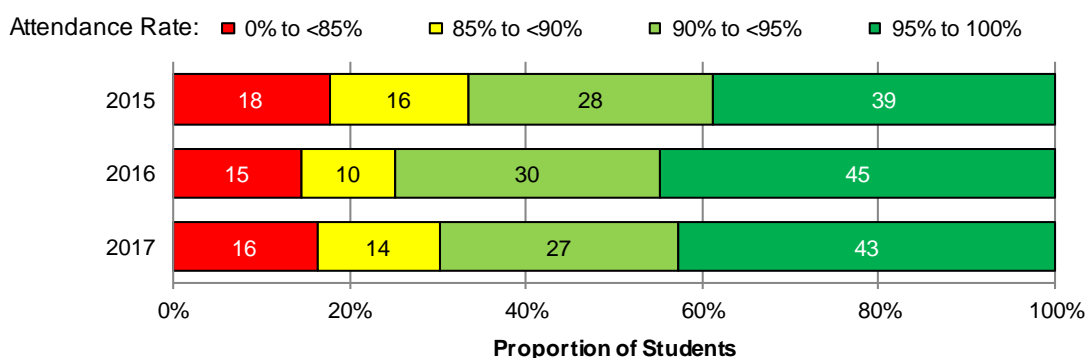
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	91%	90%	90%	91%	91%
2016								93%	92%	90%	91%	93%	91%
2017								93%	92%	91%	90%	92%	91%

*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 DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools.

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. When a student has many absences, the Education Queensland procedure of "Letters of Absences" commences. The school employed a Youth Support 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. A Case Management Action Group (CMAG) meets once per term to discuss intervention and support strategies for high level and ongoing cases of non-attendance. Attendance below 85% is tracked weekly.

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

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Suburb, town or postcode

Sector:

Government

Non-government

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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	2015	2016	2017
Number of students receiving a Senior Statement	173	194	206
Number of students awarded a Queensland Certificate of Individual Achievement.	1	6	0
Number of students receiving an Overall Position (OP)	87	72	94
Percentage of Indigenous students receiving an Overall Position (OP)	33%	38%	43%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	13	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	103	143	117
Number of students awarded an Australian Qualification Framework Certificate II or above.	68	108	93
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	168	188	206
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	71%	71%	77%
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.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	97%	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
2015	9	24	29	22	3
2016	9	22	20	18	3
2017	16	27	29	21	1

As at 14th February 2018. 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
2015	53	52	18
2016	97	104	10
2017	75	81	23

As at 14th February 2018. The above values exclude VISA students.

VET

VET at Rochedale SHS offers senior students a range of different pathways to enable them to achieve nationally recognised qualification while undertaking their senior studies. It also supports RSHS students' transitions to employment, vocational and higher education pathways.				
RSHS Offerings	Outside RTO Partners	TAFE	SATs	Community Partners
Cert II Rural Operations Cert II Information, Digital Media & Technology Cert I Construction Cert I Manufacturing Pathways Cert II Manufacturing Technology Cert II Engineering Pathways	Cert II Hospitality (Smart Skills) Cert III Business (Binnacle Training) Cert III Fitness (Cert II Sport & Rec- Binnacle Training) Cert II- IV Music(Jazz Music Institute) Cert II Health Strategix Cert II Sampling & Measurement (FS Alliance) Cert II Logistics and Warehousing (FS Alliance)	Campuses of TAFE Brisbane offer a wide range of courses for school students, including many Cert II courses that attract VETIS funding and are therefore fee-free. It also offers many Cert III courses at significantly reduced costs for school students. Some are: Cert III Beauty Services; Cert III Early Childhood Education; Cert III Hospitality; Cert III Accounts Admin; Cert III Events/Tourism; Cert III Health Services; Cert IV Justice Studies	Industries include: Hospitality Retail Plumbing Carpentry Applications available through the ILO	SCIPS Formula Student Hutchinson Builders Griffith University Smart Skills FS Alliance Strategix
ENRICHMENT OPPORTUNITIES for VET students at RSHS				
<ul style="list-style-type: none"> • Work experience opportunities • Careers & Employment Expo • Tertiary Options Guest Speakers • TAFE Trade Taster Days • Access to RSHS gym facilities • Industry Days 		<ul style="list-style-type: none"> • Structured Work placement Opportunities • Excursions such as Truck Show • Formula program • Organising a range of school based activities • RNA Show - agricultural team 		

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	83%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	73%	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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.



The report will be available at:

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

Early leaver's 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

Rochedale State High school will maintain a sharp focus on its improvement agenda to ensure each student can lift their achievement, maintain their love of learning and develop good citizenship to become productive community members.