

# Sunshine Beach State High School (2108)

## Queensland State School Reporting

### 2012 School Annual Report



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## Principal's foreword

### Introduction

Our school's success stories continue to be celebrated and respected amongst the community. We continue to build on the foundations of an established school, whilst embracing innovation and growth in Teaching and Learning.

Some of our highlights of 2012 at Sunshine Beach SHS included:

- Celebration of 20 years
- Year three of Strategic Development Plans for the next four years created and supported by staff teams
- Action planning in response to Teaching & Learning Audit, review of reflections to audit
- Academic standard and high expectations strengthened in 2012
- Immersed all staff in ASOT pedagogical framework across school
- Year 12 graduates all received an OP or a Vocational Certificate and/or a QCE (unless exceptional circumstances)
- Number of students OP 1-15 steady at 75%
- With over 70 participants school-based traineeships/apprenticeships maintained partnership strength in 2012
- Successful adoption of 1:1 Laptop Program (Years 11 & 12)
- NSSCF Rollout 3 of 460 laptop devices to Senior School
- Eisteddfod and Fanfare participation results further enhance Music "School of Excellence" status
- Development and implementation of ACARA in English, Mathematics and Science
- Student Resources Scheme extended to enhance software to meet digital transition
- Continued ICT developments result in increased access for all students and digital learning relevant to 21st century learners – over 1000 devices/laptop, trolleys, Netbooks, iPads, Apple Macs, E-Learning
- Computers for Teachers – C4T and ICT Certificates awarded to almost 100% staff and 4 pedagogical licences
- Wireless connectivity to whole school
- Enhanced band width to support learning demands
- Sporting results reaffirmed high order student performances at Regional, State and National level – particularly water polo & surfing
- International Student Program numbers flourishing, approximately 55 students from abroad, and a short stay Japanese visit
- Successful partnership created for all faculties through Rotary, RSL, Lions, United Synergies
- Italian scholarships extended and International learning experiences with overseas excursion
- P&C Parent Liaison Officer proactively profiling our school within community
- Expansion of Scholarship Program across primary school sector
- Schedule Rolling Plan for refurbishment
- Strengthened partnership with feeder primary schools to support transition to Junior Secondary
- Focus on profile and marketing "the best" state school has to offer – school of "first choice"
- Responsible Behaviour Plan reviewed
- Initial planning of Junior Secondary school
- Student Council and P&C partnership alignment
- Development of P&C subcommittees for Canteen & Uniform reviews
- E-Learning and online learning extended with hardware access
- Modification of flexible learning to the Resource Centre
- Indigenous garden project extension feature at front of school
- Strengthening of staff leadership and empowerment through Collaborative Councils

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2012

2010 began the implementation of our Quadrennial Review -our Strategic Plan for the next 4 years. This plan was developed through consultation with staff, students and a small band of dedicated parent supporters.

### Future outlook

Our key imperative – high performance through teaching & learning focus – included three strategic imperatives:

- schoolwide pedagogy (ASOT);
- data informed classrooms; and
- developing performance frameworks/pedagogy.

During 2013, our school will focus on the following strategic imperatives:

- Continued implementation of our Quadrennial School Review (2010-2014) and T&L Audit Action Plan
- Improved literacy and numeracy performance across all KLAs (including NAPLAN)
- Implementation of C2C
- Depth of data informed classroom and use to create constructive feedback loops
- ASOT rollout, and deep training and application of whole school pedagogical approach
- Collaborative Councils to support growth development and ownership of school evolution
- School Curriculum Plans incorporating Literacy, Numeracy, ICT Plans, Professional Development and Whole School Performance Strategy
- Roll out of 400 more tablet devices to Years 9 & 10
- Faculty Operational Plans that align Whole School Operational Plan
- Design of sustainable timetable to meet system and student changing needs
- Maximize number of seniors receiving an OP (0-15) and/or Vocational Education and Training certification or QCE
- Further development of ICT hardware, software peripherals and integration of ICT into teaching and learning
- Strengthen partnerships with primary feeders as we develop our Year 7 Junior Secondary framework
- 24/7 access to learning
- Training and development in Restorative Practices to influence RBP
- Support teacher development of ICT certificates focussed on collaborative sharing community
- Trial of different digital learning devices as they evolve
- Substantial financial planning for ICT hardware replacement – long term sustainability
- Develop and implement facility & refurbishment long term
- Maintain/strengthen successful International Program
- Improved community participation and networks
- Enhanced links with our primary school feeders to maximize student outcomes and improve transition of key learning junctures
- Implementation of OneSchool
- Performance Framework developed and utilised
- Further bandwidth review to meet demands
- Again aim to apply/fund Trade Training Centre and playground facility and undercover area for Junior Secondary
- SMS text messaging absence
- App & email application to communicate effectively and in a timely manner with parents



## School Profile

**Coeducational or single sex**

**Coeducational**

**Year levels offered in 2012**

**Year 8 - Year 12**

### Total student enrolments for this school

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1121	595	526	90%
2011	1059	568	491	86%
2012	1049	572	477	89%

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

To service the needs of our students, we have 4 Administrators, 12 Heads of Departments, 1 HOSES, 80 teaching staff and 36 support staff. Collaborative team ensures the smooth operations of a large and dynamic organisation. The school has designed numerous line management structures, communication networks, collaborative teams and working parties to maximise teacher & support staff leadership.

### Characteristics of the student body

Our student body is characterised by students from a range of socio-economic demographics. The majority of our students live within a 15/20 km radius and are supported by a well serviced bus transport system.

Our school supports 2.67% English as a Second Language and 2.14% identified Indigenous students. Also, within this favourable northern Sunshine Coast beach location and destination, we support an array of students from international and interstate origin.

We offer an International Student Program that is comprised of about 47 students who study with us from 3 months to 2 years. They are from destinations such as Germany, Italy, Sweden, Brazil, Chile, Japan and Taiwan. This international composition generates an extension of learning academically, culturally and socially for our whole learning community.

We have a Student Services centre that incorporates "Learning Support" student needs, School Nurse, Chaplain, Indigenous Liaison Officer and Behaviour Management specialists and community partnerships. This faculty extends also to support 12 Student Managers.

Further, we host a Special Learning Centre that provides for the needs of approximately 50 Special Education students, those who are intellectually and physically impaired. The Centre provides specialist staff and facilities to extend learning opportunities for these children.

In 2012, our key strategic priorities focussed on students:

- commitment to school Vision and Values
- alignment of curriculum with system and school priorities
- improved performance for all students
- "Every Day Counts" focus
- enhancing digital 21<sup>st</sup> century learning
- wellbeing through quality support services
- high quality utilisation of resources and improved sustainability
- high quality communication networks and systems with students, staff, parents and community
- celebrating our success with our community
- continue to maintain multiple pathways and diverse learning experiences.

### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 4 – Year 10	23	25	23
Year 11 – Year 12	13	19	20

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	115	88	82
Long Suspensions - 6 to 20 days	12	10	14
Exclusions	3	4	7
Cancellations of Enrolment	2	0	1

## Curriculum offerings

### Our distinctive curriculum offerings

As identified throughout the website, our Junior Secondary Learning (Year 8 & 9) is based upon the C2C & QCARF - Queensland Curriculum, Assessment & Reporting Framework. It features:

- guidelines as indicated by Queensland Studies Authority (QSA)/& ACARA
- development of thinking skills and self-directed learning
- a timetable based on 6 subjects per semester – with English, Mathematics, Science, Social Science & HPE as core
- the integration of information communication technologies
- delayed specialisation and experiential learning.

Our Senior Phase of Learning begins in Semester 2 of Year 10 with the development of learning in senior preparatory courses of study. Our studies include a diverse range of Authority and Non-Authority subjects. We aim to embrace the needs of OP eligible and non-OP eligible students, along with transition to workforce, TAFE courses and Certificate level courses (Certificate I – III on-line virtual programs).

In the Senior Phase, we provide numerous learning opportunities for students to research and establish goals that are relevant to their chosen pathways. Set Plan interviews, Guidance Officer interviews, Subject Evenings, Specialist talks, One to one goal setting and mentor groups aim to make the transition to the Senior Phase of learning relevant to individual Senior students.

Our school offers many Authority and non-Authority registered subjects. We offer a large cross-section of Certificate courses e.g. Certificate III Children's Services, Certificate II Retail (on-line), Certificate II & III Visual Arts, Certificate II Hospitality, Certificate III Aged Care, Certificate III Education Support, Fashion Studies and further, specialist Authority subjects in Music Extension, Excellence in Surfing, and Italian.

To provide relevant and "real" learning experiences to our student population, we have evolved a student and staff services structure that "cares" for the individual. Our Responsible Behaviour Plan focuses on responsibility and ownership of behaviours. We embrace clear and frequent communication to support productive outcomes for students. A "no blame" culture and restorative practices support the development of life-long skills for students.

We create a number of programs across our school community that assist in the development of the whole "individual" e.g. Rock & Water, Shine, Big Wednesday.

Further to support the growth of the 21st Century learner and worker, we have an International Program that promotes an understanding and appreciation of other cultures. This International Program not only strengthens students' awareness and empathy, it also contributes to the further internationalisation of our workforce, and an acceptance of the global economy.

## Extra curricula activities

- Our school features one of the strongest music programs on the Sunshine Coast that embraces Choir, Stage & Concert Bands, Percussion Ensembles, String Orchestra.
- A strong and well represented Student Council structure enables "voices" of student population.
- Learning community provides a cross-section of flexible opportunities - accelerated programs including University Headstart, extension programs, debating, youth speaks, creative writing, performance – dance/cheerleading, traineeships, apprenticeships' mentoring, Indigenous program.
- Our students participate in a wide array of sports – including Water Polo, Royal Lifesaving, Rowing, Rugby Union, Netball, Athletics, Surfing and AFL Football.
- To extend the learning potential and support of our senior students, we offer numerous after-school tutorial sessions: Study Club, Maths, English, Humanities, Art, Drama, Physics, Chemistry, Marine Studies & Biology.

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

A quickly evolving feature of our curriculum delivery is the integration of ICTs in the day to day teaching and learning program. All teachers have their own laptop. There is an extensive program of professional development and learning to enhance student outcomes. Our school is very keen to apply these digital skills to support our students in the global economy, whilst embracing 21<sup>st</sup> Century learning and working skills. We have a wireless network throughout the whole school.

Also the school is continually extending the suite of new software packages and learning centres to extend the education process. Data projectors, trials of Apple Macs, Netbooks & iPod Touches, ICT peripherals and virtual classroom access are enabling our students to embrace 21st Century styles of learning. Over the next 3 months, our hardware population will grow to 1000 devices, along with necessary connectivity and 1:1 personal learning for students from Year 9 to Year 12

## Social climate

Sunshine Beach State High School has a strong focus on student welfare. The school invests in 12 Student Managers (key mentors/teacher leaders) who assist students to reach their potential. Further, there is a network of mentors, School Nurse, Chaplain, Learning Support teacher, Indigenous Liaison Officer and P&C Liaison Officer. This creates a network to ensure we focus on our school vision to provide a "supportive" school environment. This supportive focus is reflected in parental satisfaction in the 2012 School Opinion Survey where parents rated the school above other schools.

## Parent, student and staff satisfaction with the school

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

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
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*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
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*	100.0%
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*	100.0%
this school takes parents' opinions seriously*	88.9%
student behaviour is well managed at this school*	77.8%
this school looks for ways to improve*	88.9%
this school is well maintained*	88.9%

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	87.5%
they like being at their school*	91.5%
they feel safe at their school*	91.3%
their teachers motivate them to learn*	85.7%
their teachers expect them to do their best*	97.1%
their teachers provide them with useful feedback about their school work*	84.9%
teachers treat students fairly at their school*	75.7%
they can talk to their teachers about their concerns*	74.3%
their school takes students' opinions seriously*	78.6%
student behaviour is well managed at their school*	74.5%
their school looks for ways to improve*	86.7%
their school is well maintained*	88.3%
their school gives them opportunities to do interesting things*	90.6%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	79.6%
with the individual staff morale items	95.5%

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

<sup>#</sup> 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.

# Our school at a glance

## Involving parents in their child's education

As can be seen on our website, we have a P&C Committee of dedicated volunteers. This P&C employs personnel who operate our Canteen, and a Parent Liaison Officer. The P&C Committee meets on a monthly basis and provides opportunities for discussion and the presentation of monthly reports. The P&C works closely with staff and students to ensure a true and valued partnership.

## Reducing the school's environmental footprint

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

Over the past three years, Sunshine Beach SHS has recognised the shift in energy supply to renewable sources and has taken advantage of the Solar & Energy Efficient Programs & the National Solar Schools Program in an effort to reduce energy consumption. Combined, these programs has seen the installation of solar panels in the Commerce building, in-line flow devices on taps, upgrade of urinal systems, 5 x water tanks and energy efficient lighting (28 watt lamps) throughout the school. Continued upgrades to infrastructure and encouraging behaviour change will assist in improvement to the school's energy management.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	318,305	5,851
2010-2011	385,024	6,686
2011-2012	406,144	14,092

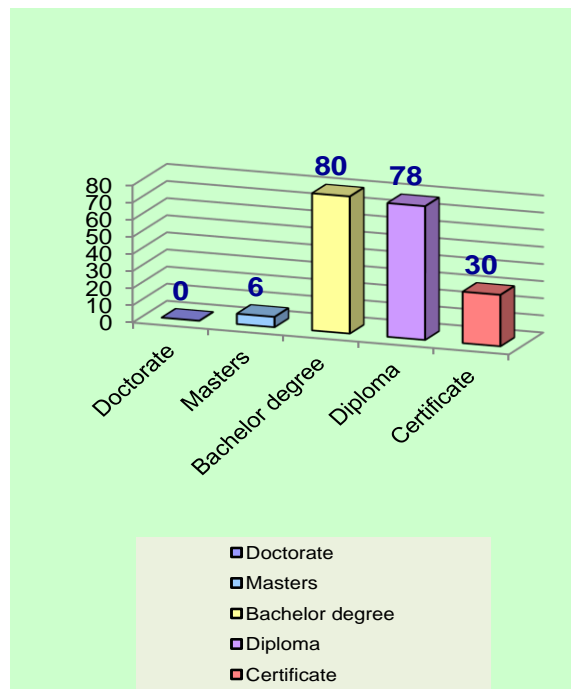
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	88	37	<5
Full-time equivalents	80.9	28.9	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	80
Diploma	78
Certificate	30



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$62,500.

Lifelong learning and professional networking is vital for the growth of our human resources. Our investment to PD not only extends externally to the school, but also to a strong network of learning/sharing within the school.

Some examples of major professional development initiatives are as follows:

- ACARA
- ACARA – Health Safety : Risk Assessment
- ACARA / C2C Science Review
- ACARA: HPE
- Adolescents – Continuing education and reintegration to school throughout cancer experience
- ASOT Regional Conference
- ASOT Training



## Our staff profile

- ASOT Training for Leaders
- Aspirants PD
- Asthma First Aide Training
- Attachment Disorder
- BEAQ Annual Conference
- Beginning Teacher's Day
- Business Enterprise Day
- C2C English
- Cert 2 In Aquatic Rescue – Proficiency Upgrade
- Cert III Children's Services Moderating Meeting
- Cert III Children's Services Moderation
- Child Protection is Everybody's Business
- CPR Update
- Creating on iPad - Literacy
- Cross Cultural International Presentation
- Cup Cake Workshop
- Data Project
- Digital Master Class
- Digital Pedagogy Licence Facilitator Training
- DPL Completion
- eLearning Explorations – Teachers and Teacher Aides
- eLearning Get Together
- eLearning Innovations Expo
- eLearning Team Skill Development
- Embedded Formative Assessment
- English HOD Meeting
- Enhancing Teacher Practice – Teaching and Learning with an iPad
- Essential Skills for Classroom Management
- ETAQ Seminar
- First Aid
- GO Network Meeting
- GO Professional Networking Day
- Hearing Loss Seminar
- HOD Network Meeting – English, Maths, Science
- Homestay Co-ordinators Workshop
- International Student Programs 2012 Conference
- iPad 201: Practical use in the classroom
- IPT - Assessment
- ISP Conference
- Learning & Well Being Seminar
- Learning Architecture Program
- LSTAQ Workshop
- Master Class Sexuality
- Meeting with Geography SEO
- Mental Health & Wellbeing of Young People Seminar
- Middle Years of Schooling: Travelling Scholar Workshop
- Moderation Meetings
- NAPLAN- Targeted Intervention
- One School
- Pathways to Resilience Trust
- PE Assessment Workshop
- Pre-Retirement Seminar
- Q Comp workshop
- QCATs
- QSA Annual Conference
- QSA Monitoring
- QSA Panel Training
- QSA Visual Art Workshop
- QTAC Conference – Field Work Day
- Reading & The Brain Using Neuroscience to Enhance Literacy
- Rehabilitation Training Networking
- Restorative Conference Training
- Restorative Practices
- Schools Officer Network Meeting
- Schools Officer Networking Day
- Schools Officers Conference
- Science Conference
- Secondary Literacy in the Australian Curriculum
- Sexuality Education & Disability Seminar
- SFD - Literacy Focus
- SFD – Career Education

## Our staff profile

- SFD – ICT
- State Panel Chair & District Review Panel Chair Training
- Study Tours Network Meeting
- Sunshine Coast TAFE Forum
- Supporting the National Training System
- TI Inspire Graphics Calculator workshop
- USC Careers Advisor Day
- VET in Schools Forum
- VET in schools Forum
- VET Summit
- VET Validation and Industry Consultation Day
- Webinar
- Windows 7 Workshop
- Working with Young People – self harm / injury behaviour
- Workshop – New Teacher Aide EB Agreement
- Writing of New Music Syllabus Focus Group - QSA
- Year 12 Moderation
- Year Co-ordinator PD

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

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders	96.4%	96.2%	95.7%

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

From the end of the previous school year, 98.8% 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

In '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).	86%	90%	91%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

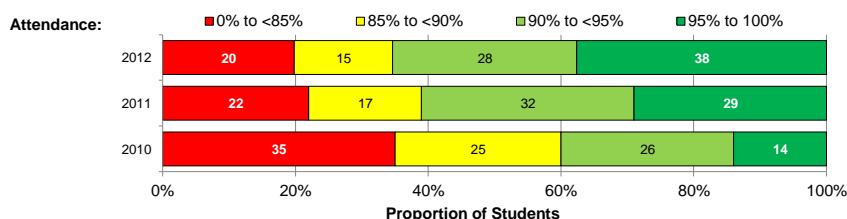
### Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	87%	85%	85%	85%
2011	93%	89%	89%	89%	89%
2012	93%	92%	90%	90%	90%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

This shows the proportion 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.

Our rolls are marked digitally every lesson. The information is collated and anomalies identified. When more than 3 unexplained absences, a phone call home happens. After 5 days, a Student Manager meeting is arranged. Absences beyond 5 days are managed by the Administration team through interviews with students and parents.

We have a text messaging service to parents regarding absences.

If students are away for extended periods of illness or relevant alternate programs/sport, Student Managers and students may coordinate work to be collected or emailed to home.

Every effort is made to encourage students and parents to recognise the belief that "Every Day Counts".

### 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. You will then be taken to the *My School* website with the following 'Find a school' text box.

# Performance of our students

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

In 'Search by school name', type in the name of the school whose NAPLAN results 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 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

The indigenous retention average for Years 8-12 was 78% in 2012. The student attendance rate difference between indigenous and non-indigenous students has reduced to 87.2% indigenous and 90.9% non-indigenous.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	85%	85%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	180	203	189
Number of students awarded a Queensland Certificate Individual Achievement.	1	5	4
Number of students receiving an Overall Position (OP).	92	86	61
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	35	35
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	147	166	181
Number of students awarded an Australian Qualification Framework Certificate II or above.	103	127	132
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	157	192	183
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.	68%	71%	75%
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%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	97%	93%

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

# Performance of our 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	9	23	31	24	5
2011	6	20	35	24	1
2012	6	20	20	14	1

As at 2 May 2013. The above values exclude VISA 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	105	83	37
2011	125	115	51
2012	173	112	51

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

We have a number of Certificate I courses including IT, Engineering, Furnishings, Retail & Work Readiness.

## 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.

Analysis of the data regarding early leavers predominantly identifies that intrastate, interstate and overseas destinations are favoured, perhaps as a result of demographics and tourist related industry.