

# Robina State High School

## Queensland State School Reporting

### 2013 School Annual Report



Postal address PO Box 476 Robina 4226

Phone (07) 5562 3444

Fax (07) 5562 3400

Email [the.principal@robinashs.eq.edu.au](mailto:the.principal@robinashs.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 Julie Warwick, Principal

## Principal's foreword

### Introduction

Robina State High School is located in the thriving business and medical precinct of Robina in Queensland's Gold Coast. The school opened in 1996 and has had a very proud tradition of quality curriculum programs and student successes. We are a learner-centred community. Our purpose is to provide high quality learning and skilling that develops the 21<sup>st</sup> century fluencies of each and every student.

To this end, we strive to create an enabling environment in which all students can realize their full potential as global, digital citizens. Our four pillars for success are focused on uniqueness, excellence, standards and community.

This report details a sample of achievements and results from Robina State High School in 2013. It was an extremely positive year with much to be proud of. As a school committed to excellence and continuous improvement, we welcome all data presented in the report as a catalyst for ongoing reflection, discussion and futures-planning.

### School progress towards its goals in 2013

Our priorities for 2013 were well advanced with our explicit improvement agenda focused on knowing learners, reading and the creation of a positive and respectful environment.

- The school underwent a major review which provided us with the opportunity to analyse and review our performance and identify our priorities and plans for the future. A "Strategic Plan" was collaboratively developed which detailed our vision and aspirations along with our strategic direction for the 2014-2018 cycle.
- We developed a research-validated whole school pedagogical framework that outlined processes for professional learning and instructional leadership to support whole-school practices.
- We delivered a structured Professional Learning program for staff with a focus on the explicit teaching of literacy and purposeful use of data and differentiation practices.
- We successfully implemented processes to support capacity development and feedback loops. This included implementing a classroom walkthrough program to support collegial feedback and the monitoring of literacy practices.
- We developed and implemented an effective Junior Secondary model.
- We continued to implement the Australian Curriculum
- We continued to reflect and build on our quality signature programs and International focus.
- We continued to embrace School-wide Positive Behaviour Support philosophy and practice which was reflected in a new "Responsible Behaviour Plan for Students" and a whole-school approach to behaviour support.

# Queensland State School Reporting

## 2013 School Annual Report



Our progress as a school was validated by our outcomes data and feedback received through external audits and reviews, including significant positive feedback from a full school "Teaching and Learning Audit" undertaken in May, 2013.

### Commendations:

- The explicit improvement agenda focused on knowing learners, reading and the creation of a positive and respectful environment provides clear direction for 2013
- The explicit improvement agenda has been successfully communicated to students, staff members and parents and is articulated in the Annual Implementation Plan (AIP) and Faculty Action Plans.
- The support provided to students of Robina SHS from the full range of support services staff.
- The significant work done by Heads of Department (HOD) and teachers to implement the Australian Curriculum guided by Curriculum into the Classroom (C2C) resources and sound professional judgement.
- The strong collegial culture that exists amongst staff members at Robina SHS.
- The design and implementation of the Kingfisher and signature programs in Japanese Immersion, baseball, futsal, and golf is providing a challenging learning environment for students.
- The leadership shown by the literacy team in skilling and supporting staff members to embed explicit reading strategies into teachers' practice in the context of their subject area.

### Affirmations:

- The School Wide Positive Behaviour Support approach that has been implemented over time ensures that being respectful, responsible and ready to learn has been established in school culture.
- The data analysis occurring at a whole school level with respect to NAPLAN, TORCH, senior data, Level of Achievement, attendance and behaviour data to inform differentiation.
- The work being done in the Green Heart Cluster in preparation for Junior Secondary.
- The strategic re-deployment of resources to align with the explicit improvement agenda, with a strong focus on teaching and learning.
- The work commenced by the executive team in walkthroughs and providing feedback to teachers on the implementation of reading strategies.
- Most classes in Years 8 -10 are streamed. Teachers are differentiating using a variety of techniques and differentiation is a focus of professional development in the school.
- Teachers have implemented C2C units in English, mathematics, science and history.

### Future outlook



# Queensland State School Reporting

## 2013 School Annual Report



The future looks bright for Robina State High School with the necessary preconditions in place to drive ongoing success and improvement. In 2014, we will:

1. Continue to Implement the Australian Curriculum with C2C as a supporting resource.
2. Continue to implement actions to improve reading, numeracy, writing and Science. This will be significantly enhanced with our "Great Results" strategy.
3. Implement processes to celebrate and recognize staff achievement.
4. Further enhance our distinctive programs and introduce a Sports Development Academy.
5. Plan for the retention, attainment and transition of students through strategic partnerships, school-based programs and engagement with the "Learning and Wellbeing Framework" and "Parent and Community Engagement Framework".
6. Implement our Junior Secondary plan and effectively deliver a model to support Year 7s and 8s joining our school community in 2015. At the core of this, will be our community and local cluster partnerships.
7. Create a service culture amongst students.
8. Continue to Tier 2 status as a School-wide Positive Behaviour Support school
9. Develop a marketing strategy which will include engagement with new technologies such as Facebook and Twitter.
10. Deliver a strong personalized learning focus through embedded data processes and goal setting mechanisms for students.
11. Provide all students with learning through the use of emerging technologies including access to virtual classrooms and a Bring Your Own Device program.
12. Continue to deliver a strong professional learning program for staff supporting school priorities.



# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1267	616	651	90%
2012	1177	580	597	90%
2013	1164	555	609	89%

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

## Characteristics of the student body:

Robina State High School has a diverse clientele. In 2013, our enrolments reflected over 35 different cultural backgrounds with 44 students identifying as Aboriginal or Torres Strait Islander. We have a strong International focus supported by the enrolment of many International students and the hosting of various exchanges and study tours. We recognize and celebrate our diverse community at events such as Harmony Day each year. Our families represent a range of diverse occupations. Geographically, Robina State High School draws from both sides of the M1 Motorway, up into the Gold Coast hinterland including the Springbrook community and across a range of Gold Coast suburbs. Many students travel from quite a distance to access our unique specialist programs. Our curriculum and activities aim to respond to this rich and diverse clientele.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	24	23
Year 11 – Year 12	19	19	19

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	285	290	240
Long Suspensions - 6 to 20 days	40	18	30
Exclusions	11	18	14
Cancellations of Enrolment	22	23	13

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Robina State High School's size allows us to offer an extensive range of curriculum offerings and extra curricular activities whilst, at the same time, maintaining a family-oriented supportive feel. We offer a unique range of programs to personalize learning for students and target specific interests and abilities.

- We offer the only secondary **Japanese Immersion program** in Australia.
- **Golf Excellence Program.** This is supported with a resident professional and specialist high-performance staff. Golfers are regularly skills tested using industry leading equipment S.A.M. Putt Lab and TrackMan Launch Monitor. Robina State High School has a purposely built golf practice facility featuring two pitching greens, greenside and fairway bunkers and three "target greens" on a 300m driving range.
- **Baseball Excellence Program.** At Robina High we have a proud tradition of producing some outstanding baseball players that have gone on to play in major baseball leagues around the world including the United States, Japan and Europe. We have purpose built facilities to support the program.
- **Futsal /Soccer Academy.** The futsal/soccer academy aims to provide students with the unparalleled opportunities to develop their football and futsal ability to the 'elite' level.
- **League for Life program .**The program runs in Years 8 and 9 and students work with Robina SHS staff, key personnel and players from the Titans and the Gold Coast ARL development officers. Griffith University is assisting in monitoring the program.
- **The Kingfisher Program** aims to mentor students with talents in sporting, cultural, civic and/or academic pursuits by providing an environment where students are given opportunities to enrich their abilities.
- Accredited **International Program.** We host International students from around the globe along with regular study tours and exchanges. This compliments our focus on global minded-ness and internationalism.
- We have a qualified **Gifted mentor** who coordinates acceleration and extension opportunities for identified students
- **Academic Extension classes** in a range of subjects and also for students from local primary schools in the Greenheart Cluster.
- **Early entry University** programs coordinated by our Senior Schooling Head of Department.
- In 2013, we offered nearly 30 Authority subjects in Years 11/12 with opportunities for enrolment in University subjects. We offer both English and Music Extension at Senior level along with Dance and Drama with Philosophy and Reason being added to our suite of subjects in 2014. We offered nearly 30 subjects and courses for students with a more vocational focus. Some of our unique Certificate programs included: Cert III in Media, Cert III in Fitness, Cert III in Children's Services, Cert III in Business Administration, Cert III in Allied Health Assistance. Students also have opportunities to enrol in a school-based Apprenticeship or Traineeship.
- We offer a **flexible school week** for Senior students with a range of options including tutorials able to be accessed on a Friday.
- Our academic focus is supported with a **Homework Club** and a range of **tutorials** available for students.



## Extra curricula activities

We offer a quality Instrumental Music program- String Ensemble, Concert Band, Stage Band. We continued to enjoy Eisteddfod participation and success in 2013. There are a host of other opportunities for performance within the school and the Robina community.

- Our Leo's Club is one of the biggest in Queensland characterized by regular community and charity work
- We have an active Student Council with active participation and representation at all year levels.
- Junior and Senior school dance troupes with regular Eisteddfod success.
- We host a range of student showcase activities- Dramafest, Dance Night, Acoustic Night, Extension Music Showcase , Talent Quest to name a few.
- We coordinate a range of student leadership activities and events including YLead, Altitude Day, GU Business Ambassadors
- Indigenous support activities including Black and Deadly program.
- Our support staff including the school nurse, chaplain and school-based police officer all co-ordinate lunchtime activities and support programs for students.
- Celebration assemblies and activities including Harmony Day
- League for Life Auction Night
- We participate actively in an Inter-school sports programs with regular success across a range of sports including Soccer, Rugby league, Basketball, Touch football, Volleyball, AFL and Netball.
- We offer a second-to-none recreational sport program with more than 20 options each season including dragon boating, ice-skating, beach fitness, zumba, yoga, Art appreciation and drama.

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

Robina SHS has a 1:1 student to computer ratio in Years 9 to 12. We offer an array of laptops and specialised desktop equipment based on curriculum needs. We have audio/visual capability in all viable teaching spaces to complement the use of CFT computers by all teaching staff and high density wireless is available throughout the school in all teaching areas and student spaces.

In 2014, the school will upgrade the existing network switching infrastructure to 1Gbps throughout the school to ensure data transfer rates are maximized.

All technology resources are utilized to complement student learning. Students use a range of technologies in all curriculum areas to gain the maximum benefit from these resources.

In early 2014, all staff will undertake significant training in the use of Virtual Classrooms providing them with the tools to be able to ensure students have access to the curriculum anytime/anywhere.

The school actively encourages students to bring their own device to further enhance their learning by incorporating the technology they own into their studies.

The school uses an array of strategies and tools to support student learning and engagement including:

- \* The use of Virtual Classrooms for students to access material online from anywhere
- \* The option for students to bring their own device to utilize the schools Internet/wireless infrastructure throughout their studies
- \* The use of Adobe Master Collection through Business and the Arts as industry standard for multimedia creation and digital art.
- \* The use of Archicad and Pro Engineer for Graphic Design and Architecture
- \* The use of Sibelius, Pro tools, Premier and Garage Band for composition of music, recording and editing on both computers and iPads
- \* The use of IPAD's throughout faculty areas with particular focus on use in SEU and Languages to utilize specialised Apps
- \* Specialised technology in Science with the use of digital microscopes and data loggers
- \* Engaging with the C2C resources in Maths, Science, English and History that include an array of 21<sup>st</sup> century resources and tool's to engage our learners
- \* The use of educational gaming to engage students and enhance their learning opportunities in SOSE
- \* The use of Premier and Final Cut Pro for Film and Television and Drama
- \* The use of MYOB in Accounting
- \* The use of Foodworks in Lifestyles
- \* One Note is used heavily in Science and HPE
- \* Adobe Flash, Scratch, Game maker, Dreamweaver, Access for programming including online game development and database development

# Our school at a glance

## Social climate

In 2013, Robina State High School continued to embrace the School-wide Positive Behaviour Support philosophy where “Respectful, Responsible, and Ready to Learn” behaviours are expected in all school settings and explicitly taught in our classes. This has translated to notable improvements across the school as reflected in a noted decrease in school disciplinary absences. Visitors to our school comment on the positive tone of the school- its family feel and orderly classrooms. Our mantra and PROMOTE values influence everything we do. The school has a strong non-tolerance for bullying as outlined in the “Responsible Behaviour Plan for Students”. There are clear school rules, a published school dress code and a range of expectations to support the right of everyone to feel safe and be able to learn.

We have a complete range of support staff who support our students and families on a day to day basis. This includes our Community Liaison Officer, Year Coordinators, Guidance Counsellor, Chaplain, School-based Youth Health nurse, school-based police officer, Industry Liaison Officer and Youth Support Worker.

## Parent, student and staff satisfaction with the school

Our 2013 satisfaction data showed continued school community satisfaction. Our parent/caregiver satisfaction levels continued to be high with the survey reflecting very high satisfaction in nearly all categories and the community’s valuing of our improvement agenda and the school’s direction.

We continue to take our community’s feedback on board and will use it to shape our improvement agenda and strategic planning for 2014 and beyond.

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

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	85%
this is a good school (S2035)	100%	92%
their child likes being at this school* (S2001)	100%	92%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	85%
their child is making good progress at this school* (S2004)	100%	92%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	92%
teachers at this school motivate their child to learn* (S2007)	100%	85%
teachers at this school treat students fairly* (S2008)	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%
this school works with them to support their child's learning* (S2010)	100%	82%
this school takes parents' opinions seriously* (S2011)	100%	82%
student behaviour is well managed at this school* (S2012)	100%	92%
this school looks for ways to improve* (S2013)	100%	83%
this school is well maintained* (S2014)	100%	92%

# Our school at a glance

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

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	94%
they like being at their school* (S2036)	94%	87%
they feel safe at their school* (S2037)	91%	91%
their teachers motivate them to learn* (S2038)	82%	82%
their teachers expect them to do their best* (S2039)	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	87%	81%
teachers treat students fairly at their school* (S2041)	80%	77%
they can talk to their teachers about their concerns* (S2042)	78%	69%
their school takes students' opinions seriously* (S2043)	82%	75%
student behaviour is well managed at their school* (S2044)	75%	68%
their school looks for ways to improve* (S2045)	91%	87%
their school is well maintained* (S2046)	83%	85%
their school gives them opportunities to do interesting things* (S2047)	88%	88%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	94%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	93%
student behaviour is well managed at their school (S2074)	79%
staff are well supported at their school (S2075)	72%
their school takes staff opinions seriously (S2076)	72%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	71%
their school gives them opportunities to do interesting things (S2079)	77%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

Parents are involved in a number of ways at Robina State High School. We encourage the active participation of all of our families. There is a Parents and Citizens' Association which meets monthly. It is a highly involved group providing quality and responsive support. In addition our network of parent volunteers is considerable supporting our signature programs in invaluable ways.

Parent-Teacher evenings are held twice yearly to discuss student progress and achievement along with various information sessions and forums.

Parents receive an electronic fortnightly newsletter and we maintain an up to date website which allows parents to know what is going on at Robina High. Our local primary schools are also provided with a School Update publication each term. Parent friendly reports in plain English are produced each term and these are mailed home. Open Mornings and Tours for new and prospective students and their parents are held regularly.

Parents have access to staff email addresses and we encourage them to contact us and talk to us about their child's progress at all times.

In 2013, the afternoon Homework Club continued as a means to support families.

The school prides itself on having a welcoming atmosphere and readily invites parents to contact the school personally, by phone or email.

## Reducing the school's environmental footprint

The school continues to monitor its environmental footprint. We will continue to review and monitor periodically.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	15,986	6,323
2011-2012	427,233	4,709
2012-2013	571,446	7,473

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

# Our staff profile

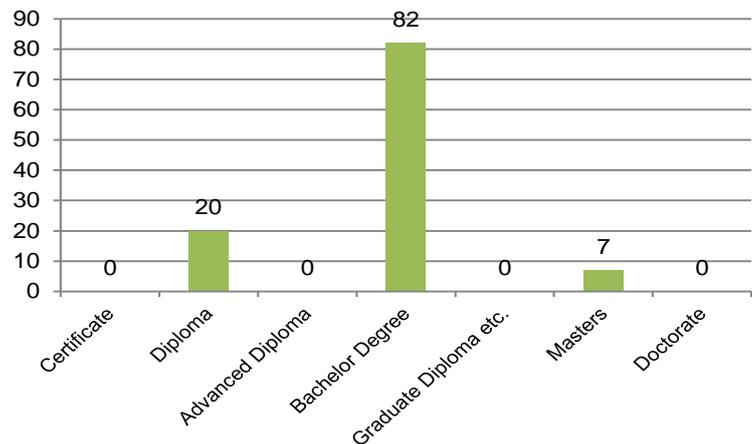
## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	92	42	<5
Full-time equivalents	84	33	<5



## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	20
Advanced Diploma	0
Bachelor Degree	82
Graduate Diploma etc.	0
Masters	7
Doctorate	0
<b>Total</b>	<b>109</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ \$17230.19 .

The major professional development initiatives are as follows:

- Whole school literacy- explicit teaching of reading
- Differentiation and engagement with data
- Junior Secondary philosophy and practices
- Instructional leadership
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

# Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

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

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

## Key student outcomes

e Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	90%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

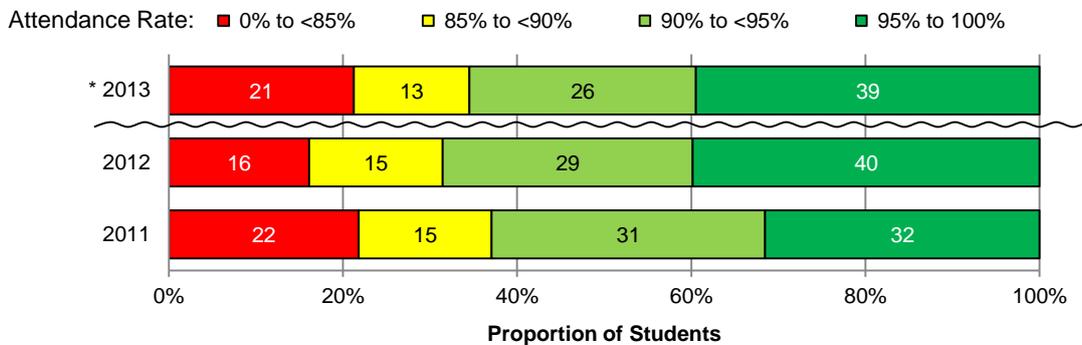
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	89%	88%	92%	91%
2012								93%	90%	90%	92%	93%
2013								93%	90%	87%	90%	92%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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.

The school closely monitors attendance with rolls taken in every lesson. The school utilizes the ID Attend software system which enables text alerts to be sent to families if a child fails to attend school. Year Heads also closely monitor attendance and liaise with parents and administration staff accordingly.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

**Find a school**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says '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

A dedicated team at Robina State High School work to support our Indigenous students. 2013 data showed some improvements however we continue to access external support and put further strategies in place to 'close the gap' between Indigenous and non-Indigenous success at school. In 2013, we had 44 students identify as Indigenous. The gap between Indigenous and non-Indigenous attendance rates was close to 5%. Our indigenous Support coordinator continued to work directly with Indigenous students to support their attendance at school. We also accessed a range of external support programs to support the engagement and aspirations of our Indigenous students. Our NAPLAN data was encouraging, indicating the school made significant progress in closing the gap between our indigenous and non-indigenous students in terms of means for all components of the test.

# Performance of our students

<b>Apparent retention rates Year 10 to Year 12</b>	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	68%	73%
<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.	243	193	171
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	117	92	71
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	45	41	35
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	186	143	121
Number of students awarded an Australian Qualification Framework Certificate II or above.	103	113	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	216	172	155
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.	79%	79%	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.	98%	95%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	91%	93%

As at 5 May 2014. The above values exclude VISA students.

## Overall Position Bands (OP)

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

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	23	27	42	21	4
2012	11	22	40	19	0
2013	7	26	22	14	2

As at 5 May 2014. 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
2011	115	55	58
2012	78	77	66
2013	53	58	56

As at 5 May 2014. The above values exclude VISA students.

# Performance of our students

---

## **Certificate 1 Courses were offered in the following areas:**

Business Administration

Hospitality

Engineering

Information Digital Media & Technology

Furnishing

Work Education

Construction

## **Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## **Early leavers information**

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

The largest proportion of Robina SHS early school leavers move with their families to other areas of Queensland where they enrol in local state schools. A number return to overseas residences. Early leavers who are not transitioning to another school are offered a range of support mechanisms prior to leaving. School support staff work closely with families to ensure a successful transition to work/further study and undertake interviews to explore all options in terms of external programs and courses available.