

Robina State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	Investigator Drive Robina 4226
Phone	(07) 5562 3444
Fax	(07) 5562 3400
Email	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 21st 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 2014. 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 2014

Our priorities for 2014 were well advanced.

Priority Areas of Development in 2014

1. Personalised learning for all students

2. Building a professional learning culture

3. High expectations for all students

- We continued to implement the Australian Curriculum with C2C as a supporting resource
- We continued to Tier 2 status as a “Positive Behaviour School” and implement processes to celebrate and recognize staff achievement.
- The school implemented a comprehensive strategy to improve reading, numeracy, writing and Science
- We further enhanced our distinctive programs and introduced a Sports Development Academy.
- We planned 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”.
- We 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 was our community and local cluster partnerships.
- We worked towards the creation of a service culture amongst students.
- Developed a marketing strategy which included engagement with new technologies such as Facebook.
- We delivered a strong personalized learning focus through embedded data processes and goal setting mechanisms for students.
- We provided all students with learning through the use of emerging technologies including access to virtual classrooms and a Bring Your Own Device program.
- We continued to deliver a strong professional learning program for staff supporting school priorities.

Future outlook

The future looks bright for Robina State High School with the necessary preconditions in place to drive ongoing success and improvement. In 2015, we will:

- Continue with the implementation and refinement of relevant/emerging curriculum areas utilizing C2C units and OneSchool planning tools
- Develop and implement the RSHS Wellbeing Framework
- Continue with the implementation of our High Expectations Policy
- Continued engagement with community outreach programs to support outcomes for students and attendance of indigenous students.
- Refined cyclical analysis of student achievement, progress and attendance data. Targeted strategies to support improvement will be implemented.
- Implement our school pedagogical framework and Professional Practice Strategy
- Implement renewed RSHS Marketing strategy with QA processes in place to support school events and activities.
- Build strong and ongoing alliances – external Certificate and Diploma providers, TAFE, SATS, alternative pathways for at-risk students.
- Ensure intensive QCE and VET data tracking across the Senior School to ensure attainment for all students. Structured support and intervention for students at risk. Academic profiles established for at-risk students, ensuring targets and timelines for feedback.
- Continue to build and expand partnerships with Universities and providers to enhance Gifted and Talented opportunities and enrich program offerings.
- Junior Secondary Reading and Literacy and Numeracy programs to be delivered.
- Appoint HoDs of Reading, Differentiation and Middle Schooling to support school priorities.

- Continued whole-school reading development strategies and support for teachers across all subject areas.
- Homework club supported for all students
- Introduction of PAT S and U2B mentoring for 7, 8 & 9
- Further develop and embed data-informed practices across the school
- Ensure that all students develop and reflect on personal learning goals in their subjects
- Offer Duke of Edinburgh scheme and World Challenge programs.
- Continue to grow Student Council and Leos club to promote school service.
- Engage with the school community to promote our BYOD program.
- Introduce new Professional Development planning, coaching and observation processes linked to the Australian Professional Standards for teachers.
- Build strength of Greenheart Cluster alliance
- Undertake audit of school's enrolment capacity and work towards an Enrolment Management Plan
- Build key partnerships with relevant groups to support school programs with a particular focus on signature programs



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1177	580	597	90%
2013	1164	555	609	89%
2014	1190	584	606	91%

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

Characteristics of the student body:

Robina State High School has a diverse clientele. In 2014, our enrolments reflected over 35 different cultural backgrounds with over 40 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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	22
Year 11 – Year 12	19	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	290	240	264
Long Suspensions - 6 to 20 days	18	30	8
Exclusions [#]	18	14	8
Cancellations of Enrolment	23	13	15

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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 Academy.** 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 Academy.** 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.
- **Football Academy.** The futsal/soccer academy aims to provide students with the unparalleled opportunities to develop their football and futsal ability to the 'elite' level.
- **Sports Academy .** This program supports talented sports people. They receive mentoring and opportunities to develop their skills through access to specialist staff and resources.
- **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 2014, 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 and Philosophy and Reason. 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 2014. 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 a vibrant 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

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

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 2015, the school will upgrade its existing wireless infrastructure to ensure the increase in network requirements for multiple BYOx devices can be catered for in the future.

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.

All staff undertook training in the use of One Note providing them with the tools to be able to ensure students have access to the curriculum anytime/anywhere.

The school transitioned to Office 365 for cloud storage of emails and calendar in Semester 1. In semester 2 the school will transition the remainder of office storage to the cloud. This will further enable seamless work between devices and further enhance the use of BYOx devices.

The school obtained licensing for the Adobe Suite which includes all students with BYOx devices being able to install Photoshop, Dreamweaver, Illustrator, Indesign and Flash free of charge.

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

- Actively promoting Education Queensland's new Microsoft software licensing enabling students the ability to install the latest Office suite free of charge
- The use of Literacy Planet to focus on students individual literacy requirements
- 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 the Adobe Suite 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 3d printers in Industrial Technology and Design
- 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 21st century resources and tool's to engage our learners
- The use of Premier and Final Cut Pro for Film and Television and Drama
- The use of MYOB in Accounting
- One Note being used in faculty areas across the school
- Adobe Flash, Game maker, Dreamweaver, Access for programming including online game development and database development

Social Climate

In 2014, 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 2014 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 2015 and beyond.

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	85%	93%
this is a good school (S2035)	100%	92%	89%
their child likes being at this school* (S2001)	100%	92%	98%
their child feels safe at this school* (S2002)	100%	100%	97%
their child's learning needs are being met at this school* (S2003)	100%	85%	86%
their child is making good progress at this school* (S2004)	100%	92%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	92%	86%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school motivate their child to learn* (S2007)	100%	85%	88%
teachers at this school treat students fairly* (S2008)	100%	92%	89%
they can talk to their child's teachers about their concerns* (S2009)	100%	92%	93%
this school works with them to support their child's learning* (S2010)	100%	82%	85%
this school takes parents' opinions seriously* (S2011)	100%	82%	88%
student behaviour is well managed at this school* (S2012)	100%	92%	73%
this school looks for ways to improve* (S2013)	100%	83%	89%
this school is well maintained* (S2014)	100%	92%	91%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	97%	94%	95%
they like being at their school* (S2036)	94%	87%	92%
they feel safe at their school* (S2037)	91%	91%	95%
their teachers motivate them to learn* (S2038)	82%	82%	85%
their teachers expect them to do their best* (S2039)	96%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	81%	86%
teachers treat students fairly at their school* (S2041)	80%	77%	82%
they can talk to their teachers about their concerns* (S2042)	78%	69%	76%
their school takes students' opinions seriously* (S2043)	82%	75%	79%
student behaviour is well managed at their school* (S2044)	75%	68%	75%
their school looks for ways to improve* (S2045)	91%	87%	91%
their school is well maintained* (S2046)	83%	85%	88%
their school gives them opportunities to do interesting things* (S2047)	88%	88%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	99%
they feel that their school is a safe place in which to work (S2070)		94%	98%
they receive useful feedback about their work at their school (S2071)		76%	90%
students are encouraged to do their best at their school (S2072)		95%	99%
students are treated fairly at their school (S2073)		93%	98%
student behaviour is well managed at their school (S2074)		79%	90%
staff are well supported at their school (S2075)		72%	84%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		72%	84%
their school looks for ways to improve (S2077)		96%	95%
their school is well maintained (S2078)		71%	84%
their school gives them opportunities to do interesting things (S2079)		77%	81%

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

'Agree' represents the 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.

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 newsletter and we maintain an up to date website which allows parents to know what is going on at Robina High. Facebook is also a popular forum for parents to be updated in real time with regards to events and celebration points. Parent friendly reports in plain English are produced each term emailed to families. 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 2014, 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. Reductions are noted in the last cycle.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	427,233	4,709
2012-2013	571,446	7,473
2013-2014	530,416	6,677

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.

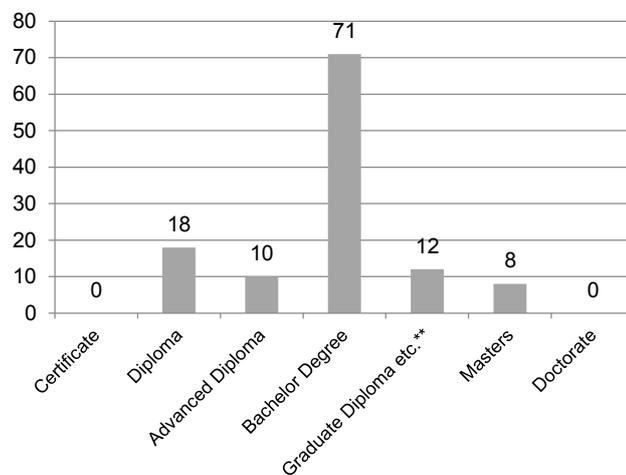
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	96	40	<5
Full-time equivalents	88	32	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	18
Advanced Diploma	10
Bachelor Degree	71
Graduate Diploma etc.**	12
Masters	8
Doctorate	0
Total	119



*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 2014 were \$47628.

The major professional development initiatives are as follows:

- Extensive literacy-related PD with a focus on reading
- IMPACT training to support school's Pedagogical Framework
- Curriculum-related PD
- Differentiation and IT workshops to support school priorities
- Mandatory training to support EQ priorities

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 98% of staff was retained by the school for the entire 2014 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 webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	89%

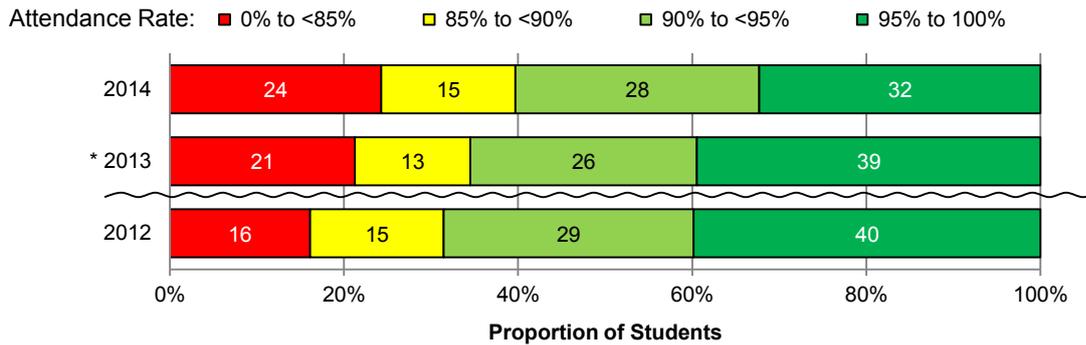
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								93%	90%	90%	92%	93%
2013								93%	90%	87%	90%	92%
2014								92%	87%	86%	91%	90%

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 after 2012 to that of previous years.

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, which outline processes for managing and recording student attendance and absenteeism.

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The school closely monitors attendance with rolls taken in very 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 worked to support our Indigenous students. 2014 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 2014, we had 49 students identify as Indigenous which represents 4.1% of our student body. The gap between Indigenous and non-indigenous attendance rates was under 5%. In most year levels, attendance rates were strong with further support required for Year 12 students. We continued to work directly with targeted 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.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	73%	81%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	193	171	186
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	92	71	84
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	41	35	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	143	121	148
Number of students awarded an Australian Qualification Framework Certificate II or above.	113	98	108
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	172	155	175
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%	77%	76%
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.	95%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	93%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	11	22	40	19	0
2013	7	26	22	14	2
2014	12	24	28	18	2

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	78	77	66
2013	53	58	56
2014	90	23	96

As at 19 February 2015. The above values exclude VISA students.

The school successfully offered a broad range of courses for students to complete. The table below summarizes all programs.

CERTIFICATE-I-IN-HOSPITALITY--SIT10213
CERTIFICATE-I-&II-IN-INFORMATION,-DIGITAL-MEDIA-&TECHNOLOGY--ICA10111-/ICA20111
CERTIFICATE-II-IN-ENGINEERING-(PATHWAYS)--MEM20413
CERTIFICATE-II-IN-FURNITURE-MAKING--MSF20309
CERTIFICATE-II-IN-HOSPITALITY--SIT20213
CERTIFICATE-II-IN-SPORT-&RECREATION--SIS20312
CERTIFICATE-II-IN-SPORT-(CAREER-ORIENTATED-PARTICIPATION)--GOLF--SIS0412
CERTIFICATE-II-IN-WORKPLACE-PRACTICES--30981QLD
CERTIFICATE-III-IN-HEALTH-SERVICES-ASSISTANCE/CERTIFICATE-II-IN-HEALTH-SUPPORT-SERVICES--HLT32512/HLT21212
CERTIFICATE-III-IN-BUSINESS-ADMINISTRATION--BSB30412
CERTIFICATE-III-IN-EARLY-CHILDHOOD-&EDUCATION--CHC30113
CERTIFICATE-III-IN-FITNESS--SIS30310
CERTIFICATE-III-IN-MEDIA--CUF30107
CERTIFICATE-III-IN-TOURISM--SIT30112
DIPLOMA-OF-BUSINESS--BSB50207
DIPLOMA-OF-EVENTS--BSB50212

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 school 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.