

Robina State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	P.O. Box 476 Mudgeeraba 4213
Phone	(07) 5562 3444
Fax	(07) 5562 3400
Email	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 2015. 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 2015

In 2015, our priority areas for development were a) High expectations for all students, b) Effective teaching with teachers learning from each other and c) Development and measurement of effective learning. We noted improvement in a range of areas as a result of our strong focus on these priority areas for development. Our attendance data was in the upper quartile for the state at an average of 94.7%. Enrolments continued to rise and were at their highest rates for a decade. We noted improvements in NAPLAN and were particularly successful in pushing all students beyond the national minimum standard. Our Numeracy data remained strong. Our achievement overall was relative to the nation with strong performance in the Upper 2 Bands for Year 7s. Our percentage of students achieving %C or better increased. Our Year 12 outcomes data was very encouraging with some of our strongest results in the school's history. 100% of our indigenous students received a QCE and general trend data for indigenous students saw improvement. Other highlights included:

- Continued implementation of the Australian curriculum and targetted work around the Common Curriculum Elements.
- Embedding of our High Expectations Policy and the implementation of a school Wellbeing Framework
- Continued refinement and implementation of our school Pedagogical Framework and Professional Practice Strategy.
- Focussed work and improved outcomes for the Science faculty with noted increases in participation in the Health Services space.
- Strong and productive partnerships within Greenheart Cluster
- Strong international program and languages focus supported with partnerships with Sakura Gakuen, the Gold Coast Japan Society and various schools in Japan.
- A strong focus on reading with significant intervention and masterclass work along with professional development for all staff.
- Strong data tracking processes in place at all phases of learning to support attendance, engagement and achievement.
- Continued engagement with the BYoD program
- Enrolment Management strategy introduced to support school development.
- Continued refinement and quality assurance of our signature programs.

Future outlook

More information about our 2016 focus areas can be accessed through our website, in particular the *Annual Implementation Plan for 2016*.

School Improvement Priorities 2016

1. *Prioritizing High Expectations* with targetted strategies to support:

- HIGH EXPECTATIONS CLIMATE
- STUDENT AND STAFF WELLBEING
- RIGOROUS ATTENDANCE AND ACHIEVEMENT TRACKING
- QUALITY MARKETING ACTIVITIES
- TIGHT 'LINE OF SIGHT' PRACTICES to SUPPORT SCHOOL IMPROVEMENT
- QUALITY PARTNERSHIPS AND PROGRAMS
- INCLUSIVE PHILOSOPHY

2. *Explicit Teaching –Thinking Skills, Literacy, Numeracy* with a focus on:

- I4S-TARGETTED DEPLOYMENT
- EXPLICIT TEACHING FRAMEWORK ROLLED OUT
- RENEWED PROFESSIONAL PRACTICE PLAN
- STEM agenda

Targets for 2016:

Yr. 7 Numeracy NMS - 99%	Yr. 7 Numeracy U2B - 20%	Yr. 7 Reading NMS - 98%	Yr. 7 Reading U2B - 25%
Yr. 9 Numeracy NMS - 99%	Yr. 9 Numeracy U2B - 17%	Yr. 9 Reading NMS - 97%	Yr. 9 Reading U2B - 15%
<u>QCE – 100%</u>	<u>OP 1-15 78%</u>	<u>OP 1-5 20%</u>	<u>Attendance – 94%</u>
<u>Maths/English/Science</u> <u>A-C% - 80%</u>	<u>A-C % - 85%</u>	<u>Authority Subjects – at or greater</u> <u>than State Avg. LOA</u>	<u>100% Certificate</u> <u>completion</u> <u>%QCE, VET, or QCIA</u> <u>– 100%</u>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1164	555	609	37	89%
2014	1190	584	606	47	91%
2015	1379	645	734	48	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Robina State High School has a diverse clientele. In 2015, our enrolments reflected over 35 different cultural backgrounds with 48 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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	22	23
Year 11 – Year 12	19	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	240	264	309
Long Suspensions - 6 to 20 days	30	8	11
Exclusions	14	8	13
Cancellations of Enrolment	13	15	20

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 /Futsal 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.(Please note that the program has been redesigned for 2017 implementation)
- **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.(Please note the program has been redesigned and rebranded as the Academic Excellence program in 2016)
- 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 2015, 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 curricular activities

We offer a quality Instrumental Music program- String Ensemble, Concert Band, Stage Band. We continued to enjoy Eisteddfod participation and success in 2015. 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 improve 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 upgraded 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 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 2015, 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. We attained Tier 2 status which recognized our embedding of a positive behaviour mantra. 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

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	85%	93%	87%
this is a good school (S2035)	92%	89%	88%
their child likes being at this school (S2001)	92%	98%	88%
their child feels safe at this school (S2002)	100%	97%	92%
their child's learning needs are being met at this school (S2003)	85%	86%	89%
their child is making good progress at this school (S2004)	92%	88%	86%
teachers at this school expect their child to do his or her best (S2005)	92%	95%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	92%	86%	85%
teachers at this school motivate their child to learn (S2007)	85%	88%	86%
teachers at this school treat students fairly (S2008)	92%	89%	85%
they can talk to their child's teachers about their concerns (S2009)	92%	93%	90%
this school works with them to support their child's learning (S2010)	82%	85%	90%
this school takes parents' opinions seriously (S2011)	82%	88%	88%
student behaviour is well managed at this school (S2012)	92%	73%	85%
this school looks for ways to improve (S2013)	83%	89%	96%
this school is well maintained (S2014)	92%	91%	93%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	95%	93%
they like being at their school (S2036)	87%	92%	88%
they feel safe at their school (S2037)	91%	95%	80%
their teachers motivate them to learn (S2038)	82%	85%	82%
their teachers expect them to do their best (S2039)	96%	97%	91%
their teachers provide them with useful feedback about their school work (S2040)	81%	86%	85%
teachers treat students fairly at their school (S2041)	77%	82%	72%
they can talk to their teachers about their concerns (S2042)	69%	76%	68%
their school takes students' opinions seriously (S2043)	75%	79%	61%
student behaviour is well managed at their school (S2044)	68%	75%	62%
their school looks for ways to improve (S2045)	87%	91%	87%
their school is well maintained (S2046)	85%	88%	83%
their school gives them opportunities to do interesting things (S2047)	88%	92%	83%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	99%	96%
they feel that their school is a safe place in which to work (S2070)	94%	98%	97%
they receive useful feedback about their work at their school (S2071)	76%	90%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	80%	69%
students are encouraged to do their best at their school (S2072)	95%	99%	99%
students are treated fairly at their school (S2073)	93%	98%	100%
student behaviour is well managed at their school (S2074)	79%	90%	90%
staff are well supported at their school (S2075)	72%	84%	86%
their school takes staff opinions seriously (S2076)	72%	84%	88%
their school looks for ways to improve (S2077)	96%	95%	97%
their school is well maintained (S2078)	71%	84%	85%
their school gives them opportunities to do interesting things (S2079)	77%	81%	88%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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 2015, the afternoon Homework Club continued as a means to support families and a range of information sessions for parents were also offered including sessions on mental health and wellbeing and cyberbullying.

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

The school continued to refine its Learning Development Centre under the leadership of the Head of Special Education Services. Staff continued to be professionally developed and significant planning was undertaken to support the introduction of a full inclusivity model for 2016.

Reducing the school's environmental footprint

The school continues to monitor its environmental footprint. We will continue to review and monitor periodically. Reductions in electricity consumption are noted in the last cycle. Water usage continues to be monitored.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	571,446	7,473
2013-2014	530,416	6,677
2014-2015	518,004	39,539

*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

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

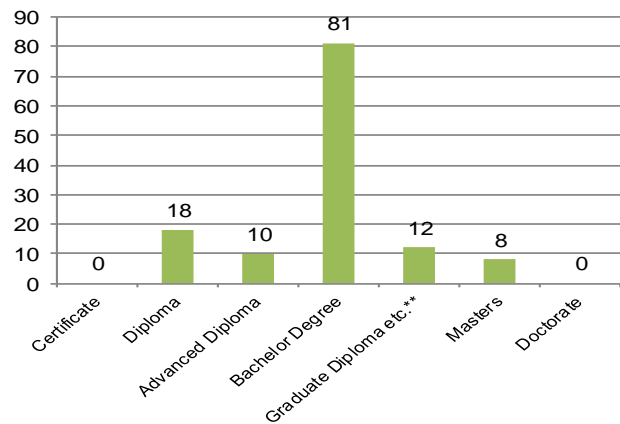
2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	112	44	<5
Full-time equivalents	103	33	<5

Qualification of all teachers

*Teaching staff includes School Leaders

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

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	18
Advanced Diploma	10
Bachelor Degree	81
Graduate Diploma etc.**	12
Masters	8
Doctorate	0
Total	129



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$34 081. The major professional development initiatives are as follows:

- Extensive literacy-related PD with a focus on reading
- Training to support school's Pedagogical Framework, High Expectations Policy, PBS and Wellbeing 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 2015 was 100 %.

Average staff attendance	2013	2014	2015
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, 96% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	89%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	92%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

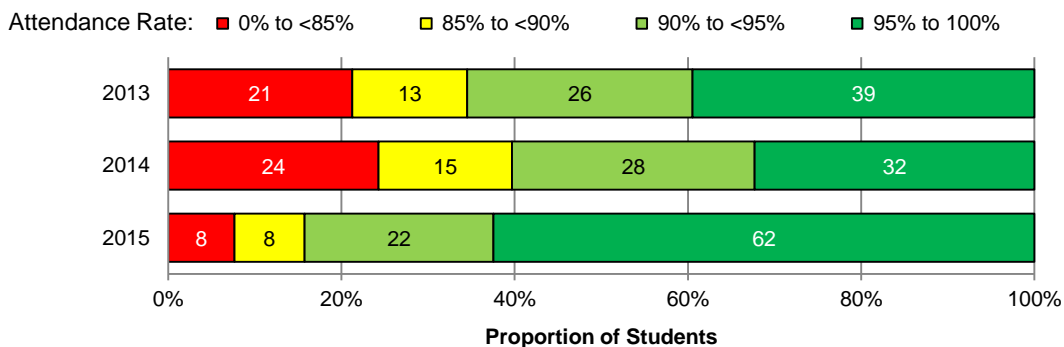
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013		93%	90%	87%	90%	92%
2014		92%	87%	86%	91%	90%
2015	96%	95%	94%	94%	96%	94%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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. Phase of learning teams closely monitor attendance and liaise with parents and administration staff accordingly. The school adopted a personalized 'traffic lights' system to support attendance in 2015 and , through a strong focus and clear and open dialogue with students and families regarding attendance, managed to record significant improvement at all junctures. All students are aware of their attendance percentage throughout the year and are strongly encouraged and rewarded to be present.

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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	81%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	63%	130%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	171	186	183
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	71	84	78
Percentage of Indigenous students receiving an Overall Position (OP)	33%	0%	36%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	35	39	40
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	148	146
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	108	122
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	155	175	174
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	77%	76%	79%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	96%	90%

As at 16 February 2016. 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
2013	7	26	22	14	2
2014	12	24	28	18	2
2015	6	28	28	16	0

As at 16 February 2016. 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
2013	53	58	56
2014	90	23	96
2015	87	69	81

As at 16 February 2016. The above values exclude VISA students.

CERTIFICATE I & II IN INFORMATION, DIGITAL MEDIA & TECHNOLOGY – ICA10111 / ICA20111

CERTIFICATE I IN CREATIVE INDUSTRIES – CUF10107

CERTIFICATE I IN FURNISHING – MSF10113

CERTIFICATE I IN HOSPITALITY – SIT10213

CERTIFICATE I IN MANUFACTURING (PATHWAYS) – MSA10107

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 BUSINESS ADMINISTRATION – BSB30412

CERTIFICATE III IN FITNESS – SIS30310

CERTIFICATE III IN HEALTH SERVICES ASSISTANCE/CERTIFICATE II IN HEALTH SUPPORT SERVICES – HLT32512/HLT21212

CERTIFICATE III IN MEDIA – CUF30107

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 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.