



# Redbank Plains State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Redbank Plains State High School delivers quality educational outcomes to the communities of Redbank Plains, Redbank, Goodna, Bellbird Park, Collingwood Park, Riverview, Gailes and Camira. We provide an increasingly diverse range of academic, vocational, cultural, sporting and community based programs for students. Extensive partnerships across the local, regional and broader state communities have positioned the school to deliver programs aligned with student abilities, interests and life pathways. There are approximately 1750 pupils attending this school. Our school has experienced a period of enrolment growth over the last few years. Enrolments have grown from approximately 1440 in 2014 to 1830 in 2016. With the opening of Bellbird Park State Secondary College in 2017 our enrolment numbers dropped to 1750. There is a wide diversity of cultural backgrounds amongst our student body. The majority of our students are of European descent, and other major cultural groups are: Pacific Islander, Aboriginal and Torres Strait Islander and African. This cultural diversity is a highlight of our school and has a major influence on programs, community engagement and management strategies. Significant variance is also evident across employment levels, income and family makeup.

## Principal's Foreword

### Introduction

This report outlines Redbank Plains State High School's progress over 2016 in achieving its strategic goals. This report contains broad ranging performance data and an overview of the school strategy.

#### School Progress towards its goals in 2016

The school has an unrelenting focus towards ensuring that every student who graduates from our high school does so as responsible, respectful and employable young adults with the skills and qualifications that will empower them to be able to progress towards their ultimate employment goals.

With most students we have 5-6 years to build these competencies. Many students in our school come to us with very low levels of literacy and numeracy skills and for many who arrive from overseas, we are their first high school experience. The school focusses on addressing any identified deficits and building on their competencies to give every student the best opportunity to be a successful and productive adult.

In 2016, the school had a targeted program in years 7 to 9 to support students in their preparation and execution of the NAPLAN tests. While this is a benchmark at a point in time, this is not the defining moment of the students' life. The results achieved by students on their completion of year 12 will determine the quality of the students' futures, hence the focus on working with every student to maximise these outcomes.

In 2016, 99.5% of students achieved their QCE or QCIA, 58 students received an Overall Position, and 180 students received a VET qualification of Certificate 2 or above. . Of the students who applied to study at either University or TAFE, approximately 95% of them were successful in receiving an offer.

Our performance indicators for our graduating group continue to show growth and improvement. Our primary focus for 2016 was to enhance student learning outcomes in order that our graduating students are able to successfully engage in post school options of university, further training, apprenticeships or work and that our continuing students are succeeding ready to transition successfully into the next year level. The school continues to deliver on this goal for our community.

#### Future Outlook

In 2016, the school started with its largest ever enrolment of 1869 students across Years 7 to 12. The school will continue to refine our programs, practices and processes with the unrelenting focus on improvement.

The united and proud identity of Redbank Plains State High School will continue to be developed and enhanced and our role as the high school of choice for our community will continue to be a focus. There will remain an unrelenting focus for students to "Be at School, all day every day" enabling the school and the students to work together to maximize their educational and future achievements. In 2016 the overall attendance for years 7 to 12 was approximately 89%. In 2017 our aim is to achieve an attendance rate of at least 93%.

Our focus in 2017 for junior secondary is to deliver the junior Australian curriculum with fidelity and integrity in order to improve student outcomes. Being literate is a key component of academic success and therefore there continues to be a relentless focus on improving students' reading and writing skills. Being numerate is also vital to school and post school success and as a consequence the teaching of numeracy has been given a position of prominence in the junior school. Additional resources have been allocated to support this.

Providing multiple pathways to success and supporting students to achieve in their chosen pathway has been and continues to be a focus in the senior school. The students continue to take advantage of the teaching and support offered to achieve their goals.



Students destined for university continue to be supported to achieve the best possible academic outcomes and QCS results. In 2016 the school continued to explore and develop programs and partnerships with outside agencies and training organizations. In doing so many opportunities have been created for students to gain not only Vocational Education and Training certificates but also to engage in structured work placements many of which will support gaining future opportunities in further training and/or the workforce.

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2016:** Year 7 - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1424	682	742	112	87%
<b>2015*</b>	1724	850	874	145	89%
<b>2016</b>	1833	893	940	140	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 2016, 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

### Overview

The student body of Redbank Plains State High School continues to be a reflection of the diverse and multi-cultural suburbs that surround the school. The school is set in a semi-rural area on an 18 hectare site and our students come from many surrounding semi-urban suburbs.

The students come from four main feeder primary schools, Redbank Plains, Woodlinks, Augusta and Fernbrooke State Schools. The major sub-group in the student population are students from the Pacific Islands 38% (New Zealand, Samoa, Tonga, Cook Islands), indigenous Australians 9%, a growing number of students from Africa 9% plus smaller groups of nationalities who have come to Australia on specific work visas and have settled in this area. This diverse population means that we have a high percentage of students for whom English is a second language. These students are supported across the curriculum.

The surrounding suburbs are predominated by families who fit within the low socio-economic bracket with local unemployment impacting significantly on many households. Over the past 3-5 years, the school has worked closely with our community to ensure that they are consulted on the improvements they felt were necessary and the changes implemented to gain this improvement. Our year 8 enrolments are at record levels and there are significant numbers of students in years 11 and 12. This is a clear vote of confidence in the product the school is offering and the quality of the outcomes for graduating students.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	24	24
Year 11 – Year 12	20	20	21

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The school has a distinct separation of Junior Secondary (7-9) and Senior Secondary (10-12). The junior secondary is the foundation stage and the senior secondary phase has seen a clear focus on preparing the year 10 students for their senior curriculum in years 11 and 12. The school offers development programs in three sporting areas; Rugby League, Football and Volleyball. These are sports that our student population excel in naturally and they are linked to their academic program and completion of all work in all subjects.

We offer a variety of Vocational Education and Training subjects in years 11 and 12 that enable our students who are seeking a career in these areas, to experience the workplace and the job through years 11 and 12. Aligned with these subjects are a number of specialized ventures that provide students with real-life on the job experiences that interface directly with employers and the public. This promotes the attributes and skills of the students, the programs and the school. Many students are also able to transition straight into work at the completion of the year 12 at the workplace where they have established themselves as valuable and contributing employees.

Examples of these programs are:

Certificate III in Childcare (200 hours work placement)

Certificate II in Hospitality ('Platters on Willow' catering Initiative)

Certificate II in Transport and Logistics (GenR8 Program with 5 national or multi-national partner companies)

### Co-curricular Activities

Instrumental music – the school has explicitly focused on developing the concert, stage and marching bands over the past 3-5 years

Dance Troupe – the school has junior and senior dance troupes who work outside class time for recruitment and rehearsals and compete in a variety of Eisteddfods and competitions throughout the year.

Interschool Sport – The school is a member of the Interschool sports district – the Yagera District. Interschool sport is played after school in summer and winter seasons. The school has 15-20 teams in each season competition, playing at quality venues and with referees. The school also has programs in Rugby League, Soccer and Volleyball.

Our liaison staff also work with groups of students preparing them for specific cultural performances. Students perform at school and community activities.

### How Information and Communication Technologies are used to Assist Learning

All teachers have access to their CFT device and have used these to enhance learning by accessing relevant content from the web in lessons. Some teachers are using blogs with their classes and others placing their lessons and resources on the Learning Place giving students 24 hour access to learning.

The school invests significant financial resources in purchasing computers which are set up as computer laboratories or laptop trollies in order to give students access to technology and its associated benefits. As a school we continue to explore the most effective ways in which students can access technology and the most productive ways in utilising it.

## Social Climate

### Overview

The school is a School Wide Positive Behaviour for Learning (PBL) school and the language and operation of our school is framed around our R.E.A.L. framework. REAL encompasses Respect, Excel, Attend and Learn and all aspects of school life is framed in this language. The school has an explicit focus on identifying the desired behaviours, explicitly teaching these to students in context, and then acknowledging the students who demonstrate these behaviours in a variety of ways. The weekly positive reward referrals consistently outnumber the negative behaviour referrals. The REAL mantra is embedded in the thinking, language and behaviours of staff and students.

Data informs the behaviour focus for whole school instruction. It is also used to identify students for whom extra support is required and the type of support necessary. Students requiring extra support are engaged in specific programs, receive Deputy Principal, Dean or Guidance Officer support and/or are referred when necessary to outside support agencies.



Stymie, an anonymous reporting of bullying, system has been introduced into the school. Students have received instruction in how to access the program and are using it.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	89%	84%
this is a good school (S2035)	88%	79%	83%
their child likes being at this school* (S2001)	93%	92%	88%
their child feels safe at this school* (S2002)	91%	87%	72%
their child's learning needs are being met at this school* (S2003)	89%	79%	84%
their child is making good progress at this school* (S2004)	91%	90%	84%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	82%	69%
teachers at this school motivate their child to learn* (S2007)	93%	83%	74%
teachers at this school treat students fairly* (S2008)	86%	72%	68%
they can talk to their child's teachers about their concerns* (S2009)	95%	85%	88%
this school works with them to support their child's learning* (S2010)	95%	88%	80%
this school takes parents' opinions seriously* (S2011)	79%	75%	73%
student behaviour is well managed at this school* (S2012)	74%	68%	63%
this school looks for ways to improve* (S2013)	90%	83%	88%
this school is well maintained* (S2014)	86%	80%	88%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	88%
they like being at their school* (S2036)	89%	92%	82%
they feel safe at their school* (S2037)	89%	89%	73%
their teachers motivate them to learn* (S2038)	93%	98%	87%
their teachers expect them to do their best* (S2039)	100%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	94%	80%
teachers treat students fairly at their school* (S2041)	83%	89%	78%
they can talk to their teachers about their concerns* (S2042)	72%	82%	64%
their school takes students' opinions seriously* (S2043)	83%	91%	59%
student behaviour is well managed at their school* (S2044)	76%	69%	49%
their school looks for ways to improve* (S2045)	95%	96%	83%
their school is well maintained* (S2046)	79%	82%	65%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	87%	89%	88%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	91%	89%
they feel that their school is a safe place in which to work (S2070)	98%	92%	80%
they receive useful feedback about their work at their school (S2071)	79%	75%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	82%	86%
students are encouraged to do their best at their school (S2072)	96%	93%	85%
students are treated fairly at their school (S2073)	97%	92%	86%
student behaviour is well managed at their school (S2074)	95%	82%	73%
staff are well supported at their school (S2075)	89%	76%	72%
their school takes staff opinions seriously (S2076)	84%	70%	70%
their school looks for ways to improve (S2077)	93%	94%	89%
their school is well maintained (S2078)	84%	77%	64%
their school gives them opportunities to do interesting things (S2079)	86%	78%	80%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The school attempts to engage parents in a variety of ways to ensure that they are informed about what is happening in the school and to listen to their opinions around what we are doing well and what can be improved. The school uses a variety of electronic media sources such as electronic newsletters emailed each fortnight and Facebook to inform our community of events and achievements of the students. The school holds information evenings throughout the year to share information specific to year levels or groups and consults with parents around current issues. We hold special information evenings with some of our cultural groups where the school showcases the achievements of their students and parents are able to ask questions with interpreters and cultural liaison officers present to support this.

The school hosts a number of career expositions for students in different year levels at differing times of the year. Parents are also invited to these events to ensure they have all the information to support their students in their educational and career path choices

The school links with the wider community by hosting meetings to discuss pertinent issues, inform about school practices and to celebrate community involvement and support.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Positive Behaviour for Learning ensures that students are explicitly taught appropriate and acceptable behaviours. In conjunction with the University of Qld, staff have engaged students in the year 7 and in 2017 year 11 as well in wellbeing programs which teach and encourage positive decision making and resilience.

As part of the school's Access program students also engage in a variety of programs and specific talks which address issues pertaining to personal safety and violence. Some of these programs include You Choose for year 7, Noffs Drug and Alcohol Awareness for the whole school, One Punch Can Kill for year 12s, Love Bites a program for year 10s dealing with domestic violence and Rocky Horror Roadshow which addresses driver safety.

As previously mentioned the school utilizes the Stymie program to allow and encourage the anonymous reporting of students experiencing bullying.

The school, with support from outside agencies, has also engaged identified students in anger management programs.

## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	650	1102	1185
Long Suspensions – 6 to 20 days	23	44	48
Exclusions	22	28	19
Cancellations of Enrolment	35	21	6

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

The school is very conscious of our environmental footprint and works actively to minimize these outputs for the sake of our environment.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	672,911	0
2014-2015	698,671	
2015-2016	733,693	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

### Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	143	59	7
Full-time Equivalent	137	46	6

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters	10
Graduate Diploma etc.**	34
Bachelor degree	93
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 57907

The major professional development initiatives are as follows:

- Schoolwide Behaviour for Learning
- Literacy and Numeracy
- Student wellbeing
- Beginning teachers
- Coaching
- Implementation of Pedagogical Framework

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	86%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

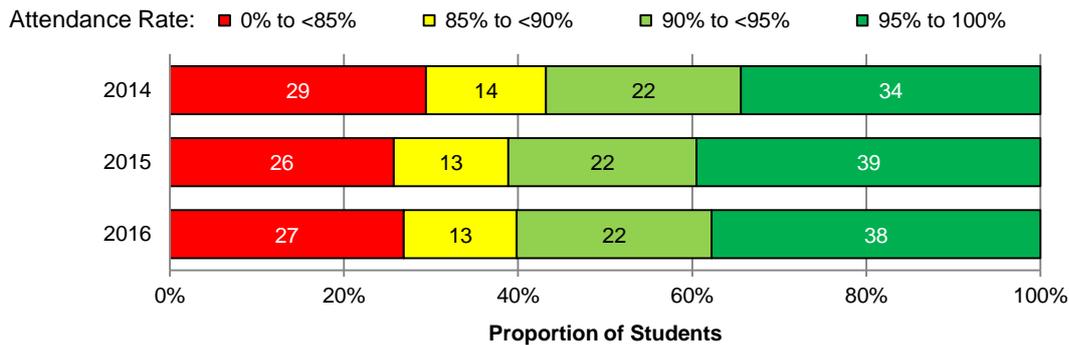
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	87%	88%	88%
2015								91%	89%	88%	88%	89%	90%
2016								91%	90%	88%	86%	87%	89%

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

DW = Data withheld to ensure confidentiality.

##### Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school has a very thorough and layered approach to managing attendance. The school has employed a Community Officer – Attendance who oversees this data. Liaison staff, Year Level Coordinators, Guidance Officers, Deputy Principals and the CLO use this data to inform them of student attendance issues and work closely to support students and families.

Attendance data is used by Deputy Principals in their discussions with students and parents around attendance issues and their impact on student engagement and learning.

The CLO uses the weekly monitoring to identify students with attendance issues and will conduct home visits with Liaison Officers or other school staff to endeavour to reconnect with the student and their family. The role is also to inform parents of the necessity of the student attending school and not staying home to babysit younger siblings or working on school days.

The importance of “Being at school all day every day” is a key message disseminated through year level assemblies, full school parades, our electronic sign, Facebook, newsletters and meetings with students and parents.

## NAPLAN

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

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

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

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

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	222	222	209
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	2
Number of students receiving an Overall Position (OP)	73	59	56
Percentage of Indigenous students receiving an Overall Position (OP)	14%	6%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	22	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	192	186	183
Number of students awarded an Australian Qualification Framework Certificate II or above.	144	161	163
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	221	218	206
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	94%	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.	41%	41%	45%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	88%	95%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	8	17	25	18
2015	2	8	14	23	12
2016	4	6	15	21	10

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	167	125	40
2015	137	140	55
2016	156	154	26

As at 3rd February 2017. The above values exclude VISA students.

Students are offered a myriad of VET Qualifications at Redbank Plains State High School.

- Certificate 1 offerings include – Construction, Engineering, Furnishing, Hospitality, Retail, and IT.
- Certificate 2 offerings include – Business, Creative Industries, Financial Services, Hospitality, Retail, Transport and Logistics, and Work Readiness.
- Certificate 3 offerings include – Early Childhood Studies and Fitness.

Many students at our school also achieve VET certificates through our links with external RTOs such as WESTEC and the SVETE (Schools and VET) programs in automotive, hairdressing, hospitality, cabinet making, health and building and construction. Students undertake a Certificate II in the relevant area and complete a structured work placement of 20 days.

Students undertaking and completing Certificate III certificates are able to interface directly into university via the Selection Rank Process by applying to the Qld Tertiary Admissions Centre, QTAC, for a selection rank. This takes into consideration all their senior subject achievements. The combination of their achievements in authority subjects and these Certificates lead to students gaining a Selection Rank equivalent to an Overall Position.

This enables students to access some general degree courses and most Diploma courses. A number of students who graduated in 2015 used this pathway to enter University in 2016

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	82%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	76%	87%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### Early leavers' information

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

The school realizes that mainstream schooling sometimes does not cater for the needs of every student. If this results in an incompatibility, the school through the year level deputies and guidance officers work with the student and family to determine an appropriate pathway opportunity. This may be an alternative setting which leads back to school, further education or work.

The school has excellent relationships with a number of alternative education providers and employers. Some students may need an alternative setting to enable them to re-engage with learning and the schooling processes while others may need an alternative learning centre such as TAFE.

Our ultimate motivation is that the student engages in a pathway that enables them to develop skills and/or qualifications which allow them to access their ultimate employment destination. Some of the partner organizations with whom the school works are Your Town, MAX Employment, Ipswich Community Youth Service, Challenge Employment, CRS Australia, Soundpoint Goodna, Inala Flexi-school as well as some of our partner organizations from the GenR8 program.

At the commencement of 2016 the school appointed an internal Pathways and Transitions manager to facilitate further the options available to early school leavers.

