Principal’s foreword

Introduction

I am pleased to provide you with a copy of the 2011 Annual Report for Rosedale State School. 2011 has been a year of review and transition with much of the year dedicated to reviewing our performance over the past three years, developing key goals and strategies for the future and beginning the implementation of our new 4 year National Partnership Program that began in July 2011. It was also an important year for preparing for the implementation in 2012 of the National Curriculum in English, Maths and Science using “C2C” units developed by Education Queensland.

Key areas of focus were on continuing to improve literacy and numeracy, behaviour management especially the implementation of Whole School Positive Behaviour Support and the implementation of staff workplace reforms to engage a second Deputy Principal position to support our primary school staff and students and the creation of a Head of Department to manage and lead the Year 8, 9 and 10 curriculum areas.

In 2011 in partnership with Trans-Pacific Industries SuperiorPak Bundaberg, Rosedale State School won the North Coast Region Showcase Award for Excellence in Community for Industry Partnerships with our “Linking Learning to Work” Program and in turn, Trans-Pacific Industries SuperiorPak Bundaberg was a finalist in the Employer of the Year category of the North Coast Regional Training Awards.

One of the most exciting improvements achieved in 2011 was the completion of our Trade Training Centre facilities that saw nearly one million dollars spent on upgrading our Manual Arts workshop, our Hospitality kitchen and restaurant and the new Marine and Aquatics shed.

We look forward to working with students and parents in 2012 to continue the improvement journey we have begun.
School progress towards its goals in 2011

In 2011 we undertook a number of significant Human Resource changes to support ongoing curriculum and management improvement across the school. In April we completed a workplace reform and upgraded our Head of Curriculum position in the primary sector to a Deputy Principal position, advertised and filled the position to begin in July 2011.

In July 2011 we conducted a review of our three year plan and developed our four year National Partnership Plan. As part of that plan we completed a workplace reform and created an additional Head of Department – Junior Secondary position to manage Year 8, 9 and 10 curriculum. We also employed a “Community Liaison Officer” to assist us to improve our engagement with our community, especially our indigenous community.

We began the implementation of the Whole School Positive Behaviour Plan, designing the logo and completing the matrix of what expected behaviours look like within the school. We continued the development of a rewards program to acknowledge students who were doing the right thing across the school.

Staff attended professional development workshops around the National Curriculum and trialled a “C2C” curriculum unit in Term 4 to gain familiarity with the new curriculum.

We implemented and trialled staff PD Plans and primary staff worked on developing Individual Learning Plans for their students.

Future outlook

Our school’s long term goals outlined in our four Year Strategic Plan are focussed on improvements in -

- Literacy & Numeracy
- Student Outcomes
- School Wellbeing
- School Climate & Community Satisfaction
- Attendance

Our 2012 PRIORITIES from this plan are:

- Improving relative scale scores for individual students in NAPlan
- Increasing the number of students receiving a QCE / Certificate
- Improving the number of students in OP 1- 15
- Closing the Gap for indigenous students
- Reducing disruption to learning from student behaviour
- Increasing parental satisfaction indicated through the School Opinion Survey
- Reducing the incidence of student absenteeism
Our school at a glance

School Profile

2011 School Annual Report Queensland Government
Our school at a glance

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>258</td>
<td>121</td>
<td>137</td>
<td>83%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Rosedale State School is a co-educational Preschool to Year 12 Campus located 60 kms North West of Bundaberg and 120 kms South East of Gladstone. It lies in the southern part of the Baffle Creek Catchment, an area of about 3500 square kms and is approximately half way between Bundaberg and Agnes Water. Our present enrolment is drawn from Rosedale and surrounding communities including Winfield, Yandaran, Lowmead, Wartburg and Agnes Water.

The school is located within the township of Rosedale, a picturesque rural setting with a diversity of lifestyles evident in the community including traditional, alternative, rural, small acreage farming and tourism. However the township itself is tiny and the community has no or very limited infrastructure and industry and hence very limited job opportunities exist for our students in the immediate environment. The largest opportunity for employment for students from our school exists in the areas of retail and tourism for those students living at Agnes Water otherwise students must travel to Bundaberg or Gladstone. Currently we have a unique work experience and School-based Apprenticeship program with TransPacific Industries – SuperiorPak in Bundaberg that supports students seeking to enter a trade career and we are seeking to develop similar links within the Gladstone area.

Myschool.com.au reports that 60% of students identify in the bottom quarter of socio-educational advantage compared to 25% Australia wide. The majority of our students travel to school on designated school buses and due to the need to travel long distances and the extra costs involved volunteer and parental involvement at the school and student participation in extra curricula activities is limited.

We have approx (9%) students who have been verified with a disability and are serviced by the Special Needs teachers and aides. These students range from students with Intellectual and Speech Language Impairment to students with Autistic Spectrum Disorder. We also have a large number of students who require support with learning difficulties and others because of family / environmental circumstances or behavioural difficulties require alternative programs and increased support. This is provided through staff, the Student Services Centre and external agencies engaged through the school. We have a significant number of incidences of student self-harm, students living away from home, family trauma, and students at risk and the social implications of these community issues impact upon the school.

Approx 7% of our students identify as indigenous and less than 1% of students speak a language other than English. Student achievement data (NAPLAN) indicates that our students consistently fall below the national minimum standards in literacy and numeracy.
Distance as indicated above also contributes to other challenges for our school such as

- attendance (average student attendance was 86% in 2011)
- engagement of community with the school
- the creation of a purposeful and united school community.

Despite the challenges faced by the school we also have some wonderful opportunities available to our students. Whilst we maintain an academic pathway for our senior secondary students the majority of our students pursue vocational pathways. To support this we have established a school to work program with Trans-Pacific Industries SuperiorPak in Bundaberg. This program provides a Year 10 work experience program and a school-based apprenticeship program. We have built a Trade Training Centre facility around Hospitality, Manual Arts and Marine Studies. Our Hospitality program produces high quality students who have consistently won competitions across the district.

Class sizes – Proportion of school classes achieving class size targets in 2011

One of the benefits of a small school is that class sizes tend to be smaller than in larger schools and this offers greater opportunity for teachers to spend time with each student and learn more about each student.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>20.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

As in previous years behaviour management continued to remain a high priority for our school and Student Disciplinary Absences continued to focus around incidents of –

- verbal misconduct
- physical misconduct
- refusal to follow reasonable instruction.

Again, as in the previous year, it was identified that there was a reduction in widespread behaviour incidents from across the school to a number of repeat offenders allowing us to use more targeted strategies for those particular students.

In 2011 we began the implementation of a Whole School Positive Behaviour Support
Program that focuses on the three values of “Be Safe. Be Respectful. Be Responsible.”
Staff were trained in Positive Behaviour Support, Calmer Classrooms, Behaviour Profiling, Essential Skills for classrooms, attended a Michael Carr-Gregg presentation on cyberbullying and attended Dr Judith Howard’s presentation on “Distressed, Disadvantaged or Deliberately Defiant” to improve behavior management across the school.

In Semester 2 2011 our data showed a steady decline in the number of suspensions reflecting on the growing positive impact of strategies outlined above.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>141</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>24</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>4</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings:

In 2011 Rosedale SS was organized around a Primary and Secondary School structure and because of the size of the school multiage classes were utilized across the school.

The P – 7 Curriculum was organized around integrated units based on QCARR Essential Learnings. In Year 8 & 9 we moved to individual subjects including pre-electives of Manual Arts, Home Economics, Art and Drama. We offered LOTE – Indonesian to students in Years 6, 7 and 8. The Stephanie Alexander Kitchen Garden Program continued with primary students learning about growing food, harvesting, cooking and eating it.

Year 10 at Rosedale was a transition year with a focus on preparing students for entry into the senior phase of learning. Student Education and Training Plans were developed in Term 3. The Learning to Work Program that offers work experience to Year 10 students leading to a possible school-based apprenticeship with TransPacific SuperiorPak in North Bundaberg continued in its third year of operation.

Years 11 / 12 offered subjects for students seeking an academic pathway with a variety of Authority subjects. It also offered VET subjects for those seeking a vocational pathway. To expand curriculum offerings available to senior students subjects were available through –

- Enrolment in the School of Distance Education and Virtual Schooling
- Year 11 and 12 students were also offered Vocational Courses through TAFE

Extra curricula activities:

Staff at Rosedale State School continued to offer students opportunities to participate in a range of extra-curricular activities including:

- Army Cadet Corps Unit that provides leadership adventure and personal development opportunities
- Instrumental Music Woodwind Program
- Opti Minds
- Curricula/Leadership related School Camps and activities
- Interschool Sport – soccer, football and netball
- Annual school swimming carnival
- Annual school/cluster athletics and cross country days
- Arts Council or similar performances
- Life Education
- Tree of Life Resilience Building Program
- Rock & Water Resilience Building Program
- Friends Social Skilling and Anti-bullying Program
- Stephanie Alexander Kitchen Garden Program
Our school at a glance

- Maths Competitions
- Premier’s reading Competition
- Indigenous Cultural Program

How Information and Communication Technologies are used to assist learning

In 2011 we had two computer labs, a pod of computers in the library and D Block and two laptop trolleys that serviced classrooms around the school. The school contracts a computer technician to assist with all IT installation and maintenance at a cost of approximately $16 000 per year. In 2011 expenditure on ICT purchases and maintenance was $30 991 with $8 016 being for NSSCF laptops.

Students had access to and regularly used intranet, internet, digital cameras, digital video cameras, scanners, interactive whiteboards, data projectors, computer microscopes, and a wide range of regularly updated software programs to enhance their learning experiences.

The school had a designated ICT co-ordinator whose role was to work with teachers and students to progress the integration of technology into classroom learning experiences and integrated activities.

Towards the end of the school year we began investigating the possibility of establishing a one-to-one take home laptop program for Year 11 and 12 students but this will need further work before it can become effective.

Social climate

As in previous years, in 2011 Rosedale State School had a strong focus on social development as well as curriculum learning with opportunities and personnel provided to support students in this area. Support services available to students and parents included:

- Special Needs teacher to support students with disabilities
- Learning Support teacher to support students with learning difficulties
- Guidance Officer
- Chaplain
- School based Youth Nurse
- Behaviour Management Specialist
- Pastoral Care classes in Years 8 / 9 / 10
- Anti-bullying programs such as “Friends” in the primary area
- Alternate curriculum programs
- Youth Pathways Officers
- Access to external community support programs e.g. Gladstone Community Health, Tom Quinn Centre

In response to results from our ACER Social-Emotional Wellbeing Survey that identified concerns in relation to student well being across different student groups within the school we redeveloped our Pastoral Care Program for Year 9 and in Semester 2 trialled the use of small same sex classes for the delivery of these programs – with positive results. (We have continued to develop this program for implementation across the secondary school in 2012.)
Our school at a glance

Parent, student and teacher satisfaction with the school

While staff and parent satisfaction has dipped slightly since 2010 (but is still higher than the 2009 level) student satisfaction has increased by 14%.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>50%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>43%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>44%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>64%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

Parents are an integral part of the Rosedale School community. We believe each child’s education is a partnership between the school and parents and the stronger that partnership the better the school outcomes for the child will be.

Regular contact between parents and the school is welcomed and parents are able to arrange interviews with their child’s teachers or administration at any time. Formalised interviews were held twice annually and report cards were sent out after Easter and then again at the end of each semester.

Despite the distances separating parents and the school, regular communication occurred through phone calls, information displays, information evenings, and regular newsletters. Parent numbers at our Annual Awards Events have increased each year.

Our small but dedicated P&C met every second Monday of the month. We also had parents and community members involved through volunteering in the library, Student Services, classroom reading and in the Stephanie Alexander Kitchen Garden Program and we are very grateful for their ongoing commitment to our school.

Parents and community members were heavily involved in our four year Quadrennial Review and in the development of our National Partnership Plan that will provide direction for the school into 2015.
Reducing the school’s environmental footprint

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

As a rural school our drinking water is provided through a number of rain water tanks that are placed around the school. We also have solar panels installed and as part of the Stephanie Alexander Kitchen Garden Program our food scraps are collected and fed to our chickens or placed in our compost.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>141,736</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>150,172</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-6%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>29</td>
<td>15</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>26</td>
<td>10</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- Doctorate: 1
- Masters: 1
- Bachelor degree: 25
- Diploma: 2
- Certificate: 0
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $23,496. This figure does not include “in-kind” professional development of which professional meetings were held, in the main, on a weekly basis.

As discussed above key behaviour management professional development opportunities included –

- Whole School Positive Behaviour Support
- Calmer Classrooms
- Behaviour Profiling
- Essential Skills
- Michael Carr-Gregg presentation on cyberbullying
- Dr Judith Howard’s presentation on “Distressed, Disadvantaged or Deliberately Defiant”

Other important areas for professional development included –

- Working with the Turn Around Team on literacy, numeracy and understanding data
- National Curriculum information and preparation
- Queensland Studies Authority sponsored training around individual senior school subjects and work program or study specifications
- Mazarno’s Art and Science of Teaching
- Financial training in preparation for the OneSchool rollover
- First Aid Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2011 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.

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

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.

The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91%</td>
<td>92%</td>
<td>97%</td>
<td>91%</td>
<td>94%</td>
<td>91%</td>
<td>94%</td>
<td>90%</td>
<td>84%</td>
<td>87%</td>
<td>81%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

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

During 2011 formal roll marking occurred daily at the beginning of each day and then again in Period 4. Throughout the day all teachers, especially secondary teachers, were required to maintain a class roll for each lesson of the day that could be reviewed if necessary. Rolls were collated and recorded in the computerised SiMS system and school staff attempted to phone parents of absent students regularly. The Year 8/9 Co-ordinator made calls to parents at the
end of each week with regards attendance, behaviour and positive feedback. The Deputy Principal then followed up with formal letters and interviews with parents of students with ongoing unauthorised absences.

In 2011 a computerised marking system ID Attend was used so that staff could mark rolls directly onto their computers for uploading to a central system. This will be improved to include a text messaging service to parents in 2012.

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.

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.
Performance of our students

Achievement – Closing the Gap

Indigenous students made up approximately 7% of our student body with the majority of indigenous students in the secondary school. Due to the transient nature of our community and the small numbers of students involved, trends are affected by small changes to the student body. However, in 2011 although the attendance rates for both indigenous and non-indigenous students improved in Semester 1, the gap between the two increased slightly by 2.5%. Turnover of students in Year 11 has also meant the gap for the apparent retention rate for 2011 dropped to 40%.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 83%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>29</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>6</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>7</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>17</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>12</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>13</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>67%</td>
</tr>
<tr>
<td>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.</td>
<td>79%</td>
</tr>
</tbody>
</table>
## Performance of our students

<table>
<thead>
<tr>
<th>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</th>
<th>100%</th>
</tr>
</thead>
</table>

### Overall Position Bands (OP)

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

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

Students were offered Certificate 1 level courses at Rosedale SS in the areas of:
- Business
- Furnishing
- ICT
- Engineering (Manufacturing)
- Hospitality
Next Step 2012
Student Destinations
Rosedale State School

Introduction
This report is based on the findings of the Queensland Government Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the Next Step survey can be located at the Next Step website at www.education.qld.gov.au/nextstep

Response rate for Rosedale State School
Table 1 below reports the response rate for Rosedale State School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Rosedale State School in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

<table>
<thead>
<tr>
<th>Table 1 Survey response rate</th>
<th>Number of respondents</th>
<th>Number of students who completed Year 12</th>
<th>Response rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20</td>
<td>29</td>
<td>69.0</td>
</tr>
</tbody>
</table>

Definitions of main destinations
The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep

Summary of findings
In 2012, 25.0 per cent of young people who completed Year 12 at Rosedale State School in 2011 continued in some recognised form of education and training in the year after they left school. The most common study destinations were VET Certificate III (10.0 per cent) and apprenticeships (10.0 per cent). The combined VET study destinations accounted for 25.0 per cent of respondents, including 10.0 per cent in campus-based VET programs. In addition to apprentices, a further 5.0 per cent of respondents commenced employment-based training as trainees.
In addition to the above study destinations, a further 15.0 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination). 75.0 per cent did not enter post-school education or training, and were either employed (50.0 per cent), seeking work (20.0 per cent) or neither studying nor in the labour force (5.0 per cent).
Figure 1 Main destinations of Year 12 completers

Early leavers information

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

Our community has a highly transient nature due to limited employment opportunities for parents in the local area and many students move due to personal / family reasons with most students continuing study at their destination. A very small number of students left to take up employment offers either in Agnes Water or Bundaberg mainly in the areas of retail, tourism and hospitality.