Principal’s foreword

Introduction

In 2011 Redcliffe State High School maintained and expanded a culture based around our vision of ‘Soaring Above and Beyond Expectations at Redcliffe SHS’ or SABER. It was our goal to generate a climate based around pride, excellence and high standards in all that we do, whether it was improving student outcomes, extra curricular activities, behaviour or classroom practices.

Through the Teaching and Learning Audit we reviewed our practices and outcomes and developed a range of strategies to support student and staff learning with a focus on improving classroom practices and student outcomes.

Strong and positive relationships are the foundation to an environment focussed on learning. The development of these relationships through sporting, cultural and academic pursuits remained a focus in our school.

Year 8 and 9 students and staff worked very hard in preparation for the NAPLAN test and senior students and their teachers focussed on exit outcomes. Our students continue to demonstrate remarkable outcomes. We are incredibly pleased with our school, our students and the support we receive from parents and community.

I believe that this annual report provides an overview of the school that demonstrates our accomplishments in achieving our vision.

Shona McKinlay (Principal)
Remarkable Redcliffe High
School progress towards its goals in 2011

We annually review the outcomes of our Operational Plan to determine whether we achieved the targets set for the year. In 2010 we had been very ambitious in setting ourselves very high targets, many of which were achieved in 2011. Where the specific target was not achieved a review shows that we were very close to the target and working toward achievement. This review of targets guided the development of specific strategies to be implemented in the 2012 School Implementation Plan.

In reviewing the strategies set down for 2011 in our Operational Plan we addressed 95% of the strategies set down in the plan. The strategies not achieved were either not seen to be a continuing priority, as other strategies were employed to achieve the same outcomes or were not achieved and have been included in the 2012 School Implementation Plan.

We were very pleased with our progress in achieving the goals we set for ourselves, our students have achieved positive outcomes. The review identified areas to improve and our plan for the future addresses these.

Future outlook

Analysis of data is the key to planning a better future, it helps us refocus and determine new delivery options to improve outcomes for our students. Data analysis occurs at classroom level, faculty level and across the whole school. In planning for the future we use the data to address the special requirements of individual students as well as the direction for our school in a range of key initiatives.

A review of the 2011 data and outcomes saw us set five key priorities for 2012:
- Literacy and Numeracy development and improve NAPLAN results.
- Introduction of the Australian Curriculum and associated timetable structure.
- Further development and monitoring of teacher skills and pedagogy in classrooms through the introduction of a pedagogical framework – ‘The Art and Science of Teaching’.
- Closing the Gap between indigenous and non indigenous students.
- Strengthening educational outcomes through the use of data and a review of assessment.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - 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>1126</td>
<td>552</td>
<td>574</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Redcliffe has an aging demographic but our school has experienced increased enrolments over the last 9 years. The 4 private schools in close proximity attract a significant number of students from the higher socio economic areas. We have students from a range of socioeconomic and cultural backgrounds, this provides a rich diversity which enhances our school composition and culture.

The ‘excellence’ programs at Redcliffe SHS attract a slightly higher percentage of male students from outside of the enrolment boundary than girls. Our retention of students from Yr 8 – 12 is statistically solid, as are progression rates into each year level from the last, this indicates a fairly stable student body.

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

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 – Year 10</td>
<td>23.2</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>17.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<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>270</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>26</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>8</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings

- Our ‘excellence programs’ provided gifted and talented opportunities in a range of areas:
  
  Accelerated Music Program (AMP)
  Accelerated Maths, Science and Robotics (AMSRO)
  Boys Rugby League
  Visual Arts
  Girls Soccer
  Performing Arts - Drama

- Year 8 and 9 students participated in a core curriculum, with a very strong and overtly taught literacy program. The Year 8 and 9 curriculum included NAP preparation to assist students in NAPLAN.

- Year 10 was a transition year where students completed core subjects, bridging to senior or began senior studies and VET competencies.

- Year 11 and 12 provided an extremely broad range of authority, non authority and certificate courses to suit the distinctive needs of our clients. We expanded our vocational offerings in line with the needs of our students, offering Certificate III courses. Data from the destination study helped guide this expansion of the curriculum. The senior curriculum is characterised by flexibility in delivery as we aim to provide for the individual needs of our senior students.

  - [QUTeach@Redcliffe](#) is a university course taught at Redcliffe High by Redcliffe SHS teachers. This is a partnership between Redcliffe State High School and Queensland University of Technology. Redcliffe State High School teaches university subjects (part of the Teaching Qualification) for state secondary students from a range of local schools. Students participated in university subjects and gained automatic entry to QUT at successful completion.

  - Certificate III Laboratory Skills Trade Training Centre – ReddiLab. Students from district state high schools attended Redcliffe SHS to complete this qualification in the ReddiLab. Central Queensland Institute of TAFE is the RTO and in partnership with Redcliffe High delivered this exciting qualification, taught by Redcliffe SHS teachers.

  - Planning was evident in preparation for the introduction of the Australian Curriculum. English, Mathematics and Science faculties developed programs and strategies to prepare for implementation in 2012.

  - NAPLAN preparation programs proved successful as we saw improvement in NAPLAN results in most areas. The NAPLAN preparation consisted of specific classes as well as the expectation that all faculties take responsibility for aspects of literacy and numeracy.

One size does not fit all – our curriculum aims to cater for the range of student needs.

Extra curricula activities

Extra curricula activities are the icing on the cake, they make the difference between a good school and a remarkable school such as Redcliffe SHS. Students at Redcliffe SHS enjoyed opportunities to shine and soar above and beyond expectations in a range of extra activities:

- Instrumental Music (including Concert Band, Stage Band, AMP Band, Orchestra, Choir and String Ensemble) events, performances and practice.
- Interschool Sport, sport and more sport…
- Theatre visits and Drama activities
- Excursions
- Concerts and performances
Our school at a glance

- Recitals
- Subject Area Camps (Drama and Rugby League)
- Overseas Trip – Japan
- Public Speaking and Debating
- Year 8 and 9 Student Master Chef competition
- District Mathematics Competition
- YAP – Youth Action Project
- Year 8 Camp
- Year 11 Leadership Camp
- Open Evening
- Senior and Semi Formal
- Gala Evening
- Talent Quests

How Information and Communication Technologies are used to assist learning

Technology encompasses more than computers at Redcliffe SHS. Students are actively engaged with a range of technological devices quite new to the classroom.

- Our students are able to demonstrate their skills on the electronic whiteboards – this makes learning a hands on experience as well as lots of fun.
- We have a strong partnership with ‘Texas Instruments’ and have ‘data logging’ as a component within our curriculum. We trial equipment for Texas Instruments products that aren’t even released for sale in Australia – how is that for cutting edge technology.
- As part of the 1:1 computer program Redcliffe SHS started to trial the use of tablets within the curriculum. This will extend in 2012 across the curriculum.
- Redcliffe SHS has chosen to deploy the 1 to 1 computers in a school based program. Redcliffe High uses a mix of Apple and PC computers, therefore making it impossible to consider a one to one take home model. Computers are used for whole of class activities, group activities and individual access through computers rooms, pods of computers, the introduction of laptop trolleys, the Individual Learning Centre technology room and the Library.
- More and more classrooms had data projectors installed to cater for teacher driven learning activities and for student presentations.
- Multi Media, Film & TV and Industrial Technology and Design subjects are incredibly popular with students.
- Our school has developed a Digital Learning Committee, which has introduced the concept of Digital Key Teachers. These teachers received training and had time to develop their specific projects.
- We provided professional development for staff and targeted strategies to improve the implementation of digital learning strategies in classrooms. A significant number of teachers received their ICT Certificate after a targeted strategy was implemented.

Social climate

A positive social climate is a critical element to, not only progress our vision, but it also enhances learning and pride in our school. To build a constructive, positive culture we have developed major cultural and organisational provisions:

- SABER Vision, Ethos and SABER Learning
- SABER Awards scheme – recognising student efforts
- Blue Room and associated Support Staff – our problem solving room where students can report and
address issues of stealing, bullying or other relationship issues. Problems are promptly dealt with. We have a range of strategies to address bullying within the school, these are generally successfully implemented.

- Manners Matter posters and associated expectations were implemented.

We have also provided a range of opportunities for students:

- Lunchtime Activities and Competitions, including staff v’s student games.
- Extra Curricular activities, previously mentioned.
- Camps, Tours and Excursions
- Concerts, including lunchtime and evening activities.
- Cultural activities in lunch breaks
- Talent Quests
- Student Representative Council – provided the opportunity for student leadership which addresses student issues. With a classroom representative from each ‘form class’ it gave students a strong voice within the school.

Other more curriculum related activities build upon our social capital:

- Pathways Program (10-12)
- Transition Programs – this built bridges between secondary and primary students, making the move to high school a little easier for new Grade 8 students.
- Sport… so important to the social development of our school.

Our social climate can also be evaluated through the School Opinion Survey results below:

- 88% of parents believe Redcliffe SHS is a good school compared to 78.2% in ‘like schools’. 74.1% of students believed we are a good school, this figure is higher than the State level of satisfaction (67.9%) but significantly higher than our ‘like schools – 63.6% satisfaction.

Parent satisfaction with child safety at school is consistently above ‘Like School’ and ‘State’ average where in 2011 Redcliffe SHS parent satisfaction is 92%, Like School satisfaction is 71.9% and State satisfaction is 81%. Student satisfaction with their safety at school is above ‘Like Schools’ and State data where in 2011 our students had 67.2% satisfied, Like Schools had 57.1% satisfied and state had 65.7% satisfied.

- 80% of parents are satisfied that their child is being treated fairly at school, this is in line with state satisfaction but above Like Schools where satisfaction was 75.1%. Redcliffe High students are also more satisfied with being treated fairly (60.2%) than Like Schools (52.6%) and State (58.2%).

- Discipline satisfaction has maintained improvement in parent satisfaction. Parent satisfaction with discipline was above that of ‘Like Schools’ and similar to ‘State’ data. 2011 saw a consistent satisfaction levels regarding behaviour of students between Redcliffe SHS and Like Schools for parents but students were more satisfied than students from Like Schools. Students tended to again take a ‘neutral’ stance on this question.

- 76% of parents report that their child is happy to go to our school, this is a decline on past years, whereas students are still more satisfied in this area than students from Like Schools or State.
Parent, student and teacher satisfaction with the school

Parent caregiver satisfaction that ‘their child is getting a good education’ has remained fairly constant over the last 5 years, with 2011 seeing 80% of parents satisfied. In 2011 20% of parents rated a ‘neutral’ response – there were no levels of dissatisfaction with this question.

Student satisfaction that they are ‘getting a good education’ at Redcliffe SHS has improved again to 78% in 2011. We maintained the same trend with 20% of students neutral in this aspect and only 2% dissatisfied.

Parent satisfaction with our school has remained consistently above the ‘like school’ mean.

School workforce satisfaction with access to professional development opportunities has declined since 2010 this may be a result of not running the Internal Professional Development program in 2011. Staff morale has been maintained at a very good level but at a slightly lower percentage than 2010, this was a strong priority for our school and will need to remain a focus for the future.

<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>80%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>84%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Statistics show that parental involvement improves student engagement in the curriculum. We have maximised parent involvement in a range of events through:

- Newsletter invitations to functions
- Advertising Flyers sent home with students
- Personalised invitations posted home
- Parent Teacher Interviews twice a year
- Advertising activities in the newspaper.
- Expert guest speakers invited to parent evenings
- Student centred activities at school eg. Recitals, Information Evenings included student entertainment. (including food so that provision of the evening meal wasn’t a barrier to attendance)
- We have successfully included prizes for our Senior Parent Night to encourage parent and student attendance.
- P&C meetings continued to be advertised in the school newsletter and were brief meetings which encouraged ongoing attendance.
- Annual Open Evening reviewed to encourage higher levels of parent involvement in future.
- Invitations to parents and community also arrived in the letterbox through the Community Newsletter.
Reducing the school's environmental footprint

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

Electricity costs have increased because of the rising cost of electricity but our usage has also increased. With an ever expanding number of technology devices being used within the school, computers, laptops and other ICT devices, it is inevitable that our usage would increase. As we maintain the laptops at school we are also responsible for the laptop trolleys being charged overnight. We saw an increased number of students and teachers which would account for increases in use as rooms are being used at full capacity. Construction work was being undertaken in 2011 which also increased electricity consumption.

Water costs have decreased over the last 3 years, a large part of the decrease is due to the weather conditions and the reduced need to water the grounds and gardens. We have also installed water tanks which are used to water gardens and in our newest building supplies the water for the toilets.

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KwH)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>372,215</td>
<td>1,874</td>
</tr>
<tr>
<td>2010</td>
<td>338,604</td>
<td>1,979</td>
</tr>
</tbody>
</table>

% change 10 - 11 10% -5%
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>91</td>
<td>36</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>85</td>
<td>26</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>81</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $35,839.77. The major external professional development initiatives are as follows:

- QSA Curriculum based workshops, Certificate IV in Training and Assessment and VET Workshops
- Conference attendance – Administrative Assistants, Business Services Manager, Principal, Senior Schooling, QAMT Annual Conference, MYSA and Drama
Our staff profile

- Bullying and Behaviour Management
- Training and assessment
- The Art and Science of Teaching
- ICTs in the Classroom, Interactive Classrooms, ICT for Asian Languages, eLearning Explorations
- Transformative Teaching and Behaviour Management
- Supporting Students with Autism
- Faculty Focussed Professional Development
- Anaphylactic and First Aid Training

The major internal professional development initiatives were as follows:
- IT Professional Development in: One School, The Learning Place, Access Database, Click View, Interactive Whiteboards, iMovie, Publisher and ICT Certificate Skills
- Fire Training, NAPLAN, Asbestos Training, Student Protection and Code of Conduct, QSA requirements and verification submissions, Developing assessment criteria sheets, Developing assessment tools and resources for VET, Senior First Aid and Senior Resuscitation, Learning Support, ASD Students, Comprehension Strategies, Adjustments and differentiation for students, Literacy for the classroom and National Curriculum.

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 97% in 2011.

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 95% of staff was retained by the school for the entire 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/](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 88%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>90%</td>
<td>87%</td>
<td>85%</td>
<td>88%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

Description of how non-attendance is managed by the school

In state schools non-attendance in 2011 was managed in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outlined processes for managing and recording student attendance and absenteeism.

Whole day absences were dealt with by the Administrative Officer in the following manner:

Print outs were made on a weekly basis for all students who were absent for a 3 day consecutive period or were absent for 10 days or more since the start of the year. Parents were then contacted by phone for reasons for the 3 or more days absence on Wednesdays or Fridays. This was not always successful as parents were often at work or not contactable. Messages were left where possible but responses were often very low. The list of students identified for 10 or more absences were given to the administrator for that year level to address.

Absence letters were sent out to parents monthly, generated in 'ID attend' for 4 or more days unexplained absences from the first day of the school year including all absences for the current period. Reasons for absences were entered on the return of the absence letter and filed in the student file. Parents also rang to advise us of absences, this information was recorded in the 'ID attend' database.
Performance of our students

If unexplained absences reached 10 or more days, Enforcement of Compulsory Schooling Letter 1 was sent out to parents. If we did not get a response Letter 2 was sent with an appointment time allocated for parents to talk to the relevant administrator. If there was no response Letter 3 was sent with another appointment time allocated. Again if no response Letter 4 and possibly Letter 5 were sent, with a referral to District Office.

Late Students: Students who were late to school three or more times in a 2 week period or those who were late on a regular basis without a note were given detentions whereas persistent late students were referred to the relevant administrator.

Partial Day Absences: A print out for those missing from class and those who failed to sign in was printed out and given to the relevant year level co-ordinator for tracking. The report was handed back to the absence officer to make the necessary changes.

Roll Marking: Roll marking took place every lesson using the ‘ID Attend’ database, recording student attendance and absenteeism.

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](image)

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Achievement – Closing the Gap

The enrolment of indigenous students has increased from 41 students in 2008 to 61 students in 2011.

• The gap between indigenous and non indigenous attendance remains at a steady 4% difference with indigenous attendance lower than non indigenous students. The poor retention of Indigenous Liaison Officers within the school has made it a difficult task to maintain a strong attendance focus, even though the intention to improve attendance is a priority.

• The Gap between indigenous and non indigenous apparent retention in Years 10 to 12 has met or exceeded the 2012 target. School improvement in this area is positive and indigenous students are significantly outperforming non indigenous students in this area. Our improvement is double that of the system target.

Apparent retention rates Year 10 to Year 12.

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

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>167</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>71</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>25</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>157</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>113</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>147</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>73%</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>99%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>89%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

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

<table>
<thead>
<tr>
<th>Band</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>12</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>15</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>25</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>18</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>1</td>
</tr>
</tbody>
</table>
Performance of our students

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>131</td>
<td>92</td>
<td>55</td>
</tr>
</tbody>
</table>

The types of Certificate 1 courses our students undertook were:
- Certificate I Hospitality
- Certificate I Furnishing
- Certificate I Work Education
- Certificate I IT
- Certificate I Engineering
- Certificate I Business
- Certificate I Visual Arts and Contemporary Craft
- Certificate I Construction

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

Early leavers (young people who left the school in Years 10, 11 and prior to completing Year 12) at Redcliffe SHS in 2011 result from students leaving school to attend another educational facility, alternative programs, full time work or through cancellation of enrolment.

Students and parents are advised that post compulsory students cannot leave school unless they are going to an option that is either ‘earning or learning’. We require parental notification of the option students are choosing.

Some students have moved interstate or overseas because of family break up or parental employment, others have left school early because of medical conditions usually associated with diagnosed mental health issues. The majority of our early leavers move to full time employment, TAFE or alternative educational programs.