

Hervey Bay State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

I am pleased to provide you with a copy of the 2015 Annual Report for Hervey Bay State High School.

Hervey Bay State High School celebrated 50 years of providing quality education to the community in 2014 and this proud school remains committed to providing quality learning opportunities to enable all our students to achieve within a safe, supportive and disciplined learning environment. We give every student the opportunity to have the "courage to dream" through their participation in a wide range of curricular and co-curricular activities irrespective of their ability or skill level. Our curriculum achieves this by providing classes to support students who have learning difficulties as well as offering extension classes for students to challenge their academic limits. Above all, in the classroom and in all extra-curricular activities we ask students to commit to working safely as a team, respecting each other and doing the best they can to be a productive and active learner. Hervey Bay State High School gives every student the "opportunity to succeed".

Our vision is to be a school of first choice in our community and for staff, students and parents to work together to make Hervey Bay State High School a great State Secondary School.

Julie Learoyd
Principal

School progress towards its goals in 2015

Successful Learners

- Embedded whole school literacy strategies to improve writing and reading in all subject areas
- Embedded literacy and numeracy strategies in Dimensions of Learning unit planning
- Tailored instruction to individuals and groups
- Improving the performance of all students with a focus on improved outcomes for Indigenous students
- Improving attendance and retention for all students

Great People

- Implemented Reflective Feedback and Observational Protocols for Teachers to improve teaching and learning
- Implementing strategies to continue to improve teaching practice

Empowerment

- Embedding Dimensions of Learning as the school's pedagogical framework
- Continued improvement of consistent teaching practice in all classrooms
- Use of data systematically and consistently to improve both teaching and learning

Engaged Partners

- Effective collaboration with feeder primary schools for the seamless transition of year 6 students in 2015
- Continue to improve facilities for all students and staff in partnership with the school's master plan for development
- Improvement and implementation of high expectations concerning policy adherence and consistent application by all staff

High Standards

- Development and implementation of Positive Behaviour for Learning (PBL)
- Focussed professional learning on upskilling and improving the Essential Skills for Classroom Management (ESCM)
- Routine sharing of expert pedagogical practice through PEER learning groups (PLGs)



Future outlook

Improving student performance remains our key focus. A whole school response to developing a culture that promotes learning via systematic curriculum delivery and a whole-school pedagogical framework is the key component of this improvement agenda as identified in the 2015 Priority School Review.

Building, developing and maintaining positive relationships between staff, students and parents to ensure quality teaching and learning outcomes for all students remains a priority. We continue to work towards maintaining a learning environment that is safe, respectful, tolerant, and inclusive. The school promotes intellectual rigor by a sequenced plan for curriculum delivery ensuring consistent teaching and learning expectations in all class rooms, each day, every day.

Our Priorities for 2016 are:

- Embed the Dimensions of Learning as a whole-school pedagogical framework to improve and develop consistent teaching practice that supports and maximises the learning experiences for all students
- Drive the continued implementation of School Wide Positive Behaviour Support (SWPBS) and promote this proactive approach to behaviour through the 'merit' reward system to further enhance the work being done through Positive Behaviour for Learning (PBL).
- Embedding literacy and numeracy in our unit planning – Dimension of Learning
- Implementing a reading program, comprehension strategies and embedding a balanced writing program
- Implementing numeracy rich routines that address key aspects of number as identified through NAPLAN and internal data sources
- Improving student attendance



Our school at a glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2015:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	803	372	431	89	84%
2014	819	403	416	96	83%
2015	930	462	468	112	86%

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

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

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

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

Characteristics of the student body:

Hervey Bay State High School offers educational and vocational pathways catering for all students whether they wish to continue with tertiary studies, employment opportunities or further training. Hervey Bay State High School is a growth school, both in student numbers and in our school footprint. 2015 saw the opening of three new buildings and sporting facilities in the school. Enrolments are expected to continue to increase.

The school has an Indigenous student population of 12%. We employ the services of a Community Education Counsellor and are committed to working with our Indigenous students, their families and the community to provide every opportunity for students to achieve to their potential and reduce the "gap" in attendance, retention, attainment and academic performance.

A supportive and inclusive program assists students ascertained with specific disabilities. The Inclusive Education Centre (IEC) enrolment is also growing and our expert staff cater well for students' diverse learning needs. These students are integrated into mainstream classes or are on Individual Education Programs. Students with learning difficulties are also catered for by the school's Student Support and Learning needs staff with targeted literacy and numeracy programs for year 7, 8 and 9 students.

Hervey Bay State High School is a co-educational school that operates in a year level structure. Students are supported by their class teachers and form teachers in years 7, 8, 9 and 10. Each year cohort has a Year Level Coordinator which assists with student wellbeing and support. This provides the opportunity for strong, productive relationships to be developed between students, parents, teachers and their coordinator. This structure also allows students to develop their leadership skills with their year cohort and the student council as they progress from Year 7 to the senior school.

Student welfare is supported by individual Year Level Coordinators, School Chaplain, School Based Nurse, Guidance Officer, Community Education Counsellor for Indigenous Students, Youth Support Coordinator and the School Based Police Officer. Each year cohort is looked after by a Deputy Principal – junior secondary and senior schooling.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	23	22	21
Year 11 – Year 12	17	17	17

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

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	416	429	571
Long Suspensions - 6 to 20 days	36	7	23
Exclusions	4	8	9
Cancellations of Enrolment	16	28	16

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

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

Curriculum delivery

Our approach to curriculum delivery

In addition to regular school subjects the school has several distinctive curriculum initiatives:

- We offer students intensive programs in identified areas of study. Academic Programs of Excellence (APEX) are offered in the areas of English, Mathematics, Music and Health and Physical Education (Sport)
- A focus on the agricultural and animal husbandry industry from year 7 to senior.
- Dance is a new focus in The Arts
- Certificate courses in a wide range of areas including Community Activities, Rural Operations, Business and IT.
- The school offers guidance and programs in the areas of work experience, traineeships and school-based apprenticeships.
- The school offers university subjects in collaboration with the Central Queensland University to offer an extended range of options to students.
- Social and Emotional Learning programs – the Junior Induction Program (JIP) and Senior Induction Programs (SIP) provide information, development and education in such areas as careers, drug education, driver education and other personal development activities

Extra curricula activities

Hervey Bay State High School is a student-centred school that places great value on extra-curricular activities and encourages student participation and leadership. A range of extra-curricular activities are made available to students by staff who offer their time and expertise on a voluntary basis both inside and outside school hours. Some of these events in 2015 included:

- Curriculum based activities and competitions such as the Mathematics Challenge, Creative Writing, LOTE language competition and tour, Science and Engineering Challenge and our highly successful cattle team
- Student Leadership group within the school with elected students from years 7 to 12 forming the Student Council which informs decision making within the school
- Drama, Art, Instrumental Music and Music – “Perspectives” showcase as well as concerts throughout the year to show student talent and fundraise for significant events
- Every year the school enters a high number of teams in local sporting competitions. This gives our talented sporting students an opportunity to attain representative honours. Our male and female football teams perform very well in the local competition
- A combined student and staff team represented the school in the Kokoda Challenge with 7 students and 2 staff members competing the 96km challenge



How Information and Communication Technologies are used to improve learning

eLearning is a key focus within the school and this direction will continue to be a priority in the coming years. The school is moving toward a 'bring your own device' program of IT integration in our classrooms. With the introduction of the National Curriculum and C2C resourcing, eLearning professional development of staff continues to be a school priority. All classrooms are equipped with digital projectors to enhance the learning and teaching experiences in classrooms. Laptops are available around the school for student use and IT labs are equipped for specialist classes. The school had developed an iEXCeL program for year 7 students in 2015 which caters for students digital learning needs.

Social Climate

Hervey Bay State High School provides considerable support for students and families alike. All students undertake a social well-being program – JIP (Junior Induction Program) and SIP (Senior Induction Program) which supports the emotional and academic wellbeing of our students.

The school has a Responsible Behaviour Plan for Students with clearly defined processes to monitor and modify behaviour and to identify and acknowledge positive behaviour. Each student is case managed by a Head of Department (HOD) who takes responsibility for overseeing the performance of students studying in each faculty. These HODs are supported by a Year Level Coordinator (YLC) who is responsible for the welfare of approximately 150-200 students for the five years of their school life. The key component of this welfare process is the timely identification of concerns, early notification of parents and caregivers and negotiated intervention to improve student behaviours. Each cohort is under the leadership and guidance of a Deputy Principal.

All members of the school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents. Hervey Bay State High School's Responsible Behaviour Plan (based on the Code of School Behaviour) outlines the school's values, strategies and actions in order to ensure all students have a right to and receive a quality education in a safe and supportive environment.

The school has an extensive support team who work with students and staff. This team includes the Guidance Officer, School Chaplain, School-based Police Officer, Youth Support Coordinator, Community Indigenous Education Counsellor and School Nurse.

The School Opinion Survey for staff, parents and students shows marked improvement in many categories in 2015. 92.1% of parents and 80% of students believe that Hervey Bay State High is "a good school" and 96.8 % of parents are satisfied that their "child is getting a good education at this school". 93.5% of parents are satisfied that "teachers at this school are interested" in the wellbeing of their child.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	75%	91%	97%
this is a good school (S2035)	85%	86%	92%
their child likes being at this school (S2001)	92%	91%	94%
their child feels safe at this school (S2002)	85%	86%	97%
their child's learning needs are being met at this school (S2003)	58%	91%	94%
their child is making good progress at this school (S2004)	75%	86%	89%
teachers at this school expect their child to do his or her best (S2005)	75%	95%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	75%	81%	94%
teachers at this school motivate their child to learn (S2007)	77%	86%	92%
teachers at this school treat students fairly (S2008)	75%	85%	87%
they can talk to their child's teachers about their concerns (S2009)	92%	95%	97%
this school works with them to support their child's learning (S2010)	85%	90%	90%
this school takes parents' opinions seriously (S2011)	67%	82%	91%
student behaviour is well managed at this school (S2012)	58%	86%	81%
this school looks for ways to improve (S2013)	77%	86%	93%
this school is well maintained (S2014)	92%	90%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	92%	89%
they like being at their school (S2036)	85%	88%	80%
they feel safe at their school (S2037)	84%	89%	83%
their teachers motivate them to learn (S2038)	88%	89%	81%
their teachers expect them to do their best (S2039)	93%	96%	95%
their teachers provide them with useful feedback about their school work (S2040)	85%	87%	79%
teachers treat students fairly at their school (S2041)	71%	73%	69%
they can talk to their teachers about their concerns (S2042)	68%	71%	61%
their school takes students' opinions seriously (S2043)	73%	80%	71%
student behaviour is well managed at their school (S2044)	53%	64%	59%
their school looks for ways to improve (S2045)	97%	96%	91%
their school is well maintained (S2046)	82%	84%	83%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	84%	89%	88%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	83%	86%	92%
they feel that their school is a safe place in which to work (S2070)	85%	93%	95%
they receive useful feedback about their work at their school (S2071)	69%	79%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	76%	85%
students are encouraged to do their best at their school (S2072)	84%	93%	88%
students are treated fairly at their school (S2073)	87%	89%	90%
student behaviour is well managed at their school (S2074)	64%	77%	79%
staff are well supported at their school (S2075)	62%	73%	75%
their school takes staff opinions seriously (S2076)	67%	77%	67%
their school looks for ways to improve (S2077)	85%	96%	90%
their school is well maintained (S2078)	75%	87%	93%
their school gives them opportunities to do interesting things (S2079)	76%	84%	74%

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

Parent and Community Engagement

Parents are welcome to be a part of the school's daily operations. They are always encouraged to be involved in their child's education by the following ways:

- Twice yearly Parent/teacher Evenings. The focus of the first parent and teacher meeting in week 4 of term 1 was a conversation between students, parents/carers and teachers on meeting the educational needs of students. The second meeting occurred following assessment in term 2 to give feedback on student academic performance and plan progress for semester 2.
- Access to teaching staff by appointment and telephone conversation at any time during the year. Email is encouraged between teachers, students and families. Email contact and correspondence increased dramatically in 2015.
- An active Parents and Citizens Association and Indigenous Parent group.
- Parent/Student/School interviews for students moving from Year 10 to Year 11
- Actively encouraging parents and carers to become volunteers in school programs and in other support programs
- Enrolment interviews for all new students
- On-line school newsletter which is emailed to all parents twice a month
- Electronic sign detailing upcoming events and celebration of student success
- Text message invitation and information messages to parents and families

Reducing the school's environmental footprint

Hervey Bay State High School continually encourages the decrease of electricity and water consumption in the school. The school has a number of water tanks which has assisted our water usage, however, with the major development of facilities including new sporting facilities such as the oval and landscaping areas, water use increased dramatically in 2015. The new buildings are equipped with water tank facilities so this use should decrease in 2016. Electricity usage was offset by the developers of the new buildings and on site construction. This is the reason for the dramatic decrease in electricity use. Unfortunately, usage will increase in 2016. The school is also committed to being a 'cool' school and more air conditioners have been installed in 2015 which will affect the use of electricity and our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	297,023	6,062
2013-2014	307,607	6,345
2014-2015	41,214	16,235

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

Our staff profile

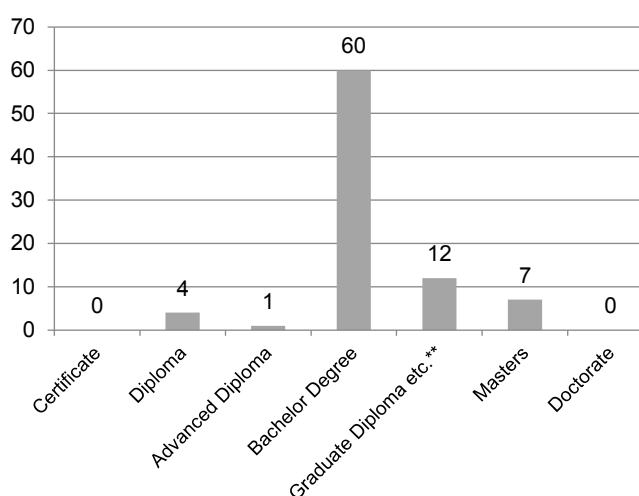
Staff composition, including Indigenous staff

The school staff numbers increased in 2015 due to an increase in student enrolments at the school on day 8. However, there were a number of staff changes within the school, particularly in the teaching staff, due to retirements and requested transfers from the school. 2016 will see many new staff joining the school.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	84	44	<5
Full-time equivalents	79	32	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	1
Bachelor Degree	60
Graduate Diploma etc.**	12
Masters	7
Doctorate	0
Total	84



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$96 972.00

The major professional development initiatives are as follows:

- Curriculum development and dashboard training
- Student support
- Pedagogical Framework (curriculum development and planning)
- Peer Learning Groups (PLGs) – Curriculum, Literacy, Numeracy
- Specialised skill development (Hospitality, Agriculture, Animal Husbandry, VET)
- QCAA training, support and information
- Leadership – Heads of Department, Deputy Principals, Principal and aspiring staff (teaching and non-teaching)
- Reflective Feedback and Observational Protocols (RFOP) and profiling



The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	82%	84%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	78%	79%

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

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

Student attendance rate for each year level (shown as a percentage)

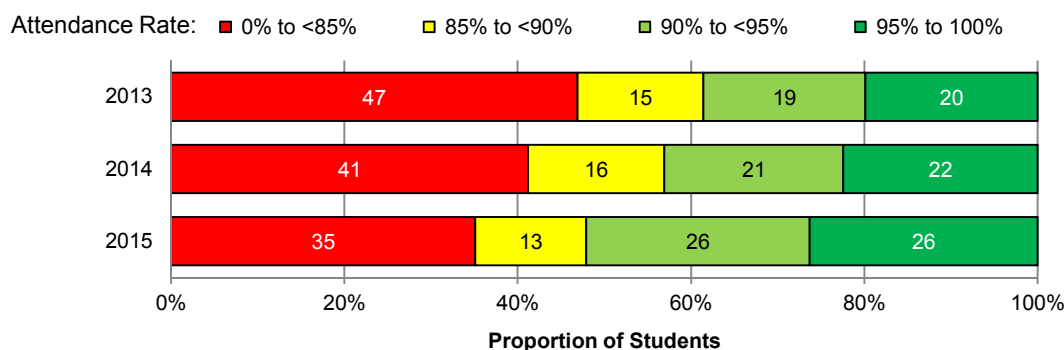
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									86%	81%	78%	83%	83%
2014									85%	84%	83%	85%	86%
2015								87%	87%	84%	82%	89%	87%

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

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

Hervey Bay State High School uses a computerised ID-Attend system for recording and monitoring student attendance in all sessions of the school day. This program and associated processes track and monitor student attendance - daily, full-day and

session truancy. Parents/Carers receive a text message if a student is absent from school following morning roll marking. Student absence and truancy is the responsibility of all staff and is monitored by Year Coordinators and Administration. An attendance officer was employed to track student absence and decrease unexplained absence. Unexplained absence decreased by 50% in 2015. Families are contacted via telephone where absence is unaccountable. A more formal process of written notification is sent to parents/carers where students are absent repeatedly or where explained absence is high. Student support services are engaged to assist with student absence/attendance in school. The formal Managing Student Absence process is followed where students are absent frequently without reasonable explanation. The Administration monitors and is responsible for student attendance and the improvement of student attendance continues to be a priority of the school.

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	60%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	42%	52%	73%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	100	119	135
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	3
Number of students receiving an Overall Position (OP)	38	51	52
Percentage of Indigenous students receiving an Overall Position (OP)	13%	36%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	16	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	94	114	122
Number of students awarded an Australian Qualification Framework Certificate II or above.	58	74	78
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78	103	121
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63%	73%	87%
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.	63%	65%	54%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	96%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	93%	83%

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

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	4	8	12	12	2
2014	5	11	17	15	3
2015	4	7	17	13	11

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

Vocational Educational Training qualification (VET)

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

Years	Certificate I	Certificate II	Certificate III or above
2013	91	57	2
2014	110	68	7
2015	100	75	3

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

The following qualifications were awarded to students in 2014:

Certificate courses include:

- Certificate I Information Technology
- Certificate I Information Digital Media and Technology
- Certificate II Information Digital Media and Technology
- Certificate II Business
- Certificate II Rural Operations
- Certificate II Workplace Practices
- Certificate II Community Activities

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

Students left Hervey Bay State High School for other educational and training institutions on the Fraser Coast and to other geographical areas around the State to complete their schooling. Year 10 students leaving the school were enrolled in vocational programs and/or found employment. Year 11 and 12 students were counselled and guided to gain access to vocational courses, employment, traineeships and/or apprenticeships. These students were supported by the school to ensure they were enrolled in programs that best suited their future needs. Some students enrolled at other schools both locally and outside of the Fraser Coast due to employment and family relocation.

