



Hervey Bay State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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# From the Principal

## School overview

Hervey Bay State High School was established in 1964. Here, students have the 'courage to dream' and the 'opportunity to succeed'. Students achieve success, have positive self image, excel and confidently master new skills in this small community school. Our Years 8 and 9 curriculum has been established using the essential learnings of the Key Learning areas, including Mandarin, Agricultural science and Animal Husbandry, and Marine Studies. It is supported with Gifted and Talented programs, early intervention strategies, Learning Support and Special Education programs. Our senior program (Years 10-12) maximizes life long learning, developing vocational, academic and cultural pathways for students. Classroom teaching programs are balanced, innovative and incorporate literacy, numeracy and technology. Our school is actively involved in cultural, academic, sporting and community programs as well as many extra-curricular activities in the greater community. Parents are actively encouraged to participate in the education of their children. Our Parents and Citizens group provides parents with an opportunity to work with the school to develop initiatives within the school.

## School progress towards its goals in 2018

### Priority 1:

Embed the Dimensions of Learning as a whole-school pedagogical framework. Quality classroom teaching has a profound influence on student learning and wellbeing. The school will continue to develop curriculum that builds the foundations for wellbeing by:

- Explicitly teaching personal and social capabilities, and
- Equipping students with the knowledge, skills, attitudes and strategies to understand and manage themselves and their relationships

This will be achieved by implementing the curriculum as specified in the P-12 curriculum, assessment and reporting framework, and enacting a pedagogical framework that reflects expectations and principles to improve and develop consistent teaching practice that supports and maximises the learning experiences for all students.

### Priority 2:

Drive the improvement of Literacy and Numeracy for all students so they have the ability to learn and succeed in school and beyond.

## Future outlook

The Annual Implementation Plan and School Improvement Agenda identifies the same 2 priorities for 2019. Hervey Bay State High School is committed to improving the teaching and learning in our classrooms. In addition to the Dimensions of Learning, further investigation of Deeper Learning and The Learner First will contextualise our pedagogy.



# Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**Independent public school** No

**Year levels offered in 2018** Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	962	1019	1042
Girls	491	513	525
Boys	471	506	517
Indigenous	121	113	138
Enrolment continuity (Feb. – Nov.)	85%	88%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

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 continues to grow both in student numbers and in our school footprint.

Our student body includes many families from the local Fraser Coast and surrounding rural communities. New enrolments are drawn to the school and the area from both inter and intrastate. The school tends to have a high turnover of students but maintains its annual enrolment numbers. The school population has an Indigenous student population of 12%. We employ the services of an Indigenous Education Officer 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. The Girls Academy opened at the school in 2018 and has further enhanced these services for our female students and their families.

The school has approximately 11% of students with disabilities who are supported by specialist staff in the Inclusive Education Centre. We offer a supportive and inclusive program that assists students ascertained with specific disabilities. The Inclusive Education Centre 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 Personalised Plans. 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.

The school has a range of family backgrounds and occupations but the majority of families are English speaking with no second language. The school ICSEA is 940.

Hervey Bay State High School is a co-educational school that operates individual case management and support. Students are supported by their class teachers, form teachers and assigned a Case Manager who assists with student wellbeing, academic performance, attendance, behaviour and support. This provides the opportunity for strong, productive relationships to be developed between students, parents, teachers and their case manager. 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's welfare is also supported by Case Managers, School Chaplain, School Based Nurse, Guidance Officers, Indigenous Education Officer, Youth Support Coordinator and the School Based Police Officer. Each year cohort is also supported by a Deputy Principal.



## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	22	22
Year 11 – Year 12	17	18	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

In addition to regular school subjects the school has several distinctive curriculum initiatives. We offer students

- Extension programs in identified areas of study. Academic Programs of Excellence (APEX) are offered in the areas of English, Mathematics, Music, Science and Health and Physical Education (Sport)
- A unique experience is our programs undertaken in the Agricultural and Environmental Centre (AEC) which includes the school farm. This allows us to offer and focus on the Agricultural and Animal Husbandry industry from year 7 to senior.
- A thriving Arts program includes Music, an Instrumental Music program, Visual Arts, Drama and Dance.
- Certificate courses in a wide range of areas including Sport and Recreation, Fitness, Rural Operations, Business and IT.
- Vocational guidance and programs for work experience, traineeships and school-based apprenticeships.
- The school offers university subjects in collaboration with the University Sunshine Coast 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



### Co-curricular activities

Hervey Bay State High School prides itself on being a student-centred school that places great value on co-curricular activities and encourages student participation and leadership. A range of co-curricular activities are 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 2018 included:

- Curriculum based activities and competitions such as the Mathematics Challenge, Creative Writing, LOTE language competition, Science and Engineering Challenge and our highly successful cattle team
- Domestic Language (Chinese) Tour to Brisbane
- Student Leadership which includes students from all year levels who get involved with working with year 6 students from our primary schools on transition days, leadership projects and many community events
- Our Arts program students perform in showcases as well as concerts throughout the year to promote our extraordinary student talent
- Every year the school enters a large 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. We also have netball, basketball, rugby, tennis, Australian Football, equestrian, lawn bowling and chess
- Each year we have a combined student and staff team represent the school in the Kokoda Challenge with our 2018 team completing the 96km challenge in 36 hours and a student Human Powered Vehicle (HPV) team who compete in the Technology Challenge 24 hour race in Maryborough.



## How information and communication technologies are used to assist learning

eLearning is a key focus within the school and the direction of technology will continue to be a priority, particularly access for students. The school has moved toward a 'bring your own device' program of IT integration in our classrooms. With the introduction of the National Curriculum and C2C resourcing, eLearning is an essential skill for both students and staff to master. 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. All students and families are encouraged to provide a device for their student learning to be used at home and at school.

## Social climate

### Overview

Hervey Bay State High School provides considerable support for students and families. The school has a highly functioning Positive Behaviour for Learning (PBL) committee who work on improving the engagement of students in classes and creating positive learning environments for all students while supporting them and their welfare. Underlying this work is the school's Responsible Behaviour Plan for Students, the junior and senior induction programs which support the emotional and academic wellbeing of students, a case management system to work individually with students and their families, and providing leadership support in the Student Council. The school employs an extensive Student Support team who assist case managers by responding to bullying, relationship building and personal wellbeing. The school also uses STYMIE to assist students in notifying the school about any bullying incidents so that these can be managed quickly. 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 also 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 enacts the Positive Behaviour for Learning (PBL) strategies.

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

The school has a school wide leadership program, peer mentor program and also provides programs for students who are at risk of disengaging, such as FIVE, Aspire, Girls Group and Deadly-Cation.

We also offer students an extensive lunchtime program to engage students outside the classroom. This includes Zumba, craft, chess and sporting competitions.



### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	100%	93%
• this is a good school (S2035)	93%	100%	93%
• their child likes being at this school* (S2001)	92%	100%	95%
• their child feels safe at this school* (S2002)	93%	95%	95%
• their child's learning needs are being met at this school* (S2003)	88%	100%	93%
• their child is making good progress at this school* (S2004)	95%	95%	93%
• teachers at this school expect their child to do his or her best* (S2005)	93%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	95%	85%
• teachers at this school motivate their child to learn* (S2007)	91%	95%	85%
• teachers at this school treat students fairly* (S2008)	86%	100%	85%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	95%	95%	98%
• this school works with them to support their child's learning* (S2010)	93%	95%	92%
• this school takes parents' opinions seriously* (S2011)	85%	100%	89%
• student behaviour is well managed at this school* (S2012)	81%	91%	85%
• this school looks for ways to improve* (S2013)	93%	100%	95%
• this school is well maintained* (S2014)	97%	100%	100%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	88%	91%
• they like being at their school* (S2036)	88%	80%	80%
• they feel safe at their school* (S2037)	93%	83%	85%
• their teachers motivate them to learn* (S2038)	89%	73%	89%
• their teachers expect them to do their best* (S2039)	98%	94%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	80%	92%
• teachers treat students fairly at their school* (S2041)	81%	72%	72%
• they can talk to their teachers about their concerns* (S2042)	75%	54%	59%
• their school takes students' opinions seriously* (S2043)	77%	68%	68%
• student behaviour is well managed at their school* (S2044)	67%	61%	64%
• their school looks for ways to improve* (S2045)	91%	86%	89%
• their school is well maintained* (S2046)	85%	87%	80%
• their school gives them opportunities to do interesting things* (S2047)	95%	82%	84%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	89%	91%
• they feel that their school is a safe place in which to work (S2070)	88%	98%	94%
• they receive useful feedback about their work at their school (S2071)	78%	79%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	85%	86%
• students are encouraged to do their best at their school (S2072)	92%	92%	95%
• students are treated fairly at their school (S2073)	86%	91%	94%
• student behaviour is well managed at their school (S2074)	74%	81%	88%
• staff are well supported at their school (S2075)	69%	79%	85%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	65%	75%	83%
• their school looks for ways to improve (S2077)	91%	95%	95%
• their school is well maintained (S2078)	93%	95%	95%
• their school gives them opportunities to do interesting things (S2079)	80%	87%	90%

\* 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

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:

- Parent/Teacher Evenings – three times per year. The focus of the first Parent and Teacher meeting in term 1 is a conversation between students, parents/carers and teachers on meeting the educational needs of students. The second meeting occurs in term 2 following assessment to give feedback on student academic performance and plan progress for semester 2. The third follows semester 1 reporting.
- Access to teaching staff by appointment, email and telephone conversation at any time. Email is encouraged between teachers, students and families. Email contact and correspondence increased dramatically in 2018
- QParents was implemented in 2017 for parents to access information on their students and more parents have accessed this service in 2018
- 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
- Facebook updates on activities and student participation in both curricular and co-curricular events
- Case Management meetings to discuss student progress, develop support plans and assist with student wellbeing
- Inclusive Education Centre meetings to discuss student progress, develop individual plans to assist students with diverse needs to support their wellbeing and access with negotiated adjustments

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. These include:

- Induction day programs for year 6 students to transition into secondary school year 7
- "O" Week – orientation for all students in year 7 with a focus on building healthy and respectful relationships
- Personal Relationships program, delivered in Health and Physical Education, focusing on sexuality, violence, abuse, gender equality and forming positive and healthy relationships
- Junior Induction Program (2 sessions per week) which focuses on developing and maintaining positive relationships, strategies for dealing with 'mean' people and bullying behaviours, wellbeing, study and personal support strategies that is aligned to the "Secondary Student Wellbeing Program" contained in their student junior diary
- Senior Induction Program (2 sessions per week) which focuses on developing and maintaining positive relationships, study and careers information, preparation for exams and QCS, well-being and personal support strategies that is aligned to the "Secondary Student Wellbeing Program" contained in their student senior diary
- Positive Behaviour for Learning – explicit teaching of focus lessons identified from the school matrix – examples include, being prepared for learning, being on time for class
- Vital group – working with dis-engaged students to enhance their potential and confidence in being a productive member of the school and community
- Boys II Men – year 9 and 10 program for building positive relationships and self-esteem in boys
- Thrive – support program for building confidence, self-esteem, knowing self and developing personal goals in both male and female students
- Deadly Choices – support program for Indigenous students which focuses on culture and forming friendships, health and being a positive role model
- Team Up - development of leadership and team work skills
- Shark Tank – understanding personal boundaries and rights, domestic violence issues, and developing healthy and loving relationships
- Primary School Links – developing responsibility, communication skills, empathy and compassion, relationship skills and engagement in learning
- FIVE – re-engagement in classroom environment, forming positive relationships, support with behaviour and wellbeing



## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	419	431	462
Long suspensions – 11 to 20 days	26	31	46
Exclusions	12	8	15
Cancellations of enrolment	21	21	29

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Hervey Bay State High School continually works towards decreasing both electricity and water consumption in the school. The school has a number of water tanks which assists our water usage. Reminders to staff and students to "switch off", ensuring lights and air-conditioners were turned off when not needed is a key focus to conserving power. The school is committed to being a 'cool' school and more classroom air conditioners were installed in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	479,903	395,891	
Water (kL)	5,981		8,615

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
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Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	91	44	<5
Full-time equivalents	86	35	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	10
Graduate Diploma etc.*	13
Bachelor degree	66
Diploma	2
Certificate	0

\*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 2018 were \$49 657.00.

The major professional development initiatives are as follows:

- Curriculum development
- Literacy and Numeracy development
- Pedagogical Framework (curriculum development and planning)
- 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)
- Curriculum and Leadership coaching and mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 90% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	85%	84%
Attendance rate for Indigenous** students at this school	78%	78%	78%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

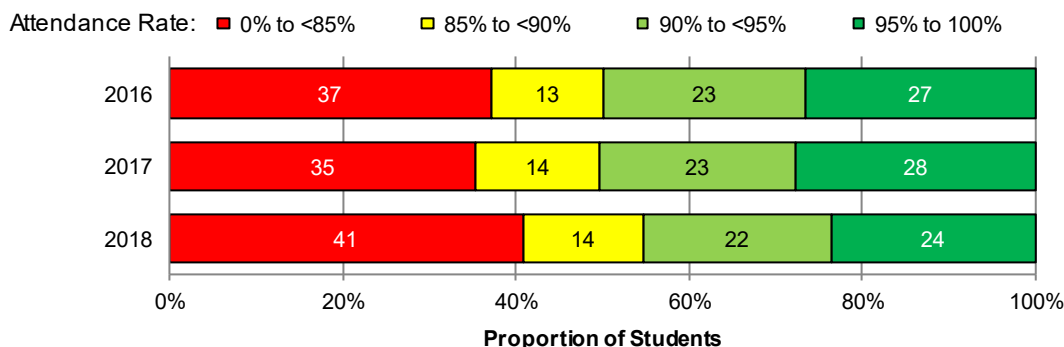
Year level	2016	2017	2018
Year 7	89%	88%	87%
Year 8	86%	86%	83%
Year 9	84%	80%	81%
Year 10	82%	80%	81%
Year 11	85%	87%	88%
Year 12	88%	88%	84%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 Case Managers and Administration. An attendance officer is employed to track student absence and decrease unexplained absence. Unexplained absence continues to be closely monitored with parents and carers contacted daily to explain student non-attendance at school. Families are contacted via telephone where these absences are 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.

Strategies implemented to increase attendance:

- Case Manager informal conversation and engagement with students with unexplained absence
- Referral to Administration for formal discussion with student and family as high level of non-attendance is identified
- Referral to an internal and/or external student support program to assist with identified issues that prevent a student attending school
- Monitoring and tracking attendance for all students
- Incentive activities, programs and extra-curricular opportunities for students maintaining 90% or better
- Informal and formal Managing Student Absence" process

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	118	128	124
Number of students awarded a QCIA	0	4	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	115	118	116
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	73%
Number of students who received an OP	52	40	49
Percentage of Indigenous students who received an OP	33%	30%	9%
Number of students awarded one or more VET qualifications (including SAT)	113	126	109
Number of students awarded a VET Certificate II or above	72	75	65
Number of students who were completing/continuing a SAT	12	17	14
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	73%	73%	69%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	98%
Percentage of QTAC applicants who received a tertiary offer.	97%	93%	95%



Description	2016	2017	2018
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Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	11	6	2
6-10	12	18	13
11-15	15	5	19
16-20	13	8	14
21-25	1	3	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	109	106	100
Certificate II	71	70	58
Certificate III or above	3	14	28

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following qualifications were awarded to students in 2018:

Certificate courses include:

- Certificate I Information Digital Media and Technology
- Certificate II Information Digital Media and Technology
- Certificate I Business
- Certificate III Business
- Certificate II Rural Operations
- Certificate II Sport and Recreation
- Certificate III Fitness

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	71%	76%	67%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	42%	56%	44%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students left Hervey Bay State High School for other educational and training institutions on the Fraser Coast and to other geographical areas both within the State and inter-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, with guidance and counselling, gained 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. Students not gaining employment in the region moved to other regional and city centres.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

