Principal’s foreword

Introduction

Whites Hill State College is a state Prep to Year 12 College nurturing the development of each individual through all phases of learning. The College offers a caring and supportive environment coupled with high expectations in performance and behaviour to provide the form of education many families are seeking for their young people.

Our staff supports all students throughout their years at the College. They recognise that every student can achieve academic success. We share the responsibility with families and students for assisting each student in attaining his/her educational goals. In 2011 we were recognised as having the highest percentage of students achieving the Queensland Certificate of Education (QCE) for the region. This is recognition of delivering a recognized outcome and pathway for each person who exits the College, an ideal we commit to.

The 2011 Whites Hill State College Annual Report provides families and the broader community with a snap-shot of the achievements of the College over the past year, and the plans for future improvement in 2012.

School progress towards its goals in 2011

1. College Wide Pedagogy and Curriculum Framework

In 2011, Whites Hill State College had been working towards review of existing curriculum offerings and preparation for the transition to Australian Curriculum in January 2012. We have transitioned to ACARA English, Mathematics, Science and History in a seamless process aligning curriculum across Prep to Year 10 in these core subject areas. Extensive curriculum work has involved the engagement of year level teams and cross year level teams to plan for and implement the National curriculum and standards.

2. Literacy and Numeracy Strategies

In 2011 we have continued to focus on enhancing each child’s literacy and numeracy. A literacy coach has worked with year levels in the primary sector to maintain the focus and build the capacity of classroom teachers to ensure success for each child. Through these strategies and practices we have embedded differentiated practices into classroom teaching and engaging all learners. Multi-age and multi-ability problem solving continues to engage our students and improve their performance.

3. Emphasis on Inclusive Practices

The College emphasis on inclusive practices and a supportive school environment is evident in the implementation of targeted strategies to improve outcomes for gifted and talented or advanced students, those with learning difficulties, ESL, indigenous and the identification of learning adjustment needs for students with disabilities and children in care. There is strong, on-going support for all aspects of student welfare – positively highlighting attendance, behaviour and achievement for all students.
4. Improved Communication Strategies

A reporting framework and timeline has been implemented across P-12. Oral and written reporting has been updated with reporting for C2C units and learning. School Opinion Survey data has been communicated to staff and parents through meetings and newsletters. Parents were surveyed to determine the best methods of communication and subsequently email lists are used in most classrooms as the most preferred method of communicating. Website information continues to be reviewed and updated with a new platform to take place in semester 2 of 2012.

5. Improved Community Networks

As a matter of priority, the College has maintained a close relationship with its local primary schools, business and community organisations. This is to enhance the opportunities for the College and its students.

6. ICT’s for Learning

The program for engaging students at Whites Hill SC in digital technologies includes both embedded learning using computers and technology across all subject areas in everyday learning contexts. Students and teachers use online learning, learning objects and web based learning contexts. As well, students are explicitly taught computing skills and use of i-Pads and i-Pods for learning. Elective subjects in the Middle School also engage students in exploring more specific ICT areas such as Robotics, Animation, Film and Television and Digital Art. The College has exceeded it’s 1:1 IT device ratio for students in Years 9-12 with all Year 11 & 12 students having access to take-home laptops and computer pod access and wireless connectivity throughout the College. IT Technology is a focus of the College and is embedded within subjects as well as stand-alone electives. All Primary school students gain access to a dedicated technology lesson and secondary students have access to computer pods shared between classrooms. Under the “Building the Education Revolution”, Whites Hill State College had an Integrated Learning Centre built which features an auditorium seating over 150 for lectures with the availability to record presentations; “green screen” room for video productions and editing; computer rooms; Integrated Whyte boards; Robotics and WiFi connectivity.

7. International Student Programs

The College is an Education Queensland International accredited school with High School Preparation courses, Integrated School Programs for short and long term students and Study Tours for overseas students. It is also an Asia Learning Centre and an Asia Education Foundation 21st Century school.

8. Leadership and Business Programs

The College has a Memorandum of Understanding with Griffith University to deliver “Introduction to Marketing” – a first year Griffith University subject for students in Year 12 and supports aspiring leaders to build leadership density by developing skills and practices for promotional positions.

Future outlook

Whites Hill State College is “branding” or positioning it’s curriculum to foster programs and outcomes in:

- **Technology (IT)** – to suit students wishing to further study in IT or combine IT with other studies
- **Science** – to suit students wishing to extend their abilities into professions linked with a scientific
- **Asian Languages** combined with **Business** studies – to suit students wishing to further their studies in International business and law

**Vision:** We are United in our pursuit of excellence @ Whites Hill SC in order to **Engage** students in learning whilst **Achieving** at or beyond expectations and instilling **Confidence** in our community... “A.C.E.”

In order to do this we are forever reviewing our practices to ensure we provide for our current and future students.

Therefore, key areas of focus as defined in the School Implementation Plan for 2012.
Planning for Improvement Using the Core College Priorities - Achievement, Confidence and Engagement

1. ACHIEVEMENT
   a. Literacy – review existing practice, develop a Whole of College Literacy Plan and implement successfully to achieve every child above NMS.
   b. Numeracy – develop a Whole of College Numeracy Plan based on data analysis and research to improve student learning and achieve 100% students above NMS
   c. Assessment – review of current practices and data collection to embed a philosophy of data-informed practice across the College
   d. Student Outcomes – develop a Senior Schooling Pathways Policy and improve the percentage of higher OP scores
   e. Capacity Building – review and build on roles and responsibilities, through Performance Development Planning and collaborative leadership practices. Build staff skills and confidence through professional development and training.

2. CONFIDENCE
   a. Reporting – review and renew reporting policy, document guidelines (dates, timelines and expectations) and review modes of parent/teacher communication to improve reporting at set junctures and between set reporting periods.
   b. Communication – review School Opinion Survey Data to reflect on parent and community perceptions of the College in order to build the College profile.
   c. Profile – organise transition programs and engage the community in interactions with the College to build our image as a quality education service
   d. Physical Environment – improve the visual presentation of key entry points into the College and develop a master refurbishment plan to support P&C and College renewal projects.
   e. Partnerships – continue to build existing business and community partnerships at the Secondary level and engage in building community and childcare partnerships in the primary phase.

3. ENGAGEMENT
   a. Curriculum – review the existing curriculum frameworks across Prep to Year 12 and develop improved documentation to reflect the transition to Australian Curriculum and an improved seamless structure to College curriculum offerings and practices.
   b. Transitions – reflect on current practices at key junctures and build improved transitions across Pre-prep to Prep, Year 5/6 to Middle Phase and Year 9 to Senior Secondary.
   c. Pedagogy – review existing pedagogical frameworks and build a common language of pedagogy across the College to support collegial conversations about best practices.
   d. Welfare – continue to build the philosophy of student and staff welfare across the College through improved practices in identifying and supporting students, through review of the Responsible Behavior Plan and associated management practices
   e. Attendance – review practice and attendance data to develop an Attendance Management Plan to improve student attendance and achieve no unexplained absences.
School Profile

Whites Hill State College is a Coeducational, Prep - Year 12 public school

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>732</td>
<td>352</td>
<td>380</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The majority of the student population lives in the local area drawing from Carindale, Carina, Coorparoo, Belmont and Holland Park. As a Prep to Year 12 College, there are many families who send their students to Whites Hill because of the seamless curriculum and that the staff know each child’s journey.

The College also has an EQI International Student Program with both short term study abroad and exchange students at the College for six to twelve months and long term overseas students who are studying in Queensland in preparation for university entrance.

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>Prep – Year 3</td>
<td>19.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22.6</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>15.3</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

<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>91</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>11</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>5</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

WHSC promotes the ACARA core subjects and adds value to student education through:

(a) an emphasis on Science and Technology, with ICT focus (robotics, animation, digital art, film)
(b) the Arts – musical performances, bands, choirs
(c) Language linked to Business studies

In the Primary Phase the core priorities of English, Mathematics, Science, Studies of Society and Environment, LOTE and Health and Physical Education form the main learning areas for students.

English includes explicit teaching in Reading, Writing, Speaking, Grammar and Punctuation and Spelling.

Mathematics focuses on development and extension of core concepts with applied problem solving.

In Science students enjoy the extended practical opportunities to explore science investigations in science laboratory settings as well as everyday science applications.

In HPE our students engage in physical education skills training as well as College and competitive sports. The program includes a personal development component to provide for the needs of students in the Middle Phase.

LOTE has been offered in Japanese and Mandarin with students in Year 7 and 8 experiencing training in both languages and students in Year 9 electing to study a second language of their choice.

Elective subjects in the ARTS and Technology balance the 8 Key Learning Areas and provide students with opportunities to experience and engage in a variety of subjects within these fields, prior to specializing in Year 10.

Secondary phase

3 YEAR SENIOR – FLEXIBLE PATHWAYS: ACHIEVING SUCCESSFUL LEARNING OUTCOMES FOR EVERY STUDENT

The College is committed to offering a breadth of opportunities and programs to students in Years 10, 11 and 12 in order to meet the needs of young people, the conditions of the Queensland Certificate of Education and tertiary entrance requirements. Vertical timetabling with multi-aged classes is a feature of the Senior School offering versatility and flexibility to student choices and pathways.

The College will challenge students at all levels, support them in setting and attaining realistic personal academic goals and remain committed to excellence at all times. It will also guide students in selecting and attaining credentials from a variety of pathways and types of learning.

In Year 10, different subjects are offered each semester to enable students to sample various options and thus make more informed choices about their final selection in Year 11 for the course of study they will choose for their QCE and other pathways.

In Years 11 and 12, each student is offered a flexible pathway to match their SET Plan goal and provide for successful learning outcomes through the study of Authority subjects, Authority-registered subjects, VET certificates, TAFE studies, first year university subjects, a traineeship or apprenticeship and/or an individually negotiated option. Through this process students take responsibility for their engagement in learning.

Extra curricula activities

Year 6/7 camp – Canberra and the snow fields. Always a popular camp – this year we have combined Year 6 and 7 to ensure with the transition to Australian Curriculum, the students will all access opportunities to experience first hand our federal, local and state governments and appreciate the diversity of our environments across eastern Australian.

Year 8 Camp – a welfare and student partnerships camp held at Mt Tambourine each year promotes student social and emotional wellbeing and transition from many different schools through to a cohesive supportive year 8 cohort.

Year 9 Camp – held each year to celebrate leadership and achievement of Year 9 students and engage in physical activities not offered in our current curriculum – surfing.

Homework club – each week, teachers from across the College support students in their assessments, homework and tasks, providing assistance and tutoring for a range of student levels.

Sporting teams and groups
Our school at a glance

The College has strong links with the Brisbane South Business Clubs, and the local Lions, Rotary and Quota Clubs, where students are provided with opportunities to meet and interact with leading local people.

There is a strong Student Council representing all students across the College. The students organize “Little Day In” as an educational fun day to celebrate Youth Week, and they raise funds for charitable organizations.

The Interact Club for Senior phase students is supported by the Rotary Club of Stones Corner.

How Information and Communication Technologies are used to assist learning

ICT form a strong component of student learning both at home and at school. Utilizing this medium to best support student learning is a strong focus of WHSC curriculum and classroom learning contexts. ICTs are embedded into all lessons through use of online technologies, learning aides and interactive learning objects. As well a specific program has been developed across the junior phase to ensure student skills and knowledge is developed to effectively use technologies available for learning.

In the Middle Phase this learning specializes into elective subjects such as the Media areas of Digital Art, Film and Television and Animation. Robotics is offered in Year 9 as a beginning to more advanced programming in Senior studies (Certificate courses in Information Technology, Business Communication and Technologies, and Information Processing and Technology). Teachers are also engaged in using e-studio to upload student units of work, assessment tasks and homework. These online learning environments promote effective and futures-oriented learning.

All students in Years 11 and 12 have a personal laptop for use at school and at home.

All students across the College have access to a dedicated classroom or pod per year level.

All students have access to the Integrated Learning Centre which is designed as an e-learning centre.

Social climate

The College CARES philosophy covers all aspects of College life. CARES stands for:

C for Cooperation
A for Achievement
R for Respect
E for Enthusiasm and
S for Safety

The expectations associated with this are outlined below:

<table>
<thead>
<tr>
<th>C</th>
<th>A</th>
<th>R</th>
<th>E</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-operation</td>
<td>Achievement</td>
<td>Respect</td>
<td>Enthusiasm</td>
<td>Safety</td>
</tr>
<tr>
<td>Expectations</td>
<td>Expectations</td>
<td>Expectations</td>
<td>Expectations</td>
<td>Expectations</td>
</tr>
<tr>
<td>Attend College all day, every day.</td>
<td>Work to best of your ability.</td>
<td>Always allow others to learn.</td>
<td>1. Participate to the fullest in all aspects of College life.</td>
<td>Know and follow all safety rules.</td>
</tr>
<tr>
<td>Be on time.</td>
<td>Encourage success in others.</td>
<td>Show care for your property and that of others.</td>
<td>Make the most of your opportunities.</td>
<td>Be aware of the ‘hands off’ rule.</td>
</tr>
<tr>
<td>Be prepared for all lessons with correct equipment.</td>
<td>Be proud of your achievement.</td>
<td>Value your College environment.</td>
<td>Enjoy your successes.</td>
<td>Never bring unsafe, dangerous or illegal items to the College.</td>
</tr>
<tr>
<td>Wear appropriate uniform.</td>
<td>Complete all set tasks and homework.</td>
<td>Value your College environment.</td>
<td>Enjoy your successes.</td>
<td>Follow all state and federal laws.</td>
</tr>
<tr>
<td>Follow all class rules.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The social climate at Whites Hill State College is conducive to the provision of a positive learning environment for all students. Students from all phases have distinctive areas for recreation and study; however all students have the opportunity to interact across the College at special meetings and events.

There are also leadership roles in each phase – Sub-school Captains, House Captains and Student Council representatives.

Consistently since the College was established, the school mean has matched the state mean in relation to the measurement of School Climate for families on the School Opinion Survey around the areas of happiness and fair treatment of child; safety, behaviour and discipline of students.

Students and families across the College can access Support Service staff – Guidance Officer, Chaplains, School-based Youth Health Nurse and Youth Support Coordinator.

### Parent, student and teacher satisfaction with the school

<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>60%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>59%</td>
</tr>
<tr>
<td>Percentage of parent/caregivers satisfied with their child’s school</td>
<td>60%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>49%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>60%</td>
</tr>
</tbody>
</table>

### Involving parents in their child’s education

At Whites Hill State College we are extremely proud of the involvement of families in College activities, including classroom assistance, special events and P. and C. activities. Parents are a vital cog in the partnership for a successful education of their child.

The College invites parents in the primary school to volunteer time in classrooms and train them in assisting improvements to their child’s learning. Parents can meet with teachers, Year Coordinators and the Heads of School to discuss any aspects of schooling for their child at the College.

### Reducing the school’s environmental footprint

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

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>341,423</td>
<td>9,136</td>
</tr>
<tr>
<td>2010</td>
<td>368,147</td>
<td>4,537</td>
</tr>
</tbody>
</table>

% change 10 - 11: -7% 101%
Our school at a glance

Note: During the BER building project an underground water pipe was burst. This leak went undetected for several months. The leak has now been rectified so water consumption figures are not a true indication.

The school was successful in obtaining a grant in the National Schools Solar Program and installed 2 kw’s of solar panels with a 4 kw inverter. A further 7.65 kw grid connected system will be installed during June 2012.

The school completed an Environmental Plan (SEMP) during 2011 with a focus on grounds improvements using water smart plants. During 2011 the school undertook a composting and worm farming program to condition existing gardens making them drought tolerant thus reducing the need for watering. Planting for shade and cooling of rooms has been encouraged to minimise the use of air conditioning. The school is mindful of drought conditions and is endeavouring to install synthetic grass to some areas around classroom blocks keeping the area ‘green’ and cool.
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>68</td>
<td>44</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>62</td>
<td>30</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

- **Doctorate**: 2
- **Masters**: 12
- **Bachelor degree**: 36
- **Diploma**: 12
- **Certificate**: 6

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $26 000.

The major professional development initiatives are as follows:
- QSA - for QCE, new syllabi, District Review Panel members
- QTAC
- AQTF - for VET updates, new certificates
- Subject conferences - Business, Legal Studies, MDM (Certificate III Children Services)
- Science Sparks for P-7
- Australian curriculum and C2C transition
- QCATs moderation

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 school year.
Our staff profile

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 91%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<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></td>
<td>94%</td>
<td>90%</td>
<td>92%</td>
<td>96%</td>
<td>95%</td>
<td>91%</td>
<td>92%</td>
<td>89%</td>
<td>88%</td>
<td>86%</td>
<td>88%</td>
<td>91%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart](chart.png)

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-038: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The College consults with the school community to determine what might be taken into consideration along with a student's school attendance record to decide whether the reason for an absence is to be recorded as satisfactory; this may include such factors as medical or dental treatments or procedures, specialised training, sporting events other than those associated with the College or the education system, funerals, cultural reasons, or family reasons.

All student absences are recorded as either explained or unexplained. The parent of the student of any unexplained absence is notified and asked the reason if no notification was received.

Heads of School involve the parent in meetings to discuss "unexplained absences", that is absences where no reason has been provided or the reason provided was unsatisfactory, and provide support to address any issues contributing to the absences.
Performance of our students

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/](http://www.myschool.edu.au/).

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

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

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

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

Achievement – Closing the Gap

In 2011, The College exceeded system aspirations by effectively Closing the Gap between indigenous and non-indigenous attendance rates and apparent retention rates. This has resulted in attendance, attainment and retention rates being equal or better than those of non-indigenous students. All Year 12 indigenous students exited to either further study or work.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 76%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Statement</td>
<td>62</td>
</tr>
<tr>
<td>Individual Achievement</td>
<td>0</td>
</tr>
<tr>
<td>Overall Position (OP)</td>
<td>36</td>
</tr>
<tr>
<td>School-based Apprenticeship or Traineeship</td>
<td>13</td>
</tr>
</tbody>
</table>
Performance of our students

Number of students awarded one or more Vocational Educational Training qualifications. 61
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above. 44
Number of students awarded a Queensland Certificate of Education at the end of Year 12. 61
Number of students awarded an International Baccalaureate Diploma (IBD). 0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD. 58%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. 100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. 98%

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>11</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>59</td>
<td>40</td>
<td>8</td>
</tr>
</tbody>
</table>

All Year 10 students undertake a Certificate I in Work Education as part of Enterprise Studies. Students may also select to study Certificate I in Information Technology in Years 10, 11 or 12.

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
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.
The College closely tracks student performance and achievement with the focus on students attaining an appropriate pathway into work or further study at university, TAFE or apprenticeship. The College implements a managed consultative process with students, families, the Guidance officer and other College support staff, as well as external agencies.