

# Centenary Heights State High School

## Queensland State School Reporting

### 2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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## Principal's foreword

### Introduction

#### Upgrade of Information Technology infrastructure across the school

- 100% wireless coverage for all areas of school
- Continuous upgrade of Information Technology infrastructure
- bandwidth increased at our Flexischool from 1.5mg to 25mg
- "Replacement of 90 computers, thus ensuring all computers in the school fleet are up to date and covered under warranty."

#### 1 Teaching Staff graduated to ICT Certificate and/or ICT Pedagogical Licence status

- Almost 100% of our permanent staff now hold the ICT Certificate Accreditation
- 20% of our staff hold the ultimate ICT Pedagogical License
- Staff are involved in ongoing Information, Communication and Technology professional development

#### 3 Upgrade of physical facilities within the school

- A new, and our 4<sup>th</sup>, Special Education building
- Full external refurbishment of 3 classroom blocks and interior of Pool complex
- The beginning of the building of our 5.4 million dollar year 7 building to be completed September 2014

#### 4 Focus on professional development of staff and students as leaders *(We believe in ongoing investment in our Teachers as Learners. With this ethos students are the beneficiaries)*

- \$60,000 expended in 2013

#### 5 Focus on website upgrade

- new interactive International Student DVD
- migration to Websites for schools allowing for greater interaction with community

# Queensland State School Reporting

## 2012 School Annual Report



### 6 Expansion of our International program

- We had 16 international students last year and we have 45 nationalities in the school
- We hosted two Japanese Study Tours in 2013 and both these groups will be returning in 2014.
- We also hosted a professional visit for a group of 5 teachers from China, interested in exploring Vocational options in high school.
- Planning has occurred to expand the school's international program to include Regional Study Abroad students. Promotional and website material has been revised to reflect this.

### 7 Focus on development of curriculum literacies

- Time supported release of Head of English to work as Literacy Coach across all Faculties and in classrooms coaching whole school strategies in reading comprehension, spelling and writing
- Persuasive Writing, Comprehension and Spelling were the focus of whole-school professional development activities. Persuasive Writing and Comprehension sessions were led by internal staff during the Student-Free days at the beginning of the year and ongoing throughout the year.
- Transition teachers and Year 9 teachers were trained in a one-day "Spelling for Older Readers" workshop at the end of the term, conducted by Lindsay Williams. All Heads of Department and 32 staff were trained in the program.
- Six more of our staff completed Literacy Training with trained facilitator Annette Curnow – now 57% have undergone training. This professional direction is an ongoing commitment.

### School progress towards its goals in 2013

1. Improve performance in NAPLAN Target areas of:
  - Reading (U2B)
  - Writing (NMS & U2B)
  - Spelling (U2B)
  - Grammar and Punctuation (U2B)
2. Consolidate performance in NAPLAN Target areas of:
  - Reading (NMS)
  - Spelling (NMS)
  - Grammar and Punctuation (NMS)
  - Numeracy (NMS & U2B)

### Future outlook

#### I look forward to the year ahead as we continue our progress towards:

- the increasing digital delivery of curriculum to augment the great work taking place in classrooms as a result of the respectful relationships formed between students and their teachers
- the ongoing refurbishment of classrooms; amenities; outdoor lunch and classroom areas
- cementing our relationships with external providers e.g. TAFE; DISCO; USQ; Downs Group Training, and creating work and accreditation opportunities from year 9 onwards
- our whole school focus on reading comprehension, spelling and writing
- the inclusion of Year 7 2015.

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1190	560	630	90%
2012	1242	604	638	91%
2013	1354	657	697	92%

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

## Characteristics of the student body:

- Students stay with the same Pastoral Care class, teacher and Head of Year throughout the years. The only exceptions will be if there are staff changes.
- The school has an ICSEA (Index of Community Socio-Educational Advantage) value of 1010. The school's 2013 percentile is 53.
- International student presence is as per information recorded in the section headed "Social Climate".
- Domestic student excursions abroad – Nil.
- Enrolments will continue to expand given the growth in local infrastructure and the quality reputation of the school and its performance.
- Bus – 17.3%. The vast percentage of students walk to and from school and/or are transported by their parents.
- Refugee students within the school - as per information recorded in section heading "Social Climate".
- Trends in student achievement are –
  - consistent and very high percentage of OP achieving students in the 1 – 15 range
  - consistent and very high numbers of students completing school based traineeships
  - increasing percentage of junior school students for whom alternate timetables are designed to incorporate one or more of the following:
    - TAFE programs
    - Work experience
- Changing trends in number of students within each age group – numbers are consistent and have been so over the past five years.
- Centenary Heights SHS has an outstanding school culture based around Safety, Respect and Learning with very high engagement in classrooms. Behaviour is respectful within the school community and beyond as students take very seriously their representation of Centenary Heights State High School

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 7 Primary	N/A	N/A	N/A
Year 7 Secondary – Year 10	21	23	23
Year 11 – Year 12	18	18	19

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	216	232	202
Long Suspensions - 6 to 20 days	46	43	30
Exclusions	4	7	6
Cancellations of Enrolment	0	0	8

## Curriculum offerings

### Our distinctive curriculum offerings

Year 8 Transition Program – significant links are pursued with our feeder schools to ensure we have sound knowledge of our future students well before they begin Year 8. Strong research underpins the direction and structure of the program that is based around the learning, social and emotional needs of young people of this age. Each class is therefore characterized by:

- Allocation of a home room
- main teachers teaching them for more than 1 subject in order to come to know their students well as people and as learners. These teachers are supported with allocated planning time each term to meet and discuss 'who they teach'; 'what they teach'; and 'how they teach'
- Significant parent inclusion and contact
- An aligned curriculum. Deliberate efforts are made to build on primary school learning and link one subject with another in both learning experiences and assessment so students are able to make sense of their learning

**Year 8 Music Specialization Class (8M)** - this class is comprised of students who have applied for entry and been recommended by staff at their primary school. Students are exposed to more Music instruction throughout the year and in Semester 2 there is specific emphasis on public performance. (See website link for further information.)

## Our school at a glance

**Year 10 Taster program** – Junior school work as such is completed at the end of Semester 1 Year 10 and students are invited to choose from a range of Senior-type subjects for the next 6 months. Again, research into the learning, social and emotional needs of young people of this age supports the need at this juncture to expand their choice and experience. Evidence shows a real engagement in learning. For those students focused on moving into fulltime work, work experience opportunities are provided and employment skills highlighted.

**Work experience & School Based Traineeships (SATs)** – we recognize the dire shortage of tradespeople in our society today and the important learnings that come with the accountabilities of a workplace. 10% of our current Year 10 cohort enjoy work experience with local employers. Our Senior schooling program currently places 97 students in school based traineeships – again, wonderful links with our community.

**Senior school Music Excellence Program (ME)** caters for students with specific abilities in Music. This subject offers specialisation in performance, composing or musicology. It provides students with a developmental path to a more exacting level of experience in the area of specialisation and leads to the acquisition of significant expertise in the field.

Well supported **ESL (English as a Second Language) program** – please visit our complete curriculum on our website: <http://centheighs.eq.edu.au>

**Headstart Program - a partnership with USQ** - students in Semester 2 Year 11 and/or Semester 1 Year 12 may choose from a wide variety of subject offerings and study one of these on site at USQ. A pass in the subject counts towards tertiary entry should they wish to study at USQ after Year 12 is finished. Our students have enjoyed great success in this program over the past six years.

**Wine Tourism as a subject** - Centenary Heights is one of the inaugural seven schools in Queensland to be in partnership with the Queensland Wine Industry and the University of Southern Queensland. Students at school are directly involved in the maintenance of our vineyard which was constructed by a past Wine Tourism class. The program has expanded in recent years to include a wine science component in Year 12 Chemistry and Vineyard Maintenance in Senior Agricultural Science.

**Our Flexischool** – a campus of CHSHS catering to disenfranchised and/or disengaged youth 15-17 years. Enrolment is through Suitability Interview. Wonderfully successful program re-engaging youth to work and/or tertiary study.

### **School to Skills Program (S2S) – do you have a Passion for the Trades?**

- available to students entering Year 11 (plus a year 12 class has begun)
- students are accepted through a nomination and suitability interview process
- as CHSHS students they study fulltime on the campus of Southern Queensland Institute of TAFE (SQIT)
- 2 days per week students study 4 QCE subjects taught by CHSHS staff
- 1 day per week students study in their TRADE (Hospitality; Beauty; Hairdressing; Automotive; Construction; Diesel fitting; Childcare) under the tutelage of SQIT Instructors
- 2 days per week students work in their School based Traineeship (SAT) or work experience aspiring to be signed into a SAT

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### **Extra curricula activities**

Instrumental Music (stage band; choir; vocal ensemble)

Year 8 camp

Art show evenings

Full school Musical

Pastoral Care Program 8 – 12 based around social and emotional needs of each age group

Year 7 students linking into high school facilities and programs

Peer mediation program + Peer Support Program

Seniors as Leaders program

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### **How Information and Communication Technologies are used to assist learning**

In 2013 we maintained our ratio of 1:1 for years 9-12 through the NSSCF program, and enjoyed our increased Internet bandwidth of 20Mb. This means our students have access, at times relevant to the pedagogy, to high quality computers and internet speeds throughout every classroom. Our teachers throughout this year and onwards have been engaged in ongoing professional development with ICTs [information communication technology] and are increasingly planning and delivering curriculum online.

ICTs at Centenary Heights allow the student to be an active participant in the learning process thus increasing the likelihood that material will be understood, remembered and applied to solve practical problems. To ensure this, we use ICTs to create a fun learning environment. An ICT learning environment has been created where students want to learn, with exciting, hands-on activities. Teachers and students then become co-learners. Quality learning is most likely to occur when students are willing to try new things and to take risks in applying strategies to solve problems in both conventional and creative ways. The students are committed and self-motivated, and able to seek out appropriate resources and help from a variety of electronic sources. Cooperative learning is used whenever possible, where the teacher becomes the mentor and supports the learner to achieve agreed goals.

We believe that by using ICTs in learning, students become more involved in the learning process. ICTs will often offer a desirable pathway to encourage the students to take a greater interest in the curriculum on offer. We find that by using ICTs in the classroom, it allows the students to engage in the learning task at a higher level. We also believe that using a constructivist approach in ICT education helps to maximise the impact of technology in the curriculum. The teachers here serve as a guide and provide students with the tools to learn; teaching is not separate from learning. We have a staff ICT Coach who is time supported to assist our staff with upskilling in digital pedagogy. Learning through ICTs at Centenary Heights is challenging, stimulating, interesting, and rewarding. We aim to integrate the use of ICTs into the everyday curriculum. We use ICTs to encourage higher order thinking and deeper understanding. The students who we are teaching today were born into a world where technology is integral in every aspect of life.

## Social climate

Our school revolves around the ethos Safety, Respect and Learning. Supply teachers often comment it is a pleasure to work at Centenary Heights. Inappropriate behaviours are met with a relevant consequence quickly and fairly as per our Code of School Behaviour. Equally, when one works to one's capacity it is quickly acknowledged. The Peer Mediation program trains older students in mediation skills and that proves a valuable interventionist process.

Our school is significantly multicultural with 16 international students and 45 Nationalities – this awareness and respect for cultural and social difference has had an extremely positive impact on school climate. Centenary Heights enjoys the diversity of international students – from a range of other countries. These students are supported by our International Student Coordinator and Homestay Coordinator.

We are a preferred school for the relocation of Sudanese refugees, and in support of them, we have a fulltime ESL teacher/teacher aide. Our indigenous students represent 5.5% of our population. Our Community Education Counsellor provides particular support for their social and emotional needs.

The Student Council and Interact committee are active within the school and wider community. The Pastoral Care program for Years 8 – 12 is designed to address issues and needs relevant to each particular age group. Our Chaplain, Social Worker and school based Health Nurse are all high profile people in the school in the most interventionist of ways.

## Parent, student and staff satisfaction with the school

**Parent** – “It is important that the school continue its highest standards of discipline and respect for others, regardless of some objections from lobby groups. Once again thank you for an excellent program of studies matched with equally well organised other activities. Your teaching staff has maintained excellent credentials. When my daughter completes her university education in her chosen field, we will return to Toowoomba and hopefully my daughter's children will also study at the CHSHS at the appropriate time.”

**Student** – particularly appreciated “...the quality of teachers and their ability to communicate knowledge through a good relationship with individuals. Interactions with teachers inside and outside classrooms are certainly the highlight of Centenary Heights.”

**Teacher** – “My absolute satisfaction with Centenary Heights State High School is a result of numerous elements. Essentially, the collegial support and harmony is phenomenal and makes coming to school each day so enjoyable. I can have confidence in the swift and assured support from administration and the management team when any issues do arise. This subsequently means that students at Centenary Heights know the unwavering expectations and are predominantly respectful of themselves, their peers, staff and the culture of the school”.

## Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)		
Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	94%	91%
this is a good school (S2035)	94%	91%
their child likes being at this school* (S2001)	94%	87%
their child feels safe at this school* (S2002)	94%	91%
their child's learning needs are being met at this school* (S2003)	94%	96%
their child is making good progress at this school* (S2004)	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	94%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%
teachers at this school motivate their child to learn* (S2007)	94%	95%
teachers at this school treat students fairly* (S2008)	94%	86%
they can talk to their child's teachers about their concerns* (S2009)	94%	91%
this school works with them to support their child's learning* (S2010)	94%	87%
this school takes parents' opinions seriously* (S2011)	94%	91%
student behaviour is well managed at this school* (S2012)	100%	91%
this school looks for ways to improve* (S2013)	94%	95%
this school is well maintained* (S2014)	94%	91%

<b>Performance measure</b> (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	100%
they like being at their school* (S2036)	87%	95%
they feel safe at their school* (S2037)	94%	99%
their teachers motivate them to learn* (S2038)	84%	97%
their teachers expect them to do their best* (S2039)	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	81%	96%
teachers treat students fairly at their school* (S2041)	72%	94%
they can talk to their teachers about their concerns* (S2042)	72%	87%
their school takes students' opinions seriously* (S2043)	77%	90%
student behaviour is well managed at their school* (S2044)	80%	92%
their school looks for ways to improve* (S2045)	98%	98%
their school is well maintained* (S2046)	92%	96%
their school gives them opportunities to do interesting things* (S2047)	90%	97%

# Our school at a glance

## Performance measure

Performance measure	2013
Percentage of school staff who agree that:	
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	99%
they receive useful feedback about their work at their school (S2071)	94%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	95%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Student Report Cards are posted to parents each Term. Follow-up interviews, where necessary, are requested. Letters of congratulations to those students who have done their best across the range of their subjects are forwarded

The majority of school correspondence to parents is mailed – this ensures it is seen. Email to parents is increasingly used.

Our Head of Year system where 2 Heads of Department pair together to oversee approximately 11 or 12 Pastoral Care teachers, who in turn take particular charge of 25 students, has meant links with home have become 'part of the furniture'. Teachers come to know their students well and do not hesitate to contact home where appropriate

Formal parent-teacher-student interview sessions are scheduled early in Terms 2 & 3 each year

Year 8 Transition teachers have a deliberate parent contact method each Term (may take a different format each time)

The P & C committee is a devoted group meeting on the third Tuesday 6.00 – 7.30pm of each month. They are a very cohesive team and exceptionally proactive.

The Principal and Deputy Principals enjoy a tremendous amount of parent conversation

The School Newsletter, featuring celebrations of student success, updates from faculties and extracurricular groups, is emailed approximately 7 times per year with a hardcopy option available to those without email. It is also available on our website.

## Reducing the school's environmental footprint

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

Centenary Heights Pool is solar heated and to reduce electricity costs 24 solar panels have also been attached to A Block.

Water collection is carried out in 10 tanks within the school grounds. This includes 3 tanks which are used for the holding of rain and bore water used for our backwash and cleaning of the pool.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	582,385	3,004
2011-2012	547,342	4,879
2012-2013	521,622	6,917

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

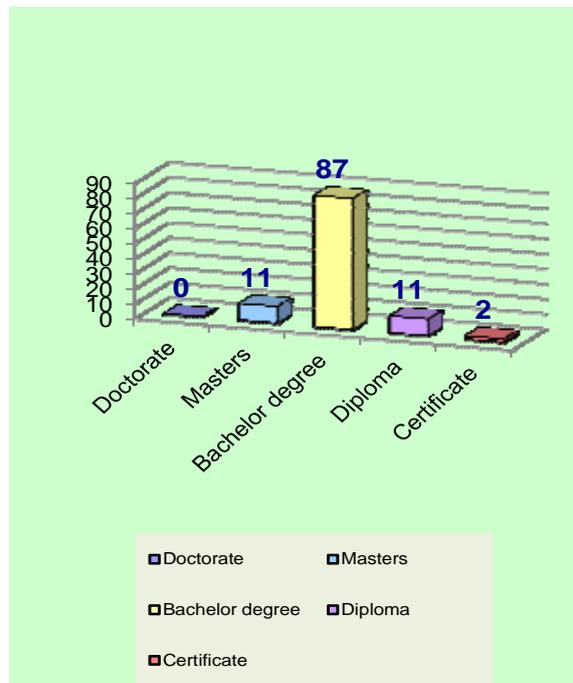
# Performance of our students

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	111	51	<5
Full-time equivalents	102	34	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Bachelor degree	87
Diploma	11
Certificate	2



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate

# Performance of our students

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$60,000.

The major professional development initiatives are as follows:

- Literacy Training
- VET – continued upskilling of staff to maintain qualifications
- Qld Study Authority compliance and upskilling
- Literacy Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2013 school year.

## School income broken down by funding source

Total net recurrent income	\$15,909,153
Per student net recurrent income	\$12,809
Total capital expenditure	\$2,318,552

# Performance of our students

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

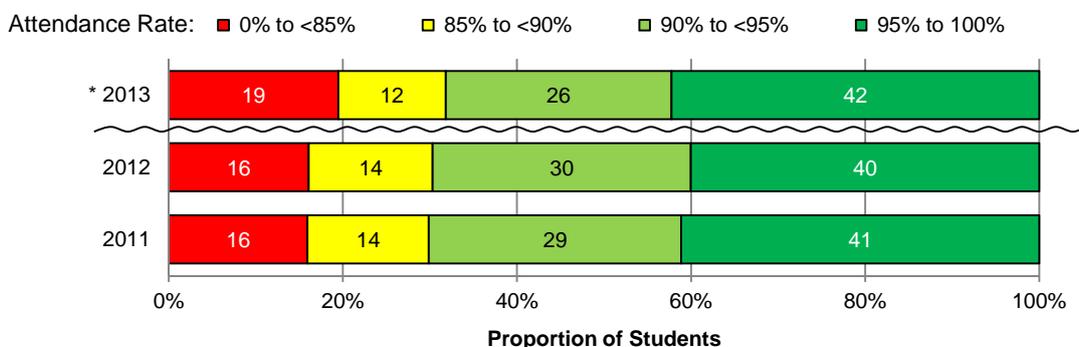
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								92%	92%	91%	93%	93%
2012								93%	90%	91%	92%	93%
2013								93%	91%	88%	91%	91%

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## Description of how non-attendance is managed by the school

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

- Rolls are marked at the start of the day during Pastoral Care Group (PCG)
- Any rolls completed by Supers (i.e. fill-in teachers for the day) are returned to the office by 9.00am. Most staff mark rolls on laptops
- Late arrivals are noted as students arrive
- Absences are noted for the day
- Any notes re previous absences/late arrivals are entered
- Any phone messages on the absences line attended to
- After three days of absences without explanation a letter is sent home asking for the reason
- PCG teachers generate unexplained lists – fortnightly – to be addressed with students and followed up
- Manual check advised to relevant staff if regular absences noted and then followed up with parents
- Principal requests full school absence download twice a Term and actions parent contact through Heads of Year and/or Pastoral Care Group teachers
- In the case of rare ongoing non-attendance referral is made to the Regional Attendance Officer.

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.

	Reading		Persuasive Writing		Spelling		Grammar and Punctuation		Numeracy	
	577 569 - 584		554 544 - 563		579 571 - 587		582 574 - 590		584 577 - 592	
Year 9	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL	SIM	ALL
	577	580	547	554	578	583	569	573	575	584
	570 - 585		537 - 556		571 - 586		561 - 578		568 - 582	

# Performance of our students

## Achievement – Closing the Gap

The gap between Indigenous and Non-Indigenous attendance Years 10 – 12 is 4.1%

The gap between Indigenous and Non-Indigenous apparent retention Years 10 – 12 is 22.3%.

### Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	82%	92%

### Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	190	180	200
Number of students awarded a Queensland Certificate Individual Achievement.	3	2	2
Number of students receiving an Overall Position (OP).	93	93	102
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	55	34	43
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	131	122	120
Number of students awarded an Australian Qualification Framework Certificate II or above.	87	116	106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	147	155	156
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.	86%	94%	86%
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.	93%	96%	92%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	97%

As at 5 May 2014. The above values exclude VISA students.

### Overall Position Bands (OP)

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

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	16	35	29	13	0
2012	27	34	26	6	0
2013	26	31	31	14	0

As at 5 May 2014. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	90	78	18
2012	67	110	19
2013	68	99	29

As at 5 May 2014. The above values exclude VISA students.

Certificate I		Certificate II	
Hospitality	34	Business Education	30
Information, Digital Media & Technology	3	Information, Digital Media & Technology	23
Sport & Recreation	42	Community Activities	41
Construction	11	Sampling & Measurement	10
		Rural Operations	11
		Hospitality	20

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

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

Our most common reason by far for Early Leavers is to fulltime apprenticeships. Because our tight school processes identify disengagement in mainstream education early our work experience program begins in year 9 for many. This is an excellent response to such disengagement and virtually 100% of the time allows us to re-engage the student in part time mainstream education for a longer period. Invariably the student will be successful in work experience and move to a fulltime apprenticeship when age eligible. Our focus at CHSHS is to facilitate ongoing learning in whatever context.