



Redbank Plains 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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### School overview

Redbank Plains State High School delivers quality educational outcomes to a growing community in eastern Ipswich. This community includes both established and new estates with parental employment in both Brisbane and Ipswich. The school is a comprehensive secondary school and provides multiple pathways to university study and employment. The school has built extensive partnerships with local and regional bodies to deliver programs aligned with student abilities, interests and life pathways. Co-curricular opportunities include a wide range of sporting and cultural activities including overseas and interstate tours and camps. The school's population of 1550 students is culturally and ethnically diverse with the majority Australian born of European descent.

The school has a culture of high expectations and is committed to ensuring all students achieve to their innate potential. It is committed to social justice and respectful relationships with and within its community.

### School progress towards its goals in 2018

Redbank Plains State High School completed all the school improvement priorities outlined in its 2018 Annual Implementation Plan. The school developed and implemented a Professional Learning Plan and a Coaching and Mentoring Program linked to the APDP process. The School revised its Responsible Behaviour Plan for Students and introduced the REAL Classroom Management Process that has significantly improved behaviour and the school's learning climate with School Disciplinary Absences reduced by 25.4% compared to 2017 and 41.8% compared to 2016.

The school prepared its curriculum and administrative practices for the implementation of the SATE Senior curriculum reforms in 2018 and further refined its Junior school curriculum and assessment to implement the Australian Curriculum with fidelity. The school completed the first year of a two year implementation of the New Art and Science of Teaching (NASOT) as the school's Pedagogical Framework with professional development and application of Design Areas 1, 2, 7, 8, 9 and 10. These learnings are now embedded in the pedagogical practices of all staff. A full school curriculum review was undertaken to ensure compliance with the time frames recommended for the Australian Curriculum and resulted in the introduction of Japanese language teaching in Years 7 and 8 and Psychology in Year 11.

In 2018 the school continued to improve academic achievement. The school's OP 1-15 achievement improved from a six year plateau of 42-45% through 71% in 2017 to 95% in 2018, including an OP1 for the second year in a row. In addition, 100% of Year 12 students achieved a QCE or a QCIA, including all indigenous students.

### Future outlook

The 2019 Annual Implementation Plan focuses on improvements in attendance and student learning. By June 2019, the school's Attendance Improvement Plan has increased attendance in Semester 1 2019 and in-service continues in implementing Design Areas 3, 4, 5 and 6 of Marzano's New Art and Science of Teaching (NASOT). Continuing from last year, the school's Coaching and Mentoring Program is embedded within the APDP process. A particular success has been the impact of the school's Digital Pedagogical Coach who is improving the staff's capacity to use eLearning as an effective teaching tool.

The new Senior Assessment and Tertiary Entrance reforms are currently being implemented in Year 11 with significantly increased workloads for staff (and students) and new curriculum is being taught and resourced and new assessment types and practices being introduced. This is part of a two year process of full implementation. In Junior Secondary (Years 7 to 10) there is a school process of continual improvement that applies to each work unit and assessment piece.

In March the school appointed a school Communications and Community Relations Officer. She is reviewing and enhancing the school's communications with its parents, feeder schools and wider community. This process works in tandem with the work of the school's Transition Officer who is working to build close relationships with local feeder schools to develop student and teacher capacity and maximise successful transitions to high school.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1833	1729	1636
Girls	893	841	791
Boys	940	888	845
Indigenous	140	133	131
Enrolment continuity (Feb. – Nov.)	90%	89%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

## Characteristics of the student body

### Overview

Redbank Plains State High School has a diverse student community. The majority of the students are from a European Australian background and there is a large Pasifika population (32%) whose families have migrated through New Zealand, a significant African population of refugee backgrounds (8%). Indigenous students comprise 8% of the student body. 43% of students speak English as an Additional Language or Dialect (EAL/D). The school's ICSEA rating is 928, with 88% of the student population from families from the bottom two income quartiles, indicating a degree of financial stress at home. There are many single parents, many blended families and significant transient families in the school population. To help address these issues the school receives \$1.52 million from the Investing for Success scheme.

The school has 106 students with a verified disability. These students are supported according to their needs through a range of individualised academic and social/communication skills programs in a variety of settings within the school. Students who are not verified, but have significant learning difficulties, are given focussed and intensive support through specialised classes and small group tuition by Learning Support staff.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	N/A	N/A	N/A
Year 4 – Year 6	N/A	N/A	N/A
Year 7 – Year 10	24	23	24
Year 11 – Year 12	21	21	19

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

The curriculum of Redbank Plains State High School is organised in two groupings, Years 7 to 10 and Years 11 and 12.

The Year 7 to 10 curriculum:

- Follows the Australian Curriculum subject matrix with Japanese language introduced in 2019.
- Incorporates targeted literacy and numeracy interventions in Years 7 and 8.
- Allows for elective specialisation from Year 9.
- In Year 10, students can undertake extension programs in preparation for Senior subjects.

The Year 11 and 12 curriculum:

- Incorporates a wide range of QCAA General and Applied subjects in Year 11 and Authority and Authority Registered subjects in Year 12 and VET Certificate courses across both year levels.
- Has flexibility to allow students to access off-campus training and work experience such as at the WESTEC Trade Training Centre.
- Involves significant entrepreneurial activities including the *Platters* on Willow catering venture and various retail and fashion activities

### Co-curricular activities

The school provides a wide range of co-curricular activities. These include:

- A wide range of inter-school and representative sporting opportunities allowing students to play sport at a local, regional and state level.
- Signature sporting programs of excellence in Football (Soccer), Rugby League and Volleyball.
- A comprehensive instrumental music program.
- The school marching band.
- A dance troupe.
- A drama group.
- A school ski trip.
- A school Japan tour.
- Multicultural celebrations.

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

The use of ICTs are integral to the teaching and learning strategies of Redbank Plains State High School. All classrooms are equipped with data projectors or smartboards allowing teachers to incorporate ICTs into all lessons where appropriate. In 2018, the school continued a process to ensure all ICT devices were within a four year warranty period or provided a high level of reliability. In 2018 another 126 devices were purchased for student use in addition to iPads for use in the Special Education Program.

In 2018 the school completed the installation of infrastructure enabling Bring Your Own Device (BYOX) capability with students using this capacity in 2019. As part of this process, and the introduction of the SATE curriculum reforms, the school moved to the adoption of electronic texts using the Readcloud platform.

To enable the use of ICTs for higher level learning the school appointed a Digital Pedagogical Coach (Mr Theo Skordilis) for 2019. He has significantly increased the school's teachers' capability to use eLearning strategies to support independent student learning, (in and out of class) and assessment submission.

## Social climate

### Overview

Redbank Plains State High School is a Positive Behaviour for Learning (PBL) school with the school's version, REAL, deeply embedded in all school practices. In 2018 the school revised its Responsible Behaviour Plan for Students incorporating a focus on restorative justice. The REAL Classroom Management Process is designed to ensure continuity of learning while ensuring a working relationship is re-established between teacher and student via Restorative Chats.

As part of this review the school's Responsible Behaviour Plan for Learning incorporates other changes to school policy such as the introduction of after-school detentions, health diversion programs for students using tobacco, drugs or alcohol and the use of pro-active strategies by support workers. In Semester II 2018 the school introduced the Realign program of behavior support in partnership with Inala PCYC. Redbank Plains State High School is a very effective user of OneSchool to record student behavior and makes extensive contact with parents to involve them in improving student behavior.

Support services are available from the Principal, five Deputy Principals, three Deans, three Guidance Officers, a Success Coach, an Indigenous Community Education Counsellor, a Community Liaison Officer, a Polynesian Liaison Officer, a School Nurse, a Youth Support Coordinator and a Chaplain. The school Access program allows the school to deliver programs that promote student wellbeing.

Changes to school policy and practices have reduced the number of School Disciplinary Absences by 25.4% compared to 2017 and 41.8% compared to 2016. Observation and feedback indicates that the school is a cleaner, calmer and more ordered place with more effective teaching and learning.

The PBL program emphasises a supportive environment and incorporates anti-bullying elements (including strategies to counter cyberbullying) with specific programs being delivered in Access lessons.

## 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# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	84%	81%	78%
• this is a good school (S2035)	83%	75%	74%
• their child likes being at this school* (S2001)	88%	84%	80%
• their child feels safe at this school* (S2002)	72%	89%	72%
• their child's learning needs are being met at this school* (S2003)	84%	77%	82%
• their child is making good progress at this school* (S2004)	84%	84%	80%
• teachers at this school expect their child to do his or her best* (S2005)	91%	92%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	69%	79%	78%
• teachers at this school motivate their child to learn* (S2007)	74%	80%	78%
• teachers at this school treat students fairly* (S2008)	68%	72%	71%
• they can talk to their child's teachers about their concerns* (S2009)	88%	85%	87%
• this school works with them to support their child's learning* (S2010)	80%	75%	80%
• this school takes parents' opinions seriously* (S2011)	73%	72%	70%
• student behaviour is well managed at this school* (S2012)	63%	59%	60%
• this school looks for ways to improve* (S2013)	88%	77%	78%
• this school is well maintained* (S2014)	88%	73%	72%

\* 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)	88%	89%	88%
• they like being at their school* (S2036)	82%	85%	72%
• they feel safe at their school* (S2037)	73%	82%	73%

Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	87%	91%	88%
• their teachers expect them to do their best* (S2039)	97%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	80%	93%	87%
• teachers treat students fairly at their school* (S2041)	78%	73%	66%
• they can talk to their teachers about their concerns* (S2042)	64%	70%	68%
• their school takes students' opinions seriously* (S2043)	59%	77%	61%
• student behaviour is well managed at their school* (S2044)	49%	63%	51%
• their school looks for ways to improve* (S2045)	83%	94%	85%
• their school is well maintained* (S2046)	65%	73%	56%
• their school gives them opportunities to do interesting things* (S2047)	88%	88%	87%

\* 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%	92%	90%
• they feel that their school is a safe place in which to work (S2070)	80%	91%	88%
• they receive useful feedback about their work at their school (S2071)	72%	81%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	81%	78%
• students are encouraged to do their best at their school (S2072)	85%	91%	91%
• students are treated fairly at their school (S2073)	86%	93%	81%
• student behaviour is well managed at their school (S2074)	73%	74%	75%
• staff are well supported at their school (S2075)	72%	78%	73%
• their school takes staff opinions seriously (S2076)	70%	80%	68%
• their school looks for ways to improve (S2077)	89%	94%	94%
• their school is well maintained (S2078)	64%	63%	71%
• their school gives them opportunities to do interesting things (S2079)	80%	81%	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.

## Parent and community engagement

The school encourages and supports parent involvement in school life. The school has a Parents and Citizens Association that is seeking to increase its membership. This body manages the school's canteen and uniform shop. The school also employs an Indigenous Community Education Counsellor, a Community Liaison Officer and a Polynesian Liaison Officer to assist parents negotiate their relationships with the school and to draw communities into the school. There is a "social justice" budget to enable equitable participation in learning and co-curricular activities for students from financially disadvantaged families and students with disabilities are fully integrated into all aspects of school life following extensive consultation with the student, their caregivers, outside "experts", staff and Department of Education officers.

In 2019 the school commenced “Community Take 5”, an informal gathering of community members on Thursday mornings to discuss educational issues and support for students and to undertake courses on tasks like resume writing.

## Respectful relationships education programs

The school is committed to a culture of respect as embodied in the REAL PBL framework. The school staff model respectful relationships to both students and the public and the school uses its resources (including Guidance Officers, Community and Polynesian Liaison Officers and the Indigenous CEC) to advise community members of strategies to adopt if family abuse occurs. The school utilises the Child Protection framework to identify and report on any domestic violence issues that harm children. There is a whole of school approach to respectful relationships embedded in its pedagogical practices, behaviour management policies, curriculum content and specific programs that overtly address gender based violence such as the Love Bites program that is part of the Access course of pastoral care.

## 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	1185	905	721
Long suspensions – 11 to 20 days	48	42	2
Exclusions	19	32	28
Cancellations of enrolment	6	26	19

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

In 2018 the school prioritized reducing its environmental impact. Environmental education programs outlined the harm caused by environmental waste, particularly plastic waste, and this has resulted in a dramatic reduction in litter in the school grounds and polluting neighbouring properties and waterways.

In late 2018 the school introduced the position of Environmental Prefect for the 2019 school year and the Special education Program began using the Containers for Change container deposit scheme as a learning and fundraising measure, further reducing the school’s environmental impact by diverting materials from waste into recycling and raising funds for the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	733,693	706,149	705,022
Water (kL)	Not available	Not available	3,109

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.

The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Below the search bar are three dropdown menus labeled "School sector", "School type", and "State". Above the search bar is a "Find a school" button, and to the right is a "Search website" button.

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

A rectangular button with a thin border and the text "View School Profile" centered inside.

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

The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map". The "Finances" item is highlighted with a dark background.

#### 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	135	65	7
Full-time equivalents	131	49	6

\*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	2	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	14	
Graduate Diploma etc.*	55	
Bachelor degree	61	
Diploma	3	
Certificate	0	

### Professional development

#### Expenditure on and teacher participation in professional development

The total amount expended on teacher professional development in 2018 was \$77 826.

The major professional development initiatives were as follows:

- Targeted external professional development programs (notably the QELI Executive Principal program)
- External professional development provided to teachers by groups such as QCAA and Metropolitan Region to assist in the implementation of the SATE reforms and the Australian curriculum
- External professional development provided to all teaching staff to assist them in the implementation of the school's pedagogical framework, the New Art and Science of Teaching (NASOT).
- School organised sessions with external facilitators for teaching and non-teaching staff to develop skills in Behaviour Management
- Interactive professional development sessions with colleagues from other schools
- School organised professional development sessions targeting the school priorities of the Junior Australian curriculum, SATE reforms and NASOT
- On-line professional development opportunities provided by school staff and external organisations such as QCAA.
- Coaching and/or mentoring provided by school leaders
- Targeted professional development, coaching and mentoring for beginning and establishing teachers
- Peer learning circles
- Conference attendance

The proportion of the teaching staff involved in professional development in 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%	95%	96%

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

From the end of the previous school year, 95% 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	89%	89%	88%
Attendance rate for Indigenous** students at this school	86%	85%	80%

\* 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
Prep	N/A	N/A	N/A
Year 1	N/A	N/A	N/A
Year 2	N/A	N/A	N/A
Year 3	N/A	N/A	N/A
Year 4	N/A	N/A	N/A
Year 5	N/A	N/A	N/A
Year 6	N/A	N/A	N/A

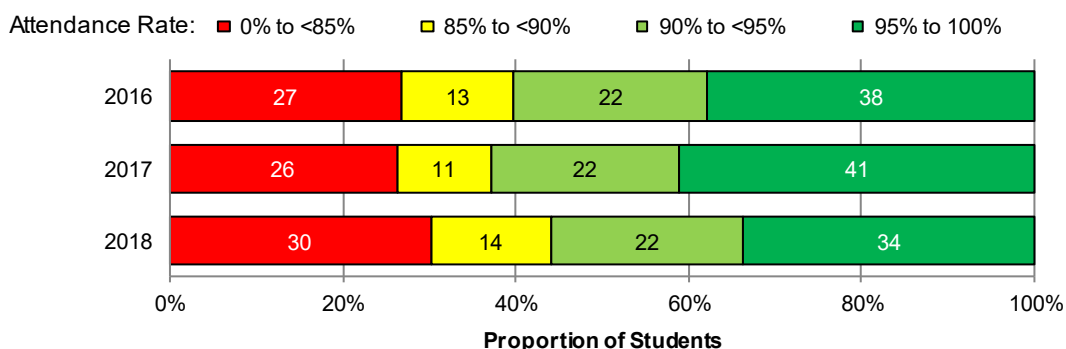
Year level	2016	2017	2018
Year 7	91%	93%	90%
Year 8	90%	90%	88%
Year 9	88%	88%	87%
Year 10	86%	89%	86%
Year 11	87%	88%	86%
Year 12	89%	90%	90%

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.

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

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

Full attendance is a focus for Redbank Plains State High School. Rolls are marked at Access and for each lesson and a SMS text is sent early in the day if a student is not present or accounted for. Caregivers of students whose attendance has not been accounted for are contacted after three days for justification. School staff, the Community and Polynesian Liaison Officers and the indigenous Community Education Counsellor are involved in this process. Caregivers of students, and students who fail to attend regularly, are offered welfare support.

The importance of school attendance is constantly promoted to students, families and staff via classroom posters, Facebook messages, Newsletter articles and Whole School, and Year Level assembly presentations. In addition the school has established an Attendance Committee that meet on a regular basis to review attendance data, develop initiatives for improving school attendance and the implementation of initiatives.

Student attendance is also closely monitored at Year Level Case Management meetings, which are attended by Year Level Deputy Principal, Dean, Year Coordinator and support staff, including Guidance Officer and Liaison Officers. From these meetings specific targeted support and strategies are implemented in order to improve student attendance.

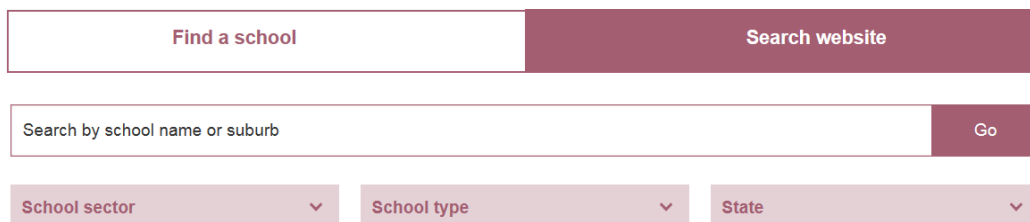
In the compulsory attendance phase of school, letters of enforcement are sent following extensive communications and intervention. In the compulsory participation phase, support is provided and warnings of cancellation of attendance are issued before a small number of cancellations are done.

## 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.



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



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



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	209	270	240
Number of students awarded a QCIA	2	13	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	206	253	234
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	56	24	19
Percentage of Indigenous students who received an OP	8%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	183	230	227
Number of students awarded a VET Certificate II or above	163	207	176
Number of students who were completing/continuing a SAT	17	23	19

Description	2016	2017	2018
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	45%	71%	95%
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%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	95%	91%	77%

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	4	2	6
6-10	6	4	6
11-15	15	11	6
16-20	21	6	1
21-25	10	1	0

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	156	169	200
Certificate II	154	186	165
Certificate III or above	26	42	31

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).

## 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	86%	84%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	87%	59%	38%

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.

Redbank Plains State High School seeks to maximise retention to the end of Year 12. The most common reason for students leaving before the end of Year 12 is family relocation to another school's catchment area in Brisbane/Ipswich or moving to a regional location, interstate or overseas (largely to New Zealand or the Pacific Islands). Others leave on entering employment or to follow an alternative training pathway such as TAFE or the Queensland Pathways State College.

For those at risk of disengagement prior to the completion of Year 12, the Deputy Principals and Guidance Officers liaise with the Regional Pathways Officers, students and parents to ensure a completed transition to further education or employment. Destinations are recorded on OneSchool and updated as required

## 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:

<https://redbankplainsshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx?RootFolder=%2FSupportandresources%2FFormsanddocuments%2FDocuments%2FNext%20Step%20%2D%20Post%20School%20Destinations&FolderCTID=0x012000E30B4C173340DA4988C69E540D3911BA&View={FB15BDE7-EE8D-4DC3-AD88-9B4FF78DA507}>