



Redlynch State College

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Redlynch State College is situated in Cairns, North Queensland. Our overall vision is 'Learning in the Valley, Thinking beyond the Hills' and our programming reflects this in all areas. We operate on the belief that learning is dependent on relationships, engagement and effective programming.

In 2016 the College was successful in becoming a Public Independent School providing significant opportunities for the staff and Leadership team to explore greater autonomy. In 2016 a School Council was formed, providing the school community a strong advocate on the strategic direction of the College.

All members of the College community are expected to demonstrate the behaviours of respect, safety and a commitment to learning and well-being. The College has a strong academic history with students achieving at State or above levels. The curriculum is designed to allow for individual differences and aims for students to achieve their personal best. To that end a broad range of excellence programs have been introduced to extend our high performing students beyond the norm.

The College has a number of students with disabilities. Our philosophy of inclusion and supporting this inclusion allows many of these students to succeed in their daily school life. We have a Student Support Committee which reviews the types of support programs that are available and implemented.

Our curriculum is engaging and challenging. It caters for the wide range of learners we have at the College. As a Prep to Year 12 College we prepare students for their 13 year journey at school, enabling them to successfully transition to a future career and become a strong contributor to Australian society.

Principal's Foreword

Introduction

The following annual report provides a snapshot of the College's progress over the last 12 months.

The College learning vision is "At Redlynch State College we foster creative, engaged and globally-ready learners through the delivery of personalised, inclusive, flexible and innovative approaches and environments". This vision underpins the learning activities that we as a College provide across all phases of learning, i.e. Primary, Junior Secondary and Senior.

We aim to ensure that every student from Prep to Year 12 experience a curriculum that focuses on their future and prepares them to succeed in their field of choice. The College places a high level of importance on student's success in reading and we have seen tremendous results in the progress of Prep to Year 3 students in moving through the reading levels. This sets the foundation for students to successfully move through all the year levels and reach their learning potential. We extend our talented students through a differentiated approach in class learning and also by offering a range of excellence and entrepreneurial programs.

The College has always seen the Junior Secondary Schooling years (Year 6 to 9) as a crucial period to ensure the focus on learning is maintained with students and have embedded systems and structures to support a strong Junior Secondary School philosophy. These strategies were reviewed and refined every year.

In 2016 the College was successful in introducing an International Students Program. Through this accreditation process the doors are now open to host students from all over the world. With these foundations in place we are expecting up to 40 long term stay students into the program in 2017.

Students in their senior years chose varied pathways for their studies which has given them opportunities in a range of tertiary fields, vocational training and direct employment. As a school community we are proud of the academic achievements of our 2016 Year 12 students and look forward to building on our academic strengths with future cohorts.

School Progress towards its goals in 2016

The College priorities as set out in the Annual Implementation Plan focussed on the following priorities.

- Quality teaching
- Strong academic outcomes
- Literacy and Numeracy
- Attendance and behaviour
- Developing independence as a Public Independent School

Achievements within these priority areas are:

Quality Teaching

The College engaged coaches to focus on building teachers understanding of the Australian curriculum, enhanced literacy and numeracy skills, pedagogical skills and STEM knowledge. This is a long term strategy that has demonstrated a positive return.



for teacher practice at RSC. The College has also successfully implemented a comprehensive beginning teacher program supporting a strong pool of new teachers to Education Queensland.

Strong Academic Outcomes

We proudly acknowledge that our senior schooling results stand out as the most significant area of improvement. Through a carefully designed case management program, 98% of the exiting Year 12s achieved their Queensland Certificate of Education. Also in 2016, the College achieved its first OP 1 score. The senior schooling results overall were very positive and demonstrated the growth in the academic achievements of the College.

Literacy and Numeracy

The College has implemented a consistent approach to teaching literacy and numeracy with well embedded consolidation practices to reinforce retention of literacy/numeracy skills. The coaching roles have played a significant part in building this consistent approach to delivery. Our literacy and numeracy results continue to improve as demonstrated in the 2016 NAPLAN results. The College has strong data analysis processes and uses this to drive differentiated practices in the classroom. Writing is still an area that requires further intervention and the College has engaged an external mentor to review and enhance teaching practice in this area. This writing project is in partnership with 3 neighbouring schools and will provide the necessary foundation to drive improvement in this area.

Attendance and Behaviour.

The College attendance data continue to improve and is regarded as one of the best in the region with an attendance level of 92% overall across the College. In recognition of this result the College was also included in a state-wide study for best practice in raising student attendance rates.

Behaviour management systems within the College continue to be reviewed and refined. Both campuses have established Positive Behaviour Learning Committees to undertake the monitoring and implementation of these systems. Suspension and exclusion data continues to decrease yearly.

Developing Independence

The College is embracing the benefits of its status as a Public Independent School. We have established a highly functional School Council that has identified the following key strategic areas of focus:

- Community engagement within the curriculum
- Embedding citizenship skills in student experiences.
- Entrepreneurism
- Marketing
- Curriculum for the future

A workforce plan has been developed to reflect on the future needs of the College supporting innovative practices to align with the College learning vision. The capacity to manage HR and the savings in unused staffing have contributed to the budget bottom line.

Future Outlook

The following are the key improvement strategies designed to keep the College moving forward as a high performing school.

1. **Continue the focus on supporting quality teaching practices across the College.** This will involve refining and embedding the pedagogical framework, implementing teacher performance reviews, coaching and supervising teachers, building teacher expertise in using technology through the BYO computer and iPad program and most importantly deepening curriculum and assessment knowledge.
2. **Continuing the focus on academic outcomes.** The College will develop in students a strong work ethic to ensure students reach their true potential. Strategies will be reviewed and adjusted to consolidate the focus on strengthening senior schooling academic results. A strong focus on literacy and numeracy from Prep to Year 9 has been identified as vital for building long term foundation for academic improvement. Significant human and financial resources have been invested in this area.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1781	820	961	143	91%
2015*	1755	831	924	136	93%
2016	1777	805	972	137	94%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

The Redlynch area has a medium to high socio-economic status (ICSEA 1019) with the majority of students coming from professional and small business backgrounds. The College has an enrolment management plan in place so future students from outside the catchment area must apply to enrol. Presently 8% of our students are indigenous, 2% of students have English as a second language and 7.5% of students are verified with a disability. Approximately 69% of our students live in our demographic area and most families are long term residents.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	20	23	26
Year 4 – Year 7	23	26	26
Year 8 – Year 10	23	22	23
Year 11 – Year 12	17	18	18

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

Curriculum Delivery

Our approach to curriculum delivery is to offer a broad range of subjects to cater for both the vocationally and academically orientated students.

Our core curriculum offerings are:

- 1) Mathematics
- 2) English
- 3) Study of Society and the Environment

- 4) Health and PE
- 5) Science
- 6) Wellbeing

Our distinctive curriculum offerings are:

- 1) Year 7 classes undertake two electives each term in specialist facilities
- 2) Year 8 classes undertake 2 electives to be continued over 3 years
- 3) Year 9 and 10 classes increase their options to 3 electives
- 4) Year 11 and 12 undertake a range of academic subjects in senior school that enable entry into any University course in Queensland
- 5) Year 11 to 12 undertake a range of certificate I, II and III courses in vocational training
- 6) Year 10 to Year 12 classes have the opportunity to be part of School Based Apprenticeships when they become available

Co-curricular Activities

We have a range of extra curricula activities including:

- 1) Programs of Excellence in Live Production and Services, Drama, Music, Dance, Visual Arts and Science
- 2) Entrepreneurs Program
- 3) Instrumental Music Classes
- 4) Orchestra
- 5) Concert Band
- 6) Stage Band
- 7) Jazz Band
- 8) Strings Ensemble
- 9) BEACON Leadership Group
- 10) Chess Clubs
- 11) Choirs
- 12) Student Councils- Primary and Secondary
- 13) A range of sporting teams
- 14) Talent Shows
- 15) Environmental Groups
- 16) Drumming Group
- 17) World Challenge International Tour
- 18) Opti-MINDS
- 19) Public Speaking
- 20) Language Competitions
- 21) Debating
- 22) Academic Competitions
- 23) Visiting International Students
- 24) Japan Trip
- 25) France Trip
- 26) Ski Trip to New Zealand
- 27) Year 4 to 9 Camp program

How Information and Communication Technologies are used to Assist Learning

The College has implemented a range of strategies to support learning using ICTs. These include:

- 1) Integrated ICTs across the curriculum
- 2) BYO laptop program for selected secondary students
- 3) BYO iPad program for selected primary classes
- 4) Support staff to work with students
- 5) Electronic roll marking systems
- 6) Online learning management platform - DayMap
- 7) Electronic appointment process for students
- 8) Additional computer laboratories
- 9) Virtual classrooms using School of Distance Education as the host provider.

Social Climate

Overview

The College has a range of pastoral care programs to support students, staff and parents. We have an established Guidance Officer service with one officer servicing each campus, a part-time Chaplain, a school based Health Nurse, a Special Welfare Officer supporting students and parents, Student Support Committees, an integrated School-Wide Behaviour Support Program, a P-6 'Kids Matter' program, Mind Matters program, plus a range of other short course programs run on and off campus for students who require specialised support. The College prides itself in having a personal approach with all its students and offers an extensive range of support programs focussed on the personal development of the child. The College has a very high rating of satisfaction from students and parents.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	84%	91%	91%
this is a good school (S2035)	90%	91%	95%
their child likes being at this school* (S2001)	93%	91%	95%
their child feels safe at this school* (S2002)	90%	95%	95%
their child's learning needs are being met at this school* (S2003)	80%	90%	87%
their child is making good progress at this school* (S2004)	84%	91%	91%
teachers at this school expect their child to do his or her best* (S2005)	92%	91%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	80%	80%
teachers at this school motivate their child to learn* (S2007)	82%	79%	85%
teachers at this school treat students fairly* (S2008)	84%	82%	86%
they can talk to their child's teachers about their concerns* (S2009)	89%	91%	93%
this school works with them to support their child's learning* (S2010)	82%	81%	87%
this school takes parents' opinions seriously* (S2011)	84%	76%	84%
student behaviour is well managed at this school* (S2012)	71%	71%	70%
this school looks for ways to improve* (S2013)	87%	90%	92%
this school is well maintained* (S2014)	96%	93%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	88%	96%
they like being at their school* (S2036)	89%	88%	91%
they feel safe at their school* (S2037)	92%	85%	97%
their teachers motivate them to learn* (S2038)	87%	89%	93%
their teachers expect them to do their best* (S2039)	97%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	83%	90%
teachers treat students fairly at their school* (S2041)	84%	82%	85%
they can talk to their teachers about their concerns* (S2042)	81%	71%	81%
their school takes students' opinions seriously* (S2043)	81%	75%	82%
student behaviour is well managed at their school* (S2044)	70%	67%	78%
their school looks for ways to improve* (S2045)	91%	88%	91%
their school is well maintained* (S2046)	92%	84%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	87%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	97%	97%
they feel that their school is a safe place in which to work (S2070)	97%	99%	98%
they receive useful feedback about their work at their school (S2071)	83%	87%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	89%	85%
students are encouraged to do their best at their school (S2072)	92%	97%	91%
students are treated fairly at their school (S2073)	92%	91%	89%
student behaviour is well managed at their school (S2074)	75%	80%	69%
staff are well supported at their school (S2075)	83%	90%	76%
their school takes staff opinions seriously (S2076)	76%	83%	77%
their school looks for ways to improve (S2077)	92%	95%	96%
their school is well maintained (S2078)	96%	93%	95%
their school gives them opportunities to do interesting things (S2079)	91%	86%	89%

* 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

At the College, the education of every student is seen as a 3 way partnership. We aim to support this partnership with the student, teacher and parent at all times. Three way parent/student and teacher conferences are held twice yearly, parent-teacher information nights, written semester reports, interim reports for Years 7-12, open nights, parent workshops, transition programs, information sessions, QParents app, Facebook posts and College newsletters all help to keep parents informed. Many staff also have regular communication with parents through online tools like email, Class DOJO and DayMap.

The College has a very strong P&C and School Council. Both these organisations contribute greatly to the operations, funding and strategic direction of the College.

Respectful relationships programs

Across the College we have embedded a well-being program that focuses in on a range of community issues. All students from Prep to Year 12 participate in a weekly program to focus on age appropriate issues such as:

- Social and emotional issues
- Resilience, relationships, work ethics, inclusivity
- Respect for family and others
- Domestic violence
- Conflict resolution
- Dangers of illicit substances
- Anti-bullying strategies
- Sexual health
- Social media

The College also provides specialised short courses for students in need such as

- Parent Fly-in-fly-out programs
- Single parent programs
- Rock and water programs
- Mentoring programs
- Drumming group
- Outdoor recreation challenges

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	186	148	102

Long Suspensions – 6 to 20 days	12	8	4
Exclusions	12	7	6
Cancellations of Enrolment	2	4	7

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

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

Environmental Footprint

Reducing the school's environmental footprint

The College has an established solar power unit which generates enough power to run 4 normal households. The College kitchen garden supports the delivery of the Stephanie Alexander program and smart choices program for the tuckshop. Sustainability units are embedded into the Primary curriculum with support from the Stephanie Alexander, Tree Force and the Reef Guardian Programs. We have energy and water wise projects at our College that support the reduction of our environmental footprint such as:

- Dual flushing toilet systems
- Automated irrigation system for the oval
- Energy saving light bulbs installed
- Air conditioning policy of non-use in winter months

The consumption data below shows that there has been a significant decrease over the previous year's electricity usage and it is pleasing to see water usage decreasing.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	431,933	22,128
2014-2015	453,089	30,010
2015-2016	1,080,963	18,000

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	149	71	<5
Full-time Equivalents	135	53	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	12
Graduate Diploma etc.**	43
Bachelor degree	127
Diploma	17
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$80,000

All teachers have an established Personal Professional Development Plan. The College Teaching and Learning priorities for 2016 were:

- Mandated professional development certificates
 - Code of conduct
 - Workplace Health and Safety
 - Keys to managing information
 - Fire and safety training
 - Student protection
 - Curriculum risk assessment
- Effective pedagogies
- Consolidation activities
- Numeracy and literacy

- Writing
- Essential Classroom Management Skills- Classroom profiling
- Coaching and mentoring
- Differentiation

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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 was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	88%	88%

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

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

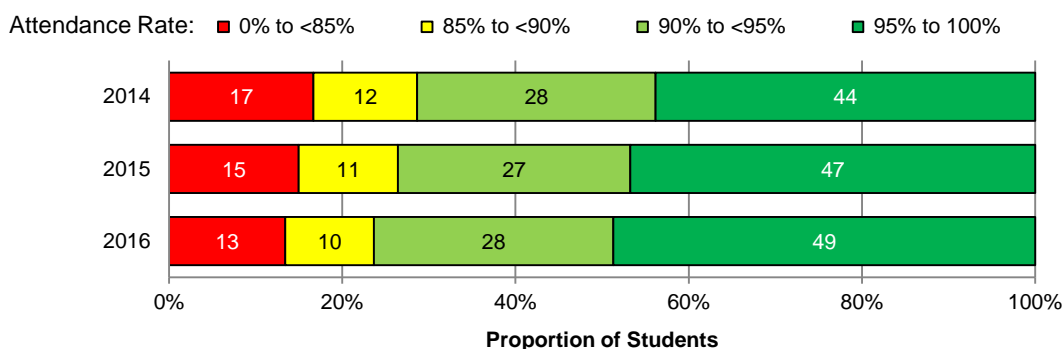
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	94%	93%	94%	94%	93%	90%	90%	89%	86%	89%
2015	93%	94%	95%	94%	94%	94%	94%	93%	92%	90%	89%	89%	88%
2016	94%	94%	94%	94%	94%	93%	93%	93%	92%	90%	91%	90%	91%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the College

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The College has implemented a comprehensive range of support strategies for addressing poor attendance and the success of these strategies is illustrated in the data summaries above. The College has been identified as having best practice support strategies. The following strategies are used:

- The College has an electronic roll marking system which provides daily data on school attendance. This system is the "I D Attend" system and provides automated text messages to parents and caregivers notifying them whether the child is late or absent. It also identifies students missing from lessons and provides a Kiosk check in/check out approach for student use.
- Student attendance is monitored on a daily basis by teachers and Deans.
- Unexplained absences are followed up each day
- Rewards program is in place for acknowledging good attendance
- Attendance data is published on a weekly basis
- Students with a pattern of poor attendance are case managed by a care team
- Pro-active support programs for students at risk are regularly implemented.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	110	146	144
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	4
Number of students receiving an Overall Position (OP)	46	67	78
Percentage of Indigenous students receiving an Overall Position (OP)	25%	27%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	20	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	58	79	76
Number of students awarded an Australian Qualification Framework Certificate II or above.	50	65	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	81	118	138
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	63%	73%	100%
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.	74%	64%	65%
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.	86%	88%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	85%	95%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	13	15	9	3
2015	8	16	19	18	6
2016	11	15	25	26	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	7	36	26
2015	21	45	31
2016	13	49	23

As at 3rd February 2017. The above values exclude VISA students.

The follow Vet qualifications are offered as electives for our senior students:

- Certificate III Live Production and Services
- Certificate III in Fitness
- Certificate II in Hospitality
- Certificate II in Tourism
- Certificate II in Outdoor Recreation
- Certificate I in Furnishing
- Certificate in Manufacturing Pathways

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	78%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	62%	72%	54%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early Leavers Information

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

Redlynch State College has a service commitment to ensure all students transition successfully into higher education, training or direct employment. In Year 10, all students engaged in a charter signing through the BEACON Foundation which commits the student, parents, business community and school to achieving this goal. Students are continually tracked and supported in realising the commitments outlined under the charter. In 2016 very few students left before completing Year 12 without an assured employment destination.

Conclusion

Redlynch State College continues to grow in stature both academically and culturally. Even though the College is only 10 years old, strong traditions are firmly embedded across the College and community confidence is high. We have a strong and effective teaching and non-teaching team that are committed to continuous improvement in performance and maximising student outcomes.