

Alexandra Hills State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 234 Capalaba 4157
Phone	(07) 3820 1444
Fax	(07) 3820 1400
Email	principal@alexhillshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Gail Armstrong

Principal's foreword

Introduction

The mission of Alexandra Hills SHS is to provide education appropriate to the needs of all learners in the school community in a caring environment where students are both challenged and supported. As an Independent Public School we are in a privileged position to be able to work closely with our school community to ensure that these needs are met. A member of the Queensland Minerals & Energy Academy (QMEA) ours is one of the larger high schools in the Bayside. The QMEA partnership has seen an increase in the number of students who have pursued engineering at university as a consequence of the special experiences and learning made available with the cooperation of the Queensland Resources Council.

Continued popularity of the school is attributed, to some extent, to this partnership and other strong partnerships with primary schools, universities and TAFEs. Abroad curriculum offering 30 academic subjects and a range of nationally-recognised vocational certificates (including Certificate III and Diploma) is in place, enhanced by a rich co-curricular program with notable success in Dance, Music, Public Speaking and Debating. Participation in Debating and Public speaking competitions is encouraged by teachers who coach students with the aim of achieving excellence. Physical activity is valued and students' success is seen through the many teams which win Metropolitan Premierships and individuals who reach State and National competitions. The high level of engagement, particularly of Senior Students, maybe attributed to these extensive curricular and co-curricular programs enhanced by a Leadership Program which creates a broad range of opportunities for students to lead in the life of the school. One of the aims of this program is to promote an ethos of service such that students are encouraged to see our school as part of the local and global community and to explore their role as ethical contributing members.

Due to our outstanding results, our Senior Program was recognised with a Queensland Showcase Award for Excellence in the Senior Phase of Learning. Specialist classes in Mathematics and Science, Sporting Excellence and a Rugby League Development Program allow students to develop their individual talents. All students study English and Mathematics and there are extension classes in both of these subjects at all year levels. Languages other than English (LOTE) is a particular focus with three languages – Italian, German and Japanese – taught in the school and others offered through virtual learning modes. Regular study tours to Germany, Italy and Japan, support language development and cultural understanding. Annual ski trips to New Zealand, music tour to Beijing, study tour to Vietnam with a focus on history and Dance classes in the USA, all add to the richness of school life at Alexandra Hills State High School.

Student welfare is a high priority and the same key personnel (Deputy Principal, Welfare Head of Department and Year Coordinator) work with the students over their six years at the school. A full range of support personnel (guidance officers, chaplains, nurse and youth support coordinator) and personal development programs contribute to the wellbeing of each student. We were presented with a State Finalist Award in the Queensland Showcase Awards for Excellence for our wellbeing program, "Alex and Me!"

School Progress towards its goals in 2015

Reading in Junior Secondary is recognised as such an important skill for students as they progress in their learning, that we have made it a continuing priority in 2015. It is pleasing to note that NAPLAN results show that Year 9 students are on a par for reading with Like Schools and State Schools and demonstrated significant, ongoing improvement over a number of years.

Attendance rates in the school have continued to improve and this reinforces our belief that 'every day counts'.

A Pedagogical Coach continued to provide valued professional discussions and observations across the school. This resulted in better cohesion of teaching practices aligned with our school's teaching and learning philosophy.

During 2015 we conducted a School Review with the Queensland School Improvement Unit. The school received an excellent report that reflected the dedication, commitment and professionalism of staff and students.

Future outlook

Strategically, Alexandra Hills State High School continues to explore ways of ensuring the best opportunities are available for the full engagement of the range of students in the school. This includes the expansion of our broad academic and vocational program, TAFE offerings and the extension of our range of extra-curricular activities. It also relies on the enhancement of our partnerships with the Queensland Resources Council as a member of the Queensland Minerals & Energy Academy (QMEA) and the three major universities – University of Qld, QUT and Griffith University. The inclusion of our school as one endorsed by Education Queensland to offer places to international students has reinforced our aim to provide an education which prepares students for life as global citizens.

At the end of 2015, Alexandra Hills State High School was recognised for excellence in teaching by the State Government and awarded with the establishment of the Centre of Excellence in Automation and Robotics in partnership with the QMEA. This will be an exciting initiative for the school to help drive the 'Advancing Education' action plan for Queensland in STEM (Science, Technology, Engineering and Mathematics) education.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1381	684	697	69	94%
2014	1319	648	671	63	94%
2015	1324	605	719	74	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 2015, 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:

Our students are drawn mainly from Redlands, although a considerable number live in all parts of the greater Brisbane area. The main occupations of our parents are Technicians and Trades, followed by Clerical and Administrative and Professional. Most of our students were born in Australia with others coming from New Zealand, England and South Africa in relatively significant numbers. Beyond that, we have students who have immigrated from a wide range of countries.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	22	22
Year 11 – Year 12	20	20	20

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	337	296	356
Long Suspensions - 6 to 20 days	36	22	16
Exclusions	6	17	9
Cancellations of Enrolment	2	4	9

* 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.

Curriculum delivery

Our approach to curriculum delivery

Alexandra Hills State High School offers a wide and diverse range of subjects to cater for the needs of every student. A full range of academic subjects is offered. Specialist classes, beginning in Year 7 are offered to extend the gifts and talents of our students. These include:

Academy Class – extension Mathematics and Science course.

Sports Excellence Class – for those students who excel in sport and are seeking development and extension.

Rugby League Class – for students who excel in Rugby League. This program is a sport development partnership with Wynnum Manly Seagulls and the Brisbane Broncos.

Enrolment in these classes is selected on merit through an application process.

The Junior Secondary curriculum is built around the 8 Key Learning Areas (KLAs). All students study a core of English, Mathematics, Science and History each semester. Health and Physical Education is compulsory until Semester 2, Year 10 and students can choose from a range of more than 40 elective units to complete their curriculum.

Our vocational courses lead to nationally recognised qualifications from Certificate II through to Certificate IV in a range of fields such as Hospitality, Automotive Engineering, Business, Children's Services, Work Place Practices and Fitness.

In particular, Alexandra Hills SHS is proud that we offer one of the broadest selections of Arts subjects of any Queensland school. In the Senior School the following subjects are offered.

ACADEMIC

English

Mathematics A, B, C

Physics, Chemistry, Biology, Engineering Technology/Science21

Modern & Ancient History, Geography

Italian, German and Japanese and Spanish

Legal Studies, Business Communication & Technology, Business Management

Information Technology Systems

Film, TV and New Media, Art

Dance, Drama, Music, Music-Extension

Physical Education, Health Education

Home Economics

Graphics

Technology Studies

VOCATIONAL

English Communication

Pre-Vocational Mathematics

Recreation Studies

Creative Arts – Media

Creative Arts – Visual

Horticulture

Industrial Skills

Tourism

Automotive

Hospitality Practices

Recreation Studies – Rugby League

Nationally Recognised Certificate (Courses Offered at school).

BSB20112 Cert II in Business
 BSB30112 Cert III in Business
 30981QLD Cert II in Workplace Practices
 CHC30113 Cert II in Early Childhood Education and Care
 AUR21212 Cert II in Automotive Underbody Technology
 SIS30310 Cert III in Fitness
 SIS4120 Cert IV in Fitness
 SIT20213 Cert II in Hospitality
 CHC30212 Cert II in Aged Care

Metropolitan South Institute of TAFE

Cert II Applied Fashion
 Cert I Hospitality (Kitchen Operations)
 Cert III Business
 Cert III Business (Legal)
 Cert II Animal Studies (Year 12 only)
 Cert III Design Fundamentals – Graphic and Digital Art
 Cert III Design Fundamentals – Photography
 Cert III Events
 Cert I Hairdressing
 Cert II Horticulture – Landscape Construction
 Cert III Information, Digital Media and Technology
 Cert III Media – Film and TV Production
 Cert III Media – Animation and Motion Graphics
 Cert III Music Foundation
 Cert III Telecommunications & Networking
 Cert II Health Support Services

Southbank Institute of Technology

Diploma Building Design & Technology
 Diploma Children's Services
 Diploma Fitness
 Diploma Graphic Design
 Diploma of Visual Arts
 Diploma Hospitality
 Diploma Beauty Therapy
 Diploma of Photoimaging
 Diploma Music Business
 Diploma Telecommunications Technology (Networking)

Skills Tech Australia

Cert II Electron technology
 Cert I Plumbing Service
 Cert II Electro technology
 Cert II Furniture Making
 Cert I General Construction
 Cert III Computer-Aided Drafting
 Cert I Engineering Pathways
 Cert II in Automotive Vocational Preparation (Heavy Commercial Vehicle)
 Cert II Automotive Vocational Preparation (Light Vehicle)

Extra curricula activities

Student Leadership: 148 positions are available for Year 12 students including Captains, Mentors, Tutors and Student Councillors.
 Study Tours to Germany, Italy, Japan, Vietnam and USA
 Choir
 Indigenous Cultural Activities
 Dance Troupes
 Instrumental Music
 Interact
 Leo's club
 Public Speaking
 Debating
 Sport
 Year 7 Camp
 Year 9 Camp
 Year 11 Camp

How Information and Communication Technologies are used to improve learning

Information technology has reached new heights at Alexandra Hills SHS. We have had 98% of our Years 10-12 students engaging in our very successful 1-1 take home laptop program. Everywhere we look around the school we see senior students working on their laptops. This dramatic transformation has provided our senior students the opportunity to have 24 hour access to technology with 750 laptops being used by our senior students both at home and at school.

All subject areas have access to a high speed whole school wireless network, fully networked computer laboratories and pods to assist with the delivery of appropriate ICTs to students as well as ICT support tools. Our two high end Graphics/IT computer labs have provided the opportunity for our students to utilise high level, industry standard software that could never be fully utilized before. All computers at school have been optimized by our new state of the art and cost effective swipe-release print system, the installations of both interactive and standard data projectors in all classrooms, school based laptops in trolleys as well as digital still and video cameras.

Our Junior Secondary students (Years 7-9) have had increased access to computers and related ICTs both before and after school and during lunch breaks. Our commitment to provide the best opportunities for students and staff has been achieved by our major investments in infrastructure improvements and increased technical support. We have upgraded the servers, our internet bandwidth and our network switches to the highest levels available to us to ensure optimal use by all users of our school network and the World Wide Web. Staffrooms have had Multifunction Printing Devices installed to enable scanning, copying and printing to be done to enhance learning for our students. Our Year 7 students had access to 3 class sets of laptops which were used extensively in the Year 7 program.

The school also prepared for the introduction of BYO (Bring Your Own) learning device for 2016 by visiting other schools, liaising with industry partners and presenting a number of sessions to parents and students about the role of learning devices from 2016.

Social Climate

An emphasis on student welfare forms a strong part of our school culture.

In order to ensure that students feel supported in the school the Deputy Principal and Year Level Coordinator stay with their year group for the six years of a student's education. This ensures the continuity of the relationship between the student, parents and these key people.

The specialist Welfare Team, including Chaplains, Nurse, Youth Support Coordinator, Head of Special Education and Guidance Officers, meets regularly to coordinate student support. In addition, the personal development of our students is nurtured through the 'Alex and Me' Program, as well as through school camps and special events days. 'Alex and Me' is an award winning student welfare program which addresses the needs of Junior Secondary students as they transition through the tumultuous years of early adolescence. Our school approach is to meet students' needs in the broadest context – social, emotional and educational.

A welfare team model is used to support the development of appropriate student behaviour. Rather than being based on a faculty structure, each of our Heads of Department manages three form classes (approximately 84 students). A strong relationship is formed between the students and their welfare manager that enables a far more pro-active response to managing students and a greater understanding of environmental factors that might be impinging on the performance of certain students.

Student participation in learning is formally recognised through *Quiet Achiever Awards* which are presented at a ceremony for parents and family in second term each year while an Honours Academy program supports our highest achieving for Year 11 and 12 students through a mentoring process.

Student leadership is also encouraged through the Student Council, student-led Assemblies, Year 10 Annual Dinner, Year 11 Function, Year 12 Formal, Awards Night and Graduation Ceremony. The school has an excellent formal process for selecting and inducting the student leadership team for the following school year which includes School Captains, Sports Captains, Senior Leaders, Subject Mentors and Literacy Mentors. Junior Secondary Leadership program is in place to provide leadership roles for students in Years 7-9. This includes a Junior Secondary Leadership Ceremony which was attended by many parents. Junior School and Senior School Captains hold positions on the School Council.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	92%	92%
this is a good school (S2035)	100%	93%	87%
their child likes being at this school (S2001)	96%	92%	84%
their child feels safe at this school (S2002)	96%	93%	93%
their child's learning needs are being met at this school (S2003)	96%	89%	88%
their child is making good progress at this school (S2004)	100%	87%	90%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
teachers at this school expect their child to do his or her best (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	85%	88%
teachers at this school motivate their child to learn (S2007)	100%	87%	86%
teachers at this school treat students fairly (S2008)	93%	80%	77%
they can talk to their child's teachers about their concerns (S2009)	96%	90%	90%
this school works with them to support their child's learning (S2010)	96%	84%	81%
this school takes parents' opinions seriously (S2011)	92%	87%	74%
student behaviour is well managed at this school (S2012)	86%	83%	78%
this school looks for ways to improve (S2013)	100%	91%	87%
this school is well maintained (S2014)	100%	96%	95%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	97%	96%
they like being at their school (S2036)	89%	91%	93%
they feel safe at their school (S2037)	94%	96%	96%
their teachers motivate them to learn (S2038)	89%	93%	93%
their teachers expect them to do their best (S2039)	95%	97%	100%
their teachers provide them with useful feedback about their school work (S2040)	88%	90%	92%
teachers treat students fairly at their school (S2041)	79%	83%	83%
they can talk to their teachers about their concerns (S2042)	78%	69%	82%
their school takes students' opinions seriously (S2043)	81%	83%	83%
student behaviour is well managed at their school (S2044)	73%	76%	81%
their school looks for ways to improve (S2045)	92%	93%	97%
their school is well maintained (S2046)	90%	92%	94%
their school gives them opportunities to do interesting things (S2047)	94%	94%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	95%	97%
they feel that their school is a safe place in which to work (S2070)	99%	96%	94%
they receive useful feedback about their work at their school (S2071)	87%	87%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	88%	88%
students are encouraged to do their best at their school (S2072)	94%	97%	98%
students are treated fairly at their school (S2073)	96%	92%	95%
student behaviour is well managed at their school (S2074)	88%	91%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
staff are well supported at their school (S2075)	90%	89%	88%
their school takes staff opinions seriously (S2076)	81%	84%	85%
their school looks for ways to improve (S2077)	94%	92%	93%
their school is well maintained (S2078)	96%	90%	90%
their school gives them opportunities to do interesting things (S2079)	90%	92%	91%

'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

Alexandra Hills State High School values our place in the community and our relationship with the parents of our students. Our active Parents & Citizens Association is a very important part of our school community. It provides a forum for parents and the opportunity to participate in constructive debate about school issues. Parents may also choose to be involved in the All Music Program Support Group (AMPS) or as a volunteer in the Tuckshop or Uniform Shop.

The School Council is representative of the school and wider community and is invaluable in providing strategic advice to inform the school's direction.

Communication from the school aims to ensure that parents are well informed. The newsletter is published on line and written reports of students' progress are provided three times per year. Parents are invited to access teachers for interviews at any time but particularly after the distribution of the Term 1 and Semester 1 Reports. Parent/Teacher evenings allow for the discussion of issues relevant to those students at the time and also afford parents the opportunity to meet with teachers and other parents and to ask questions. The 'Q Parents' app was introduced to help improve communication between the school and families.

Regular performance events provide opportunities for the community to enjoy the work of our students. Open Day allows parents of prospective students to talk with teachers, learn about the range of subjects offered, extra curricular activities available and enjoy student performances in a warm and welcoming atmosphere.

Year 7 parents were invited to a 'Meet and Greet' evening at the start of the year to welcome our new students and their families. This event was well attended with over 100 people present. Parents met key staff in their child's education as well as the administration team.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	517,041	6,458
2013-2014	549,990	4,720
2014-2015	560,087	11,869

*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.

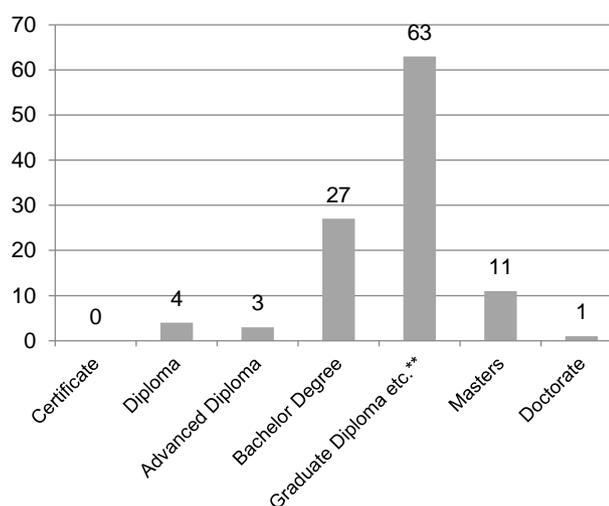
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	109	47	<5
Full-time equivalents	101	32	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	3
Bachelor Degree	27
Graduate Diploma etc.**	63
Masters	11
Doctorate	1
Total	109



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 28 518.

The major professional development initiatives are as follows:

- Implementing the school's teaching and learning framework
- Supporting the teaching of reading across the curriculum
- Implementation of the Australian Curriculum
- Familiarisation with aspects of the new senior schooling and tertiary entrance system
- Mentoring program: six teachers trained to deliver support and to monitor beginning teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance

	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Where it says '**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.

Performance of our students**Key student outcomes****Student attendance**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	89%	90%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

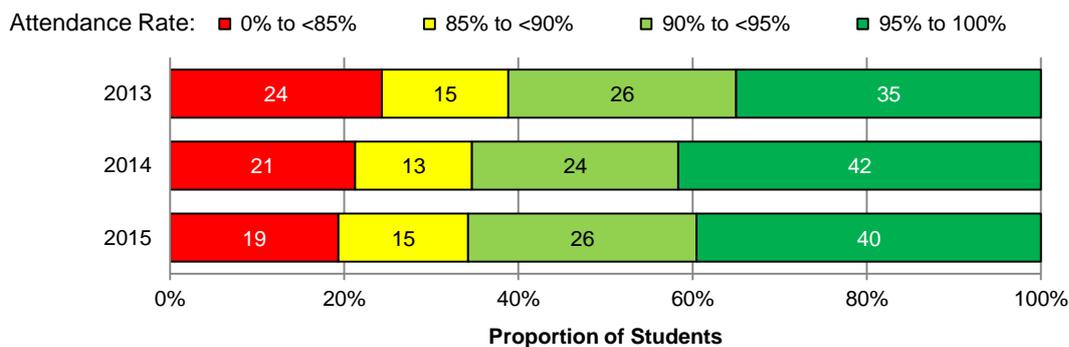
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013								92%	92%	87%	86%	87%	88%
2014								92%	89%	89%	87%	90%	92%
2015								92%	90%	89%	89%	90%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 school

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.

If a student is absent from school, parent is contacted via a text message. If the issue is of greater concern, either the school's Attendance Officer or a Deputy Principal will discuss the matter with the parent. Rolls are marked at the commencement of the day and at each lesson. Parents are required to complete an application in order to have approval for a student to be absent from school for a period of time e.g. competing at national sporting events. This enables us to provide study requirements for the period of absence.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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 says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	91%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	82%	55%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	204	236	201
Number of students awarded a Queensland Certificate of Individual Achievement.	0	4	2
Number of students receiving an Overall Position (OP)	85	98	91
Percentage of Indigenous students receiving an Overall Position (OP)	14%	38%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	41	50	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	163	195	162
Number of students awarded an Australian Qualification Framework Certificate II or above.	137	162	127
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	197	231	198
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	80%	74%	73%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	97%	99%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	10	22	36	17	0
2014	15	20	38	22	3
2015	10	28	28	25	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	106	117	67
2014	96	126	91
2015	90	85	66

As at 16 February 2016. The above values exclude VISA students.

Alexandra Hills SHS is a Registered Training Organisation (RTO) and students complete Certificate I and II qualifications in Information Technology, Business and workplace Practices under our scope of registration. Partnerships with external RTOs enable students to complete Certificate IV qualifications in Hospitality, Aged Care, Child care, Fitness, Beauty, Justice Studies as well as a range of trade and vocational qualifications.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school leavers information

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

The most significant proportion of students who leave the school in Years 10, 11 and before completing Year 12 are those students whose families move away from the area and who enrol at another secondary school. A number of students also opt to continue their education at TAFE. Students who have completed Year 10 sometimes opt for full time work and the school utilises both internal and external resources to assist students achieve their goals to enter full time employment. Each year, several international students and study-abroad students return to their home countries to complete their education.

A small number of students need the resources of the school and outside agencies to help maintain their engagement with school. When extended absences remain unexplained, the Compulsory Attendance policy of the Education Act is followed.