

Emerald State High School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

The intent of this report is to provide a snapshot of Emerald State High School in relation to how the school has performed in the past 12 months against its 2013 goals and the school's future outlook. We profile the school cohort and curriculum offerings including extra-curricular offerings and the use of ICTs in the classroom. Staff qualifications are identified and parent staff satisfaction with the school is identified.

Emerald is a predominately rural community bolstered by the Bowen Basin coal mining operations. Emerald State High School is the largest state, co-educational school located in the Central Highlands.

There are currently 668 students (2014) enrolled across years 8 – 12 with a teaching cohort of 51 teachers comprising a Principal, 2 Deputy Principals (Junior Secondary and Senior School), 6 Heads of Department and HOSES for the Special Education Program. Support staff include an itinerant Guidance Officer, 2 Chaplains, a School Based Youth Health Nurse, Teacher Aides, a Community Education Councillor, Facilities Officers, ICT Technician, Laboratory Technician, Business Services Manager and Administrative Staff. All staff are dedicated to student improvement and make this the main focus of their business.

The performance of Senior students has again improved significantly with the percentage of students achieving an OP 1-15 at 78.9%. Senior Students achieving a VET qualification Cert II and above has also risen significantly to 88%, while the Junior Secondary School focus through the school improvement agenda has continued to ensure improved Literacy outcomes for all students.. Attendance rates have also improved due to a whole focus with a specific attendance strategy.

Emerald SHS adopts the school wide positive behaviour support program as a means of fostering good behaviour in classrooms which in turn leads to positive learning experiences and improved performance. Students, staff and the community have embraced the concept and students have now learnt and practice the 5Ps – Positive, Participate, Polite, Prepared and Punctual as the school's rules. These measures were taken to address our School Disciplinary Absences.

The school has focused on the preparation for the successful transition and introduction of Year 7 into Junior Secondary in 2015

For those people unable to access this report on the website a paper copy will be available on request through our school office.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

Quality Curriculum and Teaching Unrelenting focus on the improvement of Literacy and Numeracy outcomes for every student through high quality teaching, high expectations and delivery of quality curriculum	88.7% % of students achieving C or higher in English, Maths, Science
Implement Consistent Pedagogical practice	Explicit Instruction was evident and visible in each classroom Warm-Ups, Lesson Intent, Success criteria and specialised vocabulary were evident
Quality Outcomes Closing the Gap on Indigenous and non- Indigenous student performance in the areas of attendance, achievement and attainment	Attendance rate for Indigenous students improved by 1.9% form previous year.
Improve all students' educational outcomes and achievements through the implementation of an explicit attendance campaign – Four More Through the Door	Overall attendance of students at Emerald SHS was 88.8%, an improvement of 0.7%.
A Quality School Rigorous monitoring processes to ensure high standards for curriculum, teaching, assessment and reporting	88 % of students achieving C or better in English, Maths, Science (8-10) 89.1 % of students passing individual subjects 96 % of students awarded a QCE 98.1 % of students awarded OP, SAT, VET qual
Development of school leadership to foster high expectations, inclusive practices in teaching practice to promote school performance	2 teachers participated in aspiring leader programs, 1 Deputy Principal participated in Middle Leaders Champions Program.

Future outlook

Quality Curriculum and Teaching

- Unrelenting focus on the improvement of Literacy and Numeracy outcomes for every student through high quality teaching, high expectations and delivery of quality curriculum
- Planning for the transition of Year 7 to secondary through a negotiated Junior Secondary model
- Teaching staff to develop capability to explicitly teach literacy and numeracy

Quality Outcomes

- Closing the Gap on Indigenous and non- Indigenous student performance in the areas of attendance, achievement and attainment
- Improve all students' educational outcomes and achievements through the continued implementation of explicit attendance campaign – Four More Through the Door

A Quality School

- Implementation of Emerald SHS's pedagogical framework
- Rigorous monitoring processes to ensure high standards for curriculum, teaching, assessment and reporting
- Development of teaching staff to foster high expectations, inclusive practices in teaching practice (differentiation) to promote school performance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	596	301	295	86%
2012	619	313	306	88%
2013	616	312	304	90%

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

Characteristics of the student body:

Emerald State High School has a multicultural population with 53 Indigenous and 563 non-Indigenous students. We have students enrolling with New Zealand and Pacific Islander heritage and 32 students with English as their Second Language (ESL) predominantly from the Philippines and South Africa.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	17	17	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	46	72	55
Long Suspensions - 6 to 20 days	31	49	38
Exclusions	1	0	7
Cancellations of Enrolment	3	6	3

Curriculum offerings

Our distinctive curriculum offerings

Curriculum at Emerald State High builds in a sequential nature as students' progress through their schooling, tailoring their education to their identified career pathway.

In Junior Secondary students in Years 8-9 students undertake their curriculum in the subjects of English, Mathematics, Science and History aligned to the agreed National Curriculum offerings and their additional subjects through Foundations First which aligns with the Queensland Curriculum and Assessment Reporting Framework. Planning is underway to prepare for the addition of Geography to National Curriculum for 2015.

In our Honours program, gifted and talented students work in an environment which challenges and supports their pursuit of excellence.

Year 10 is the start of Senior Schooling and focuses on teaching the knowledge and skills necessary for the successful transition into Years 11-12 with a combination of National Curriculum, Vocational Education and Training certificate courses and pre-senior extension subjects.

Emerald State High recognises the workforce requirements of the community and provides a comprehensive array of curriculum opportunities. Through vocational education subjects linked with structured work placement and work experience which complement the school based apprenticeship/traineeship program we skill students for the future.

Senior students access a compilation of Authority (OP), Authority Registered and Vocational subjects depending on their career pathway to either further Tertiary Studies at University /TAFE or the workforce. In meeting the needs of every student where possible, we also offer access to Distance Education and Virtual Schooling opportunities.

Extra curricula activities

Student Representative Council – student led charitable fundraising for local, national and international humanitarian purposes

Instrumental Music Program – encompasses Symphonic, Jazz and Rock bands which perform at regional and state level with success. The Jazz band also performs at the annual Jazz and Shiraz evening hosted by the local community as a fund raising project.

QMEA Hub School – allows teachers and students to link with local mining companies for work experience, engineering camps and experiential learning tours

Inter-School Sport – Central Highlands, Capricornia, State and National selection opportunities exist for students in a range of sports including Rugby League, Rugby Union, Touch, Netball, Tennis, Soccer, Athletics and Cross-Country

ATAP Challenge – allows indigenous students to experience problem solving challenges

Camps – occurs at different times throughout the year and offers an alternate curriculum program that encompasses team building and leadership challenges as well as social and cultural awareness outside of Emerald

Cultural Showcasing – Shines program, School Musical and One Act Plays

Clubs – Science club, Chess Club, Strength Club, Reading Challenge and Cooking club are a great way for students to be involved in the school community.

How Information and Communication Technologies are used to assist learning

The school's 3 1/2 computer laboratories and their diverse array of multi-media and graphics programs allow students to engage in computer technology learning experiences linked to real world work situations that cover animation, robotics, webpage design and games development as well as drafting and planning design. In core KLA's such as English and SOSE, students are using ICTs to develop research and analysis skills whilst accessing multiple sources of information. Through the provision of 2:1 ratio of computers for students in Years 9-12, the students are accessing ICTs as part of their classroom and beyond for more relevant learning for the adolescent.

There are 19 classrooms equipped with roof mounted data projectors with surround sound that link to teacher computers for curriculum delivery. Through the use of data projectors linked to a teacher laptop, students have visual access to the world. There are also 5 interactive whiteboards in classrooms, as well as four Mimeos that can be used as portable interactive whiteboards. Students in Science are using the interactive whiteboards to enter virtual classrooms and accessing learning materials 24 hours a day.

There are 3 class sets of Turning Point Interactive Keypad response devices used to assess and record student answers and response times, particularly in mathematics classes.

Through a Bring Your Own Device (BYOD) scheme Junior Secondary students use IPADs to support their learning. Senior Secondary students are encouraged to join the Laptop Program which allows them to access a Laptop.

Social climate

Emerald SHS is committed to school-wide positive behaviour, quality teaching, and inclusive programs, policies and procedures. Parents at Emerald SHS are generally satisfied with the school's quality curriculum programs, learning climate, school and community relations, improved learning outcomes and the provision of a safe and supportive environment. This satisfaction indicates parents are confident in public education.

This satisfaction is achieved through focusing on the whole student and creating positive relationships between people and their work. Emerald State High School ensures that students are provided with positive support to promote high standards of achievement and behaviour within the following behaviour principles; Polite, Participate, Positive, Punctual, Prepared. This has been reflected in the improvement shown in the Students' Opinion Survey results for their satisfaction with student behaviour at school.

The school has a strong support network for students including a Guidance Officer 4 days a week, 2 School Chaplains, a School Based Youth Health Nurse 2 days a week, and a Community Education Councillor daily. Students also have access to 2 Workplace Liaison Officers who assist students into Work Experience, Work Placement and School-based Traineeships/Apprenticeships.

At Emerald SHS our Anti-Bullying policy aims:

- to ensure a more supportive, respectful, safe, disciplined, tolerant and inclusive environment for all at the school.
- to protect students and staff from any bullying behaviour and to empower them to deal with it successfully.
- to educate students, staff and the wider school community about bullying in all its forms and the effects it has on people and morale.
- to discourage (and potentially eliminate) bullying behaviours through clearly set out consequences, including education, training and discipline.
- to reduce associated stress and reduce subsequent lost school time.

We achieve this through educating our community, zero tolerance for bullying and a proactive approach to building resilience in our young people. This has resulted in a significant improvement with 85% of parents and 75.2% of students believing that student behaviour is well managed at our school.

Our school at a glance

Parent, student and staff satisfaction with the school

Of those parents randomly surveyed, 100% are satisfied that their children are getting a good education at Emerald SHS, with 91% of parents satisfied with the progress of their children.

92% of students indicated they are getting a good education and 85.3% indicated that they would recommend this school to others.

Of those same parents, 100% are satisfied with Emerald SHS as their child's school.

91% of staff at Emerald SHS have indicated satisfaction that the school focuses on improvement. 76% of staff agreed that they. 70.4% of staff indicated their satisfaction with Emerald SHS in terms of staff morale.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	95%	100%
this is a good school (S2035)	95%	100%
their child likes being at this school* (S2001)	82%	100%
their child feels safe at this school* (S2002)	90%	100%
their child's learning needs are being met at this school* (S2003)	86%	100%
their child is making good progress at this school* (S2004)	91%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	86%	100%
teachers at this school treat students fairly* (S2008)	73%	100%
they can talk to their child's teachers about their concerns* (S2009)	90%	95%
this school works with them to support their child's learning* (S2010)	95%	95%
this school takes parents' opinions seriously* (S2011)	81%	88%
student behaviour is well managed at this school* (S2012)	77%	85%
this school looks for ways to improve* (S2013)	95%	94%
this school is well maintained* (S2014)	91%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	87%	92%
they like being at their school* (S2036)	80%	89%
they feel safe at their school* (S2037)	89%	90%
their teachers motivate them to learn* (S2038)	83%	85%
their teachers expect them to do their best* (S2039)	93%	96%
their teachers provide them with useful feedback about their school work* (S2040)	83%	94%
teachers treat students fairly at their school* (S2041)	67%	76%
they can talk to their teachers about their concerns* (S2042)	67%	71%

Our school at a glance

their school takes students' opinions seriously* (S2043)	69%	77%
student behaviour is well managed at their school* (S2044)	64%	75%
their school looks for ways to improve* (S2045)	85%	88%
their school is well maintained* (S2046)	79%	89%
their school gives them opportunities to do interesting things* (S2047)	81%	87%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		95%
they feel that their school is a safe place in which to work (S2070)		91%
they receive useful feedback about their work at their school (S2071)		76%
students are encouraged to do their best at their school (S2072)		91%
students are treated fairly at their school (S2073)		85%
student behaviour is well managed at their school (S2074)		70%
staff are well supported at their school (S2075)		67%
their school takes staff opinions seriously (S2076)		78%
their school looks for ways to improve (S2077)		91%
their school is well maintained (S2078)		87%
their school gives them opportunities to do interesting things (S2079)		91%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Emerald SHS has an active P&C Association which affords parents a voice in the school. Parents are kept abreast of their child's performance at school through SMS messages, telephone calls and face to face meetings in the form of:

- Meet and Greet Evening with a view to putting a face to a name for the teachers of their children.
- School assemblies to celebrate student successes, special ceremonies such as Senior Leader Induction, ANZAC Day and Celebration Parades
- Parent/Teacher reporting evenings where they are able to discuss their child's education with the teachers.
- Positive Postcards to identify successes
- The school's newsletter is readily available on the school's website and made available in hard copy for families without access to the website
- All parents are invited to the school's Annual Awards Evening where the focus is celebrating student successes for the year
- Other opportunities for parental involvement include sporting events and carnivals, seniors graduation, cultural events (school musical) and education conference
- SET-P, OP and QCE preparation and subject selection evenings

Reducing the school's environmental footprint

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

There has been a significant reduction in the electricity usage. Although the water pipes are maintained there were still significant leakages consequently there has been an increase in water consumption at Emerald SHS.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	338,046	9,314
2011-2012	414,946	4,090
2012-2013	36,338	26,610

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

Our staff profile

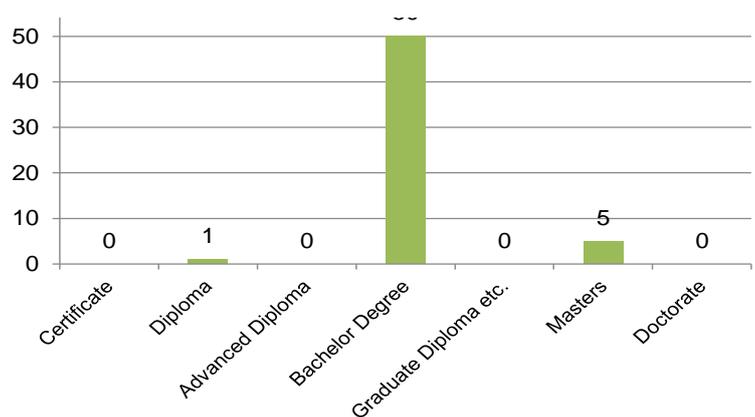
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2012 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	55	28	<5
Full-time equivalents	51	21	<5

Qualifications of all teachers

Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	50
Graduate Diploma etc.	0
Masters	5
Doctorate	0
Total	56



* 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

Our staff profile

The total funds expended on teacher professional development in 2013 were \$ 49 800

The major professional development initiatives are as follows:

- Implementation of Junior Secondary
- Pedagogy – in particular Explicit Instruction
- Curriculum (through QSA)
- Literacy in particular vocabulary
- Vocational Education and Training
- Indigenous Education

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

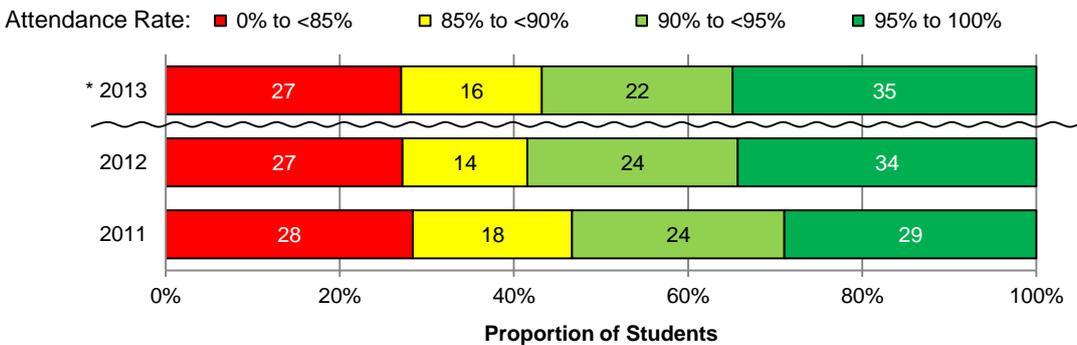
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	87%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								90%	83%	83%	87%	86%
2012								90%	87%	81%	89%	89%
2013								92%	88%	86%	84%	89%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Description of how non-attendance is managed by the school

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Student rolls are marked electronically at the beginning of every lesson using ID Attend (5 times per day – Pastoral Care (PC) 8:50am, period 1 – 9:00am, period 2 – 10:55am, period 3 – 12:05pm, period 4 – 1:50pm).

All suspected cases of truancy (ie a student missing from class, when they have been sighted or previously marked present for the beginning part of the day) are reported to the office IMMEDIATELY. Students who are absent from PC will have a text message electronically sent to their parent/carer on each school day informing them that their child is absent, to which the parent is able to reply to the text to explain absence.

The Pastoral Care (PC) teacher is responsible for monitoring the daily attendance of students and making contact with parents/carers when students have been absent for three consecutive days.

Classroom teachers scan for absences for their class. If a child has missed three (3) lessons, the classroom teacher makes phone contact with the parents/carers to enquire about the child.

Year Managers scan weekly and monthly absence reports and follow up on unexplained and regular absences. Year Managers monitor absence data to determine patterns around absence and reasons for absence.

In addition truancy is addressed through STEPs (**Supervised Truancy Engagement Program**)

Attendance that is below 89% is specially dealt with through DART, **Daily Absence Response Team**.

Students whose attendance has not improved through Teacher and Year Manager intervention and support are referred to the Deputy Principal for Case Management aligned to compulsory attendance phase and compulsory participation phase procedures.

Student and parent are issued with a notice – failure to attend and they are invited to the school to be informed of their legal obligations as well as discussing the individual situation of the student. At this stage a support plan is enacted in order to improve the student's attendance. If the student's attendance does not improve a further warning notice is issued and support plan is adjusted accordingly. If the student's attendance is still not improving and all attempts to work with the student and parents/carers have not been successful, the school will proceed with either: possible cancellation of enrolment (if student is post-compulsory age) or recommendation for consent to prosecute (if the student is of compulsory age).

Positive recognition and rewards for attendance are given for;

- 89% attendance – Gotcha presented by PC Teacher Week 9 of each term during PC (in draw for prize in Week 10)
- 91% attendance – Bronze Attendance Award, Certificate on Year Parade, Gotcha Week 9 and in for prize draw in Week 10
- 93% attendance – Silver Attendance Award, Certificate on Year Parade, Gotcha Week 9 and in for prize draw in Week 10
- 95% attendance – Gold Attendance Award presented on Whole School Parade, Gotcha Week 9, invitation to Club95 event at end of term
- >97% attendance – Platinum Award presented on Whole School Parade, Gotcha Week 9, invitation to Club95 event at end of term. Special award presented at Awards Night and invitation to Club97 event at end of year
- Top 10 High Flyers for the Year – most improved attendance for the year – sponsorship by P&C and recognised at Awards Night
- Top 10 'Attendees of the Term' published on website

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.

Performance of our students

Find a school

Search by school name

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

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

Achievement – Closing the Gap

In 2013, 53 Indigenous and 563 Non-Indigenous students were enrolled at Emerald SHS. There is currently a 53.1% gap in retention of Indigenous and non-indigenous students who stay enrolled at Emerald SHS between Year 10 and Year 12. The average percentage attendance of Indigenous students is 79.1% as opposed to Non Indigenous which is 88.8%. This is a gap of 9.7%. The gap between Indigenous and Non-Indigenous student results in Naplan Data for Reading is 55 Mean Scale Scores, 59 Mean Scale Scores for Writing and 27 Mean Scale Scores for Numeracy.

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	76%	87%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	106	98	98
Number of students awarded a Queensland Certificate Individual Achievement.	3	2	1
Number of students receiving an Overall Position (OP).	29	39	34
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	35	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	87	94	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	71	77	87
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83	84	92
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.	83%	72%	79%
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.	97%	97%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	92%	86%

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

Overall Position Bands (OP)

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

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	5	9	10	5	0
2012	5	10	13	11	0
2013	6	8	13	7	0

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

Performance of our students

Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	44	71	4
2012	87	76	3
2013	55	87	6

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

Certificate I Furnishing

Certificate I Engineering

Certificate I Business

Certificate I Information Digital Media and Technology

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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

Students who leave Emerald SHS early are predominantly accessing fulltime work or fulltime apprenticeships. **Support Worx** offers students opportunities to engage in Work Experience, Work Placement and School Based Apprenticeships while still at school which provides students an opportunity to transition into the Workforce, particularly in a student is at risk of failure.