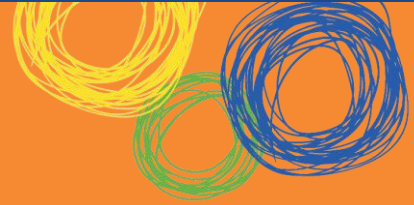


Ayr State High School

Queensland State School Reporting

2013 School Annual Report



| | |
|----------------|---|
| Postal address | PO Box 961 Ayr 4807 |
| Phone | (07) 4790 4333 |
| Fax | (07) 4790 4300 |
| Email | the.principal@ayrshs.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 | Mr. Craig Whittred - Principal |

Principal's foreword

Introduction

Ayr State High services a community of 14,500 people most of whom are either directly or indirectly involved in the sugar industry. The Burdekin district is one of the richest sugar producing areas in Queensland. Our school maintains an enrolment of approximately 500 students.

Our students come to us from our partner schools which include East Ayr Primary School, Ayr Primary School, Millaroo Primary School, Clare Primary School, Airville Primary School, Jarvisfield Primary School, Brandon Primary School, Giru Primary School, Kalamia Primary School and Maidavale Primary School. This variety of partner schools provides the school with a rich diversity and students with a variety of interests and abilities.

We are a community that encourages excellence, applauds achievement and celebrates diversity. The school was founded in 1937 and has become a foundation to the Ayr community through the broad curriculum offered and an environment that encourages students to "strive for better things".

We aim to prepare our students for tomorrow's society as responsible, informed and valued citizens.

As a school we believe:

- o In continuous improvement
- o That learning is lifelong
- o In the unique qualities of each individual

The staff believes that every child has the right to education, one that not only teaches the basic skills of literacy and numeracy, but also provides for the maturing of the powers of imagining, reasoning, feeling and communication.

Responsibility for the total wellbeing of the student is shared in the school. We accept that all people are individuals, possessing different abilities, interests and values. We recognise and promote that education which enables quality outcomes for students is a partnership involving students, parents, teachers and the community.

The school offers an extensive range of Authority, Authority Registered (Study Area Specifications and TAFE/VET) subjects for students. As well the school also has a strong tradition of offering a wide range of co-curricular activities including musicals, the school "Show case", choir, drama festival, concert and jazz bands, Interact Club, industry placements, district and regional sports. The school climate is positive and students are encouraged to develop self-discipline and self-management. The school motto "We Strive for Better Things" is seen in the attitude of the total school community.

This report will provide you with a snap shot of our school and areas of performance during 2013.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

| Key Priority 1 – Implement quality curriculum and pedagogy across all KLAs 8-12 | |
|--|---|
| <i>Strategies</i> | <i>Progress</i> |
| <ul style="list-style-type: none"> Implement whole school curriculum plan Pedagogical framework developed and implemented | <ul style="list-style-type: none"> Whole school curriculum plan implemented across all KLAs and all year levels. Common assessment coversheet developed and implemented across all KLAs and year levels. Pedagogical framework developed Teaching and Learning handbook developed and implemented across all staff All staff provided with professional development across Pedagogical framework and Teaching and Learning handbook. Very strong improvement shown in Teaching and Learning audit with improvement in 7 out of 8 criteria. |
| Key Priority 2 – Improving Senior Schooling outcomes for all students | |
| <i>Strategies</i> | <i>Progress</i> |
| <ul style="list-style-type: none"> Develop and Implement Senior Schooling strategy Continue to Implement embedding of CCEs across Years 8-12 Develop VET Training Pathway | <ul style="list-style-type: none"> Redeveloped Student Education and Training Plan Planning process to create greater alignment in subject selection and career planning for individual students. Raised staff, student and parent awareness of Queensland Certificate of Education requirements with a significant increase in Year 12 students attaining QCE. All assessment tasks upgraded to explicitly identify CCEs Professional development given to staff on unpacking of CCEs All 14 VET teachers provided with professional development to upgrade their Trainer/assessor qualifications. |
| Key Priority 3 – Improving Literacy | |
| <i>Strategies</i> | <i>Progress</i> |
| <ul style="list-style-type: none"> Improving writing | <ul style="list-style-type: none"> All staff provided with professional develop of writing and spelling strategies. All students provided with a writing resource book "How to write what you want to say" – Patricia Hipwell All KLA areas utilising writing resource across all year levels All KLA areas providing vocabulary building and spelling exercises across all year levels. |
| Key Priority 4 – Develop strong community partnerships to improve student outcomes | |
| <i>Strategies</i> | <i>Progress</i> |
| <ul style="list-style-type: none"> Develop and implement Junior Secondary initiative Create a safe and supportive and inclusive learning environment | <ul style="list-style-type: none"> Development of <i>Northern Burdekin Cluster</i> with all 10 feeder schools in the district Delivery of 2 rounds of Junior Secondary community consultations. Positive feedback from community on their confidence in the schools preparedness and development of Junior Secondary phase of learning. Development of a school-wide Learning and aWellbeing framework. Responsible behavior plan for students developed and endorsed School wide positive behaviours system implemented into practice. Positive reward structure developed and implemented. |

Queensland State School Reporting

2012 School Annual Report



| Key Priority 5 – Improve attendance | |
|--|---|
| <i>Strategies</i> | <i>Progress</i> |
| <ul style="list-style-type: none"> Develop and implement an attendance strategy | <ul style="list-style-type: none"> Researched successful programs at other schools <i>Success for all students policy</i> developed and shared with school community through school newsletter, letters home and presentations to all students and staff. Benchmark for student attendance set at 95% Policy to be implemented day 1 2014 |
| Key Priority 6 – Close the Gap on Indigenous student achievement | |
| <i>Strategies</i> | <i>Progress</i> |
| <ul style="list-style-type: none"> Develop and implement a community mentoring process. | <ul style="list-style-type: none"> Indigenous Mentor program developed and implemented. Program focused on improving attendance and attainment 18 community members actively engaged mentoring over 40 students. Indigenous student retention rates above state average. |

Future outlook

Future developments for 2014 will focus on embedding strategies and actions identified in 2013.

Key areas of improvement to be focused on;

- Implementation of quality curriculum and pedagogy across all KLAs 8-12
- Improving Literacy specifically focusing Reading and Writing
- Improved attendance
- Closing the gap on indigenous outcomes
- Strong community partnerships

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 | 493 | 245 | 248 | 89% |
| 2012 | 486 | 231 | 255 | 87% |
| 2013 | 499 | 241 | 258 | 89% |

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

Characteristics of the student body:

The students of Ayr State High School come from a range of backgrounds. The Burdekin region itself is a strong agricultural region and many of our students come from farming backgrounds that range across livestock to small crops with sugar cane being the most prevalent. The majority of our student's families are involved in industries that support the production of sugar at the 4 sugar mills in the district. The Burdekin region has a strong Italian and Greek population and a varying Socio-economic profile consisting of high earning farming families and professional occupations, to middle income families. Ayr State High has an increasing number of low socio-economic families engaged within its community. Indigenous enrolment has risen to almost 17% with indigenous students coming from an indigenous community that is made up of local Aboriginal, Torres Strait Islander and South Sea Islander heritage as well as transient families from western Queensland communities. Ayr State High School also caters for Students with Learning Difficulties who have a range of low level intellectual and or physical impairments and students with learning difficulties.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 22 | 24 | 23 |
| Year 11 – Year 12 | 16 | 15 | 15 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 127 | 174 | 162 |
| Long Suspensions - 6 to 20 days | 26 | 38 | 31 |
| Exclusions | 1 | 2 | 2 |
| Cancellations of Enrolment | 0 | 0 | 14 |

Curriculum offerings

Our distinctive curriculum offerings

Our Curriculum offerings in the senior school are tailored to provide all students with a strong possibility of entering into further study or paid employment upon completion of Year 12. These offerings are characterized by a;

- Strong Academic focus enabling access to high quality OP scores that lead onto a wide range of university courses
- Broad range of VET offerings linked to local employment opportunities.

In the Junior school our subject offerings consist of National Curriculum offerings in English, Mathematics, Science, History and Geography in 2014. The remaining subjects are aligned to the QSA Essential Learnings.

Extra curricula activities

Ayr State High School offers many extra-curricular activities across a wide range of areas including;

- Performing Arts
 - Music including Instrumental Music, Choirs, Concert and Jazz Bands
 - Drama including participation in Burdekin Schools Drama Fest, School Musical Productions
- Sport
 - Students participate in a 4 way interschool competition across a variety of sports across all year levels.
 - Students participate in a range of district, regional, State and National representative sports
- Academic/cultural
 - Students participate in a number of activities and competitions involved in the further development of literacy numeracy, science and engineering, legal and civics areas
 - Students can also participate in the New Zealand excursion
 - Leadership development activities and camps
- Civic Pursuits
 - Through involvement with the Interact Club students are able to lead or support many fundraising ventures for charity organisations.

How Information and Communication Technologies are used to assist learning

Ayr State High school is strongly committed to developing the students' ICT skills. We believe this will be achieved through a strong focus on digital pedagogies and ensuring student access to technology devices.

Through the school's own financial commitment and Federal funding through the National Secondary School Computer Fund we have been able to provide a one-to-one ratio of devices available to students. The devices range from laptops to desktops available in various forms including as take home options or Laptop Trolley s as well as dedicated computer labs.

We have a strong commitment to continue to up skill our staff to enable high quality integration into the curriculum

Social climate

The social climate of the school has continued to improve. Student, parent and staff satisfaction with the school have all increased. This has come about through the clear communication of expectations.

The School wide Positive Behaviour System is working through developing supportive positive methods to reinforce appropriate student behaviour.

Ayr State High School is continuing to develop it's Pastoral Care Programs, with the support of a strong student support team comprising of Behaviour management Teacher, Community Education Counsellor, School Chaplain, Youth Support Worker, School Based Youth Health nurse and Guidance Officer we endeavour to support students through their schooling years.

Ayr State High School takes a strong stand against bullying in any form. We continue to develop and deliver explicit lesson devoted to developing students' social skills focussing on our learner code of Safe, Respect and Personal Best.

Parent, student and staff satisfaction with the school

All three groups, parents, students and staff again improved their satisfaction with the school.

Parents and students confidence in the school matches and in some cases exceeds state averages.

Staff are confident in their abilities to provide a quality education and agree that we have strong culture of improvement.

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) | 88% | 96% |
| this is a good school (S2035) | 94% | 96% |
| their child likes being at this school* (S2001) | 89% | 100% |
| their child feels safe at this school* (S2002) | 89% | 92% |
| their child's learning needs are being met at this school* (S2003) | 83% | 92% |
| their child is making good progress at this school* (S2004) | 89% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 94% | 96% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89% | 92% |
| teachers at this school motivate their child to learn* (S2007) | 83% | 83% |
| teachers at this school treat students fairly* (S2008) | 78% | 83% |
| they can talk to their child's teachers about their concerns* (S2009) | 94% | 95% |
| this school works with them to support their child's learning* (S2010) | 94% | 91% |
| this school takes parents' opinions seriously* (S2011) | 94% | 83% |
| student behaviour is well managed at this school* (S2012) | 72% | 74% |
| this school looks for ways to improve* (S2013) | 89% | 100% |
| this school is well maintained* (S2014) | 94% | 96% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 | 2013 |
|---|------|------|
| they are getting a good education at school (S2048) | 96% | 92% |
| they like being at their school* (S2036) | 92% | 96% |
| they feel safe at their school* (S2037) | 74% | 90% |
| their teachers motivate them to learn* (S2038) | 91% | 95% |
| their teachers expect them to do their best* (S2039) | 94% | 98% |
| their teachers provide them with useful feedback about their school work* (S2040) | 87% | 95% |
| teachers treat students fairly at their school* (S2041) | 74% | 77% |
| they can talk to their teachers about their concerns* (S2042) | 74% | 81% |

Our school at a glance

| | | |
|---|-----|-----|
| their school takes students' opinions seriously* (S2043) | 74% | 90% |
| student behaviour is well managed at their school* (S2044) | 60% | 72% |
| their school looks for ways to improve* (S2045) | 86% | 97% |
| their school is well maintained* (S2046) | 79% | 88% |
| their school gives them opportunities to do interesting things* (S2047) | 85% | 93% |

Performance measure

| | | |
|--|--|------|
| Percentage of school staff who agree that: | | 2013 |
| they enjoy working at their school (S2069) | | 88% |
| they feel that their school is a safe place in which to work (S2070) | | 90% |
| they receive useful feedback about their work at their school (S2071) | | 70% |
| students are encouraged to do their best at their school (S2072) | | 88% |
| students are treated fairly at their school (S2073) | | 78% |
| student behaviour is well managed at their school (S2074) | | 70% |
| staff are well supported at their school (S2075) | | 72% |
| their school takes staff opinions seriously (S2076) | | 74% |
| their school looks for ways to improve (S2077) | | 84% |
| their school is well maintained (S2078) | | 68% |
| their school gives them opportunities to do interesting things (S2079) | | 80% |

* 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

We continue to invite parents to be involved with the school community in traditional ways including parent/teacher and information evenings, awards ceremonies and the school's P&C association. We are looking to develop a more interactive method looking for ways that we can get parent feedback that will help to improve our practice.

We continue to support and actively encourage parents to become involved directly with their child's education. This is achieved through face to face meetings and phone conversations and where willing through electronic media. We are committed to further developing effective methods to engage parents in their child's education.

Reducing the school's environmental footprint

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

Ayr State High School has made a concerted effort to reduce its environmental footprint in the first instance through strategic investment in maintenance, installing power efficient fluorescent tubes and ensuring all taps are fitted with water saving devices.

Solar panels and inverters installed on a number of blocks which not only helps reduce power usage but works as an effective example of alternative energy sources for our junior science classes.

We will continue to refine methods in reducing our environmental footprint with the support of interested students within the school. We aim to create school wide awareness that will be able to be transferred into the students' homes.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 308,831 | 14,086 |
| 2011-2012 | 261,595 | 11,555 |
| 2012-2013 | 0 | 0 |

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.

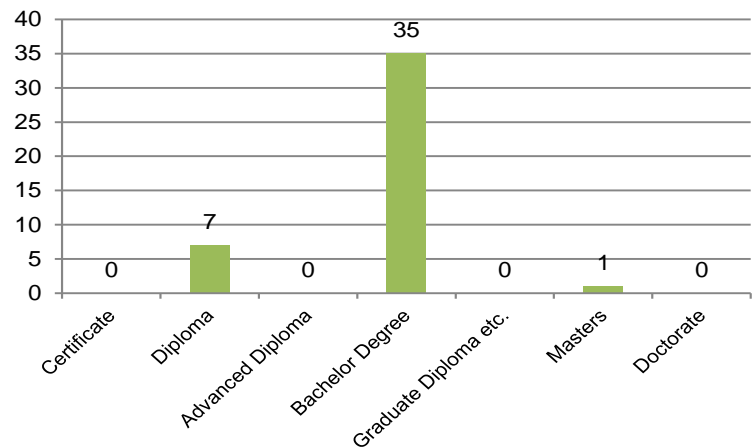
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 43 | 27 | 0 |
| Full-time equivalents | 40 | 21 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 7 |
| Advanced Diploma | 0 |
| Bachelor Degree | 35 |
| Graduate Diploma etc. | 0 |
| Masters | 1 |
| Doctorate | 0 |
| Total | 43 |



* 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 2013 were \$ 11 500 .

The major professional development initiatives are as follows:

- National Curriculum, English, Mathematics, Science, History
- Senior Subject implementation
- VET Assessor/trainer compliance
- Literacy- writing and spelling
- Pedagogical Framework – Explicit instruction, Essential Skills in Classroom management and School wide positive behaviour systems

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

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

Our staff profile

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 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). | 88% | 87% | 88% |
| The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%. | | | |

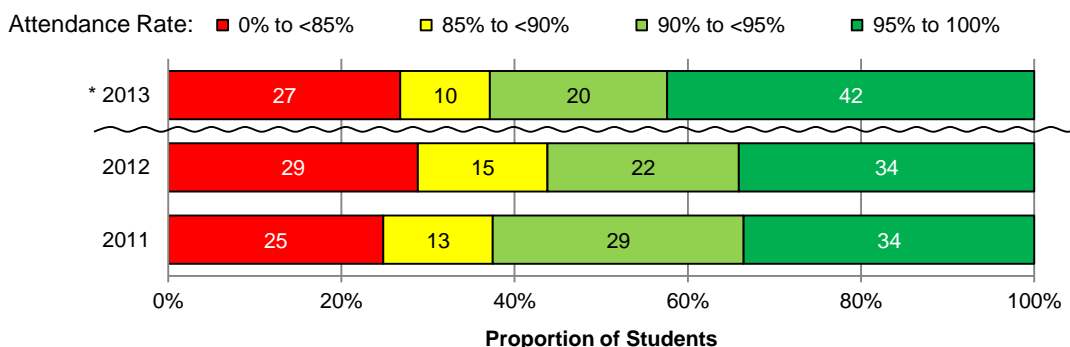
Student attendance rate for each year level (shown as a percentage)

| | 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 | | | | | | | | 93% | 86% | 85% | 86% | 90% |
| 2012 | | | | | | | | 91% | 88% | 84% | 84% | 85% |
| 2013 | | | | | | | | 91% | 89% | 86% | 87% | 88% |

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.

| Role Marking | Truancy | Consecutive absences |
|--|---|---|
| <ul style="list-style-type: none"> Roles are marked daily at form class by form teacher by 9:00am Late students report to Attendance officer at main office. A message is sent home to all parents of absent students via SMS at 10:30. Form teachers follow up with students on unexplained absences. | <ul style="list-style-type: none"> Roles are marked at each lesson throughout the day A "missing" report is created at 3:00pm each day and students identified are referred to Deputy Principal | <ul style="list-style-type: none"> Twice weekly report created by the Attendance officer to identify consecutive absences 3 day consecutive absence Contact is made home by either Attendance officer or CEC If no reply is given a "Form 4 - Notice about compulsory schooling obligation - Failure to attend" is sent |

Performance of our students

| | | |
|--|--|--|
| <ul style="list-style-type: none">• Students are required to provide a note within a 5 day period. Students who are unable to provide a note are referred to Deputy Principal.• Attendance officer does a weekly report to identify unexplained absences. Subsequent letters of explanation are sent home to parents detailing student absences | | <ul style="list-style-type: none">• home.• Enrolment is amended if advised appropriately by parents• If no reply has been made by 7 consecutive days a "Form 5 – Warning notice about compulsory schooling obligation – Failure to attend " is delivered home• Enrolment is amended if advised appropriately by parents• If attendance does not recommence a "Template 6 – Recommendation that consent to prosecute" is applied for via regional office. |
|--|--|--|

In addition to these practices we have developed the "Success for all students' policy" which is focused on developing a 95% benchmark for student attendance.

Students who are not meeting this benchmark will not be able to participate in extracurricular activities.

This policy has been shared with the school community and will be put into place at the beginning of 2014.

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

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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results 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 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.

Performance of our students

Achievement – Closing the Gap

In 2013 indigenous students made up approx. 17% of the student population.

Indigenous student apparent retention rate exceeded the non-indigenous student rate by 2.2%.

Indigenous student attendance has increased by 2.3% and has slightly reduced the gap between indigenous and non-indigenous students by 0.8% to 13.3%

Indigenous students' "gap" on the NAPLAN test were below both regional and state margins for both Reading and Writing and matched regional results 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. | 68% | 72% | 77% |

| Outcomes for our Year 12 cohorts | 2011 | 2012 | 2013 |
|---|------|------|------|
| Number of students receiving a Senior Statement. | 82 | 80 | 60 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 0 | 0 | 0 |
| Number of students receiving an Overall Position (OP). | 32 | 25 | 21 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 14 | 14 | 6 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 53 | 65 | 52 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 35 | 46 | 28 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 67 | 57 | 55 |
| 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. | 81% | 84% | 90% |
| 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. | 94% | 93% | 95% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 100% | 100% |

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 | 3 | 13 | 10 | 6 | 0 |
| 2012 | 5 | 7 | 9 | 4 | 0 |

Performance of our students

| | | | | | |
|------|---|---|----|---|---|
| 2013 | 3 | 5 | 11 | 2 | 0 |
|------|---|---|----|---|---|

As at 5 May 2014. The above values exclude VISA 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 | 35 | 32 | 6 |
| 2012 | 55 | 44 | 4 |
| 2013 | 46 | 25 | 4 |

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

Ayr State High School strives to offer a range of VET courses which lead into effective employment pathways. Certificate I courses are offered in two ways. Firstly if the human resource and/or physical resource requirements of a training package make a higher certificate unobtainable. This is the case for Certificate I in Construction. The second is to offer the Certificate I as a prelude to the Certificate II of the same training package. The Certificate one becomes a Year 11 subject which is what many transferring and or transient students complete as they leave our school at the end of year 11. This is the case for Certificate I in Hospitality. All students in Year 10,11&12 were also enrolled in Certificate I in IT.

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.

The majority of our early leavers chose to after gaining an apprenticeship that is still a very relevant pathway in our rural community.

Some students are leave school due to parent work commitments. We also have a small percentage of students who disengage once they enter the post-compulsory phase of schooling.

Ayr State High School works hard to find alternate pathways for any student. We actively place students into Structured work-placement with the view to convert this opportunity into school-based Traineeships and/or Apprenticeships.

We are committed to supporting all students through to the completion of Year 12 with the proviso that students are actively engaging in the curriculum and displaying the schools 3 key student values of Safe, Respect and Personal Best at all times.