Thuringowa State High School was first established in 1987 and provides a high standard of education for students from the Upper Ross community and from across Townsville. Our school promotes achievement and values:

- Lifelong Learning - We believe that everyone has the right to learn and can learn.
- Quality Achievement - We strive for high expectations and educational excellence.
- Positive Relationships - We promote a safe environment, respectful interactions and responsible behaviours.
- Connected Communities - We create networks and partnerships across our school community.
- School Pride - We celebrate our school identity, achievements and traditions.

These elements form the pillars of our school and are evident in our classrooms and within the wider school community.

The 2015 School Annual Report (SAR) provides data related to Thuringowa State High School including the staff profile and the achievement of students. Specifically, the report contains:

- Academic and attendance outcomes for enrolled students;
- Information related to staff qualifications, staff retention, staff attendance, and expenditure on staff development and training;
- Information about student and staff support structures in our school;
- Information about parental involvement in their child's education;
- Data in relation to student and staff satisfaction with the school;
- Data about Year 9 student NAPLAN outcomes;
- Year 12 student outcomes and post-school student destination information; and
- Information about how the school is reducing its environmental footprint.
School progress towards its goals in 2015

The 2015 school year was the second year of the Thuringowa State High 2014 – 2017 School Strategic Plan. The school strategic vision of ‘Great School. Great Opportunity.’ is enacted through the following core and school priorities:

- Reading
- Writing
- Numeracy
- Attainment
- School Curriculum
- Quality Teaching Practices
- Attendance and Retention
- Science
- Closing the Gap
- Transition
- Community Connectedness

The 2015 School Annual Implementation specifically identified three Education Queensland and school improvement priorities to support our School Strategic Plan:

- Quality Teaching
  Teachers employing high quality evidence-based teaching practices focused on success for every student.

  **Focus areas:**
  - Explicit Instruction (Anita Archer)
  - Classroom Observations

- Reading, Writing and Numeracy
  Building teacher’s capacity to explicitly teach reading, writing and numeracy.

  **Focus areas:**
  - Year 7, 8 & 9 LOA English and Mathematics
  - Year 7 & 9 NAPLAN outcomes for NMS
  - Year 7 & 9 NAPLAN for U2B

- Learning Environment
  Promoting a safe, supportive and disciplined learning environment for all students.

  **Focus areas:**
  - Student Achievement (80% achieving ‘C’ or better)
  - Student Attendance (>90% attendance)
  - Student Behaviour (Improved SOS - S2044)

The key outcomes from 2015 were:

- Introduction of Year 7 classes to high school
- Implementation of Junior Secondary principles
- Continued implementation of the Australian National Curriculum for Year 8-10 English, Mathematics, Science and History
- Improved Senior Secondary data including OP (including 1 x OP1), QCE (98%) and VET data
- Staff Professional Development in Explicit Instruction
- Continuation of Classroom Profiling and Classroom Walkthroughs for all teachers.
Future outlook

In 2016, Thuringowa State High School will continue the implementation of the four year School Strategic Plan focusing on core and school priorities.

The 2016 Annual Implementation Plan will continue the school’s focus towards:

- Quality Teaching
- Reading, Writing and Numeracy
- Learning Environment

During the year there will be a strong emphasis on:

- A successful continuation of Junior Secondary.
- Targeting support to improve literacy and numeracy standards.
- Achievement of Queensland Certificate of Education and the Senior Learning outcomes.
- Alignment of the Australian Curriculum in the areas of Mathematics, Science, English and History for Years 8-10.
- Inclusion and co-teaching strategies in Junior Secondary.
- Development on the Global Tropics Future Project – a joint partnership between ThuringowaSHS and James Cook University.
- Promoting a school culture that has high expectation of students, staff and the community.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Indigenous</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>566</td>
<td>272</td>
<td>294</td>
<td>144</td>
<td>81%</td>
</tr>
<tr>
<td>2014</td>
<td>559</td>
<td>256</td>
<td>303</td>
<td>152</td>
<td>85%</td>
</tr>
<tr>
<td>2015</td>
<td>683</td>
<td>327</td>
<td>356</td>
<td>238</td>
<td>84%</td>
</tr>
</tbody>
</table>

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:

The majority of students who attend Thuringowa State High School live in the Upper Ross catchment area. There was is a slightly higher distribution of male students. Approximately 32% of students identify from a background of Aboriginal, Torres Strait Islander or both. The My School website indicates that our school has an Index of Community Socio-Educational Advantage (ICSEA) value of 878 based on parent information which is in the 7th percentile. This is well below the Australian average.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td></td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td></td>
</tr>
<tr>
<td>Year 7 Secondary – Year 10</td>
<td>22</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>16</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>196</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>93</td>
<td>26</td>
<td>24</td>
</tr>
<tr>
<td>Exclusions</td>
<td>12</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>30</td>
<td>19</td>
<td>6</td>
</tr>
</tbody>
</table>

* 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.

Curriculum delivery

Our approach to curriculum delivery

Thuringowa State High School has a well-established Year 11-12 curriculum program offering a range of Tertiary subjects for students wishing to pursue University Education. Access to these subjects includes face to face, on-line and School of Distance Education.

The School also offers Industry subjects to students seeking future employment. The School is continuing to grow its range of Vocational Education and Training Programs (VET) which incorporates both Certificate II and Certificate III course. Some pathways include:

- Industrial and Engineering Technology Trades
- Hospitality
- Business
- Childcare Services
- Fitness and Sport

Students may access a school-based apprenticeships and traineeships as well as TAFE. This year all Industry based students also studied a Certificate II in Workplace Practices which incorporated a work placement component.

The Year 7-10 curriculum program incorporates the Australian Curriculum, required Education Queensland Essential Learnings and a range of more specialised subjects for students preparing for Senior Studies.

Our Year 10 students also complete a comprehensive Career Education program in preparation for the development of their Senior Education and Training (SET) Plan and future after-school career options.

There is also a Gifted and Talented iAchieve Academic Support Program available in Years 7, 8, 9 and 10 for selected students who require an academic challenge in their schooling.

Extra curricula activities

The school offers an extensive range of sporting, cultural and performance opportunities for students:

- The Annual Theatre Restaurant, involves a wide range of staff and students across the school, in the areas of performance, dance, band, backstage support, costume making, makeup, sound and lighting, set construction, meal preparation and meal service.
- Year 11 Peer Leaders students mentor Year 7 Care Groups throughout the school year to assist with transition to high school.
- A community celebration of Indigenous Culture through NAIDOC Day celebrations.
- The award winning Greenheart, Eco-Warriors and Reef Guardians for students involved in environmental, conservation and sustainability programs.
- Musical opportunities including band and choir.
- A range of sporting teams who compete in inter-school competitions.
- A strong House competition that incorporated our Swimming, Cross Country and Athletics carnivals.
- A Student Representative Council which incorporates students from each Care Class.
- Debating, Public Speaking competitions and Academic Competitions.
- A range of camps and excursions.
How Information and Communication Technologies are used to improve learning

Information Communication Technologies are used extensively across all teaching areas at Thuringowa State High School.

- All teaching staff with an FTE fraction >0.4 have a personal teacher laptop.
- All staff and students have access to email and the internet through an extensive wireless network.
- The school's 2015 iLearn 24/7 Program saw approximately 200 laptops distributed to students to take home as part of the Federal Government's National Secondary Schools Computer Fund.
- The school has a high number of digital projectors, SMART Boards, classroom laptops and iPads to enhance learning.
- Staff regularly participate in both school and external ICT related Professional Development.

Social Climate

Thuringowa State High School students come from a diverse range of social and economic backgrounds. Each student has their own identity based on their experiences which brings richness to our educational environment.

Student Wellbeing and Pastoral Care is important to our school. Students are organised around year level Care Groups, with a member of the teaching staff allocated to each Care Group. The Care Teacher develops a special interest in their assigned students and often remains with the students from Years 7 to 12. This allows significant relationships to be developed between students and teaching staff and offers stability to students through their five years of secondary schooling.

Year Level Coordinators have responsibility for the social development and attendance of their allocated year level. The Head of Junior Secondary and Head of Senior Secondary have a distinct role in overseeing this Year Level program.

All students develop their personal development skills through units of work embedded within Health and Physical Education and other subjects. Specialised and distinct activities such as Motivational Media and other presentations are used to support classroom programs.

To support students, our school offers special programs and specialist staff, including a Guidance Officer, Youth Support Worker, School Based Youth Nurse, School Based Police Officer, a Community Education Counsellor and School Chaplain who work as a team to case management students with individual needs.

Specialised classroom programs provide intensive literacy and numeracy learning support to students with identified learning need. This includes Reading Coaches to support classroom learning. We also have a very well-resourced and staffed Special Education Program which provides assistance and support to our students with disabilities.

Thuringowa State High School is also promotes School-wide Positive Behaviour Support which involves the explicit teaching of social skills and behaviours throughout the school with rules and consequence based around the expectations of Safety, Respect and Responsibility. The school also has an approved Responsible Behaviour Plan for students to manage unacceptable behaviour including all forms of bullying and harassment.

Parents have expressed their satisfaction with 82% acknowledging their child feels safe at this school and 91% feel that their child is making good progress at the school. Parents, student and staff indicate that there is more work to be done on improving discipline at the school.
### Parent, student and staff satisfaction with the school

#### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>84%</td>
<td>91%</td>
<td>82%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>89%</td>
<td>95%</td>
<td>80%</td>
</tr>
<tr>
<td>their child likes being at this school (S2001)</td>
<td>90%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>their child feels safe at this school (S2002)</td>
<td>90%</td>
<td>91%</td>
<td>82%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school (S2003)</td>
<td>80%</td>
<td>91%</td>
<td>73%</td>
</tr>
<tr>
<td>their child is making good progress at this school (S2004)</td>
<td>85%</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best (S2005)</td>
<td>94%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work (S2006)</td>
<td>84%</td>
<td>86%</td>
<td>82%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn (S2007)</td>
<td>95%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly (S2008)</td>
<td>90%</td>
<td>81%</td>
<td>73%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns (S2009)</td>
<td>95%</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning (S2010)</td>
<td>85%</td>
<td>95%</td>
<td>73%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously (S2011)</td>
<td>90%</td>
<td>89%</td>
<td>80%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school (S2012)</td>
<td>80%</td>
<td>64%</td>
<td>70%</td>
</tr>
<tr>
<td>this school looks for ways to improve (S2013)</td>
<td>94%</td>
<td>95%</td>
<td>82%</td>
</tr>
<tr>
<td>this school is well maintained (S2014)</td>
<td>79%</td>
<td>91%</td>
<td>73%</td>
</tr>
</tbody>
</table>

#### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>87%</td>
<td>91%</td>
<td>90%</td>
</tr>
<tr>
<td>they like being at their school (S2036)</td>
<td>87%</td>
<td>87%</td>
<td>88%</td>
</tr>
<tr>
<td>they feel safe at their school (S2037)</td>
<td>81%</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td>their teachers motivate them to learn (S2038)</td>
<td>85%</td>
<td>84%</td>
<td>87%</td>
</tr>
<tr>
<td>their teachers expect them to do their best (S2039)</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work (S2040)</td>
<td>87%</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school (S2041)</td>
<td>81%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns (S2042)</td>
<td>76%</td>
<td>73%</td>
<td>71%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously (S2043)</td>
<td>82%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2044)</td>
<td>48%</td>
<td>56%</td>
<td>58%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2045)</td>
<td>92%</td>
<td>82%</td>
<td>87%</td>
</tr>
<tr>
<td>their school is well maintained (S2046)</td>
<td>74%</td>
<td>77%</td>
<td>74%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2047)</td>
<td>88%</td>
<td>86%</td>
<td>82%</td>
</tr>
</tbody>
</table>
## Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree(^a) that:</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>90%</td>
<td>93%</td>
<td>93%</td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>75%</td>
<td>80%</td>
<td>73%</td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>77%</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)</td>
<td>88%</td>
<td>83%</td>
<td>89%</td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>94%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>90%</td>
<td>87%</td>
<td>90%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>55%</td>
<td>47%</td>
<td>55%</td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>79%</td>
<td>65%</td>
<td>69%</td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>82%</td>
<td>73%</td>
<td>74%</td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>92%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>their school is well maintained (S2078)</td>
<td>85%</td>
<td>76%</td>
<td>85%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>87%</td>
<td>87%</td>
<td>85%</td>
</tr>
</tbody>
</table>

\(^a\) ‘Agree’ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

**Parent and Community Engagement**

Thuringowa State High School welcomes and encourages parents and community members to contribute to the success of our school.

Each family receives monthly newsletters via email or paper version which provides quality information about school activities, policies and initiatives and is a valuable link between school and home. The ‘QSchools’ app available for smart phones also allows parents to keep in touch with what is happening the school.

Student achievement is formally reported to parents/caregivers each term via an official student report. Two parent/caregiver and teacher interviews are held each year for face to face feedback about student progress at school. In addition, regular contact is encouraged between staff and parents/caregivers throughout the school year via telephone, email and meetings. Staff are also encouraged to contact home with both classroom concerns and positive outcomes for their students.

Yarning Circles are also used as an opportunity to connect with our Indigenous community and families. School community events such as the Meet and Greet, Theatre Restaurant, Annual Awards Evening, Student Graduation, Sports Carnivals, Cultural Events and Parent Information evenings all provide opportunities for regular contact with parents/caregivers of our enrolled students.

Our Parents and Citizens Association (P&C), which meets every second Wednesday of the month at 6.00 pm in the Staff Meeting Room. Although small in number, our Parents and Citizens Association provides welcome feedback on a range of school issues, as well as provide a well patronised daily Tuckshop for the students and staff of the school.

**Department of Education and Training**
Reducing the school's environmental footprint

Thuringowa State High School cares for the environment. Our Greenheart student program is a team of environmentally minded students who actively participate in school, local, and national projects to improve sustainability and reduce the impact on the environment. These students have participated in a number of activities including:

- Recycling program for paper, printer cartridges, and batteries
- Tree Planting activities
- Earth Hour
- Clean Up Australia Day

Our school has solar panels that generate a small amount of electricity which is fed into the school. An increase in electricity kWh is directly related to the increase in the number of function air-conditioning units, the extremely hot and humid conditions experienced in North Queensland and a significant increase in the number of enrolled students.

The water increases can be attributed to the moderate wet season of 2014 - 2015 that greatly affects our overall water consumption here in North Queensland.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years</td>
<td>2012-2013</td>
<td>432,727</td>
</tr>
<tr>
<td></td>
<td>2013-2014</td>
<td>383,701</td>
</tr>
<tr>
<td></td>
<td>2014-2015</td>
<td>484,079</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>2015 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>61</td>
<td>32</td>
<td>5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>59</td>
<td>23</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>
Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>44</td>
</tr>
<tr>
<td>Graduate Diploma etc. **</td>
<td>13</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
</tr>
</tbody>
</table>

*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 $34452.33

The major professional development initiatives are as follows:

- Teacher Explicit Instruction Training
- Vocational Education Training programs
- Queensland Curriculum and Assessment Authority subject workshops
- Classroom Profiling and Behaviour Management Training
- School-wide Positive Behaviour Support
- Reading and Writing
- QSPA Leadership

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

Average staff attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance</td>
<td>97%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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/](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.
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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>83%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>The attendance rate for Indigenous students at this school (shown as a percentage).</td>
<td>76%</td>
<td>74%</td>
<td>75%</td>
</tr>
</tbody>
</table>

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                   | n/a  | n/a    | n/a    | n/a    | n/a    | n/a    | n/a    | n/a    | 88%    | 79%    | 83%    | 81%    | 87%    |
| 2014                   | n/a  | n/a    | n/a    | n/a    | n/a    | n/a    | n/a    | n/a    | 84%    | 82%    | 77%    | 82%    | 86%    |
| 2015                   | n/a  | n/a    | n/a    | n/a    | n/a    | n/a    | n/a    | n/a    | 83%    | 85%    | 82%    | 84%    | 78%    | 85%    |

*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.

<table>
<thead>
<tr>
<th>Attendance Rate</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% to &lt;85%</td>
<td>39</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>85% to &lt;90%</td>
<td>10</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>90% to &lt;95%</td>
<td>21</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>95% to 100%</td>
<td>30</td>
<td>27</td>
<td>25</td>
</tr>
</tbody>
</table>

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.

At Thuringowa State High school electronic rolls are marked every day at 8.30 am by Care Teachers and every lesson by Classroom Teachers on the ID Attend computer system. Parents of students with unexplained absences receive a text message with this information. Letters are also sent throughout the term indicating a pattern of unexplained absences or a high percentage of unexplained absences.

Parents are expected to notify the school whenever their student is absent. Students can only be absent from school for legitimate reasons. Junior students who have a high number of unauthorised absences may have compulsory schooling letters sent to them and those in the senior school may have the cancellation process applied.

The importance of attending school ‘all day, every day’ is regularly discussed in newsletters and by Year Level Coordinators. Students with excellent attendance are often acknowledged by receiving certificates and participating in school-based reward activities such as Gift Draws, BBQs and Recreational Activities.

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/](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

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

<table>
<thead>
<tr>
<th>Year 12 student enrolment as a percentage of the Year 10 student cohort.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72%</td>
<td>73%</td>
<td>74%</td>
</tr>
</tbody>
</table>

| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 73%  | 74%  | 71%  |

Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th>Number of students receiving a Senior Statement</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84</td>
<td>79</td>
<td>91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded a Queensland Certificate of Individual Achievement.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students receiving an Overall Position (OP)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>24</td>
<td>33</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Indigenous students receiving an Overall Position (OP)</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>13%</td>
<td>17%</td>
<td>18%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>72</td>
<td>66</td>
<td>78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded an Australian Qualification Framework Certificate II or above.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>54</td>
<td>51</td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>61</td>
<td>70</td>
<td>84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>67%</td>
<td>89%</td>
<td>88%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students awarded an International Baccalaureate Diploma (IBD).</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 2013 | 2014 | 2015 |
|                                                              | 50%  | 61%  | 48%  |
Outcomes for our Year 12 cohorts

<table>
<thead>
<tr>
<th>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.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>95%</td>
<td>98%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Years</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Years</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>63</td>
<td>38</td>
<td>22</td>
</tr>
<tr>
<td>2014</td>
<td>44</td>
<td>45</td>
<td>17</td>
</tr>
<tr>
<td>2015</td>
<td>35</td>
<td>55</td>
<td>22</td>
</tr>
</tbody>
</table>

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

In 2015 there was a increase in the number of Certificate II and decrease in the Certificate I qualifications. This is as a result of the completion of Certificate II Workplace Practices certificates and the cessation of Certificate I Work Readiness Certificates.

Other Certificates achieved by students included Certificate I in Furnishing, Certificate II in Hospitality, Information Technology and Business. Certificate III were also achieved by students in the areas of Fitness, Business and Children Services.

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 majority of students remain at school and complete secondary education however occasionally some young people leave school early for a range of reasons. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 differ greatly. Due to personal, family and work reasons a small number of students move to other schools either within Townsville, Queensland or interstate to continue their studies.
Also, a small number of Year 10 students also seek and receive an exemption from compulsory schooling in order to work in at least 25 hours per week in employment. This exemption is only granted after consultation with family and verification from an employer that the student is gainfully employed.

Senior students in Year 11 or 12 may decide to leave school early to partake in employment, apprenticeships, traineeship, attend TAFE or enrol at the Technical College.

These alternate future pathways are in the best interests of the students, and are always carefully considered by the student and their families in consultation with the school. Our Youth Support Coordinator and Community Education Counsellor also assists these students as well those disengaged from learning.

Occasionally students leave with no notification and despite multiple attempts to contact families cannot be located. Regional Office Student Support Services work with the school in an attempt to track these students.