



Thuringowa State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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School Overview

Since 1987 Thuringowa State High School has provided high quality education to Year 7-12 students from the Upper Ross River catchment and the wider Townsville community.

Our school motto of 'Promoting Achievement' challenges students to achieve quality outcomes in all areas of their education. At Thuringowa State High School we personalise, inclusive learning by working with families and providing extra academic support. The dedicated and professional staff at Thuringowa State High School deliver quality instruction and ensure personal support for students at all times.

Thuringowa State High School in partnership with James Cook University also delivers high quality STEM (Science, Technology, Engineering and Mathematics) through our Global Tropics Future Project. Though this project our Young Scholars participate in cutting edge opportunities including face to face and virtual experiences.

Our iAchieve academic and sports program also challenges our talented students to excel in their areas of interest whilst our extensive vocational education program allow students to gain industry certification and real-life work opportunities. All students also learn in fully integrated IT and newly refurbished classrooms. Our science centre, commercially accredited kitchens and engineering workshop provide the perfect environment for quality learning.

Thuringowa State High School values the contribution of sports and culture to a student's development and provides a range of opportunities including a strong sports program and our award winning theatre restaurant performances. We also value our vibrant community spirit which promotes and celebrates diversity.

Thuringowa State High School is a 'Great School with Great Opportunities'.

Principal's Forward

Introduction

The 2016 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 7 and 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 2016

The 2016 school year was the third 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 | - Closing the Gap |
| - Writing | - Transition |
| - Numeracy | - Community Connectedness |
| - Attainment | |
| - School Curriculum | |
| - Quality Teaching Practices | |
| - Attendance and Retention | |
| - Science | |

- *Quality Teaching & Learning*: Teachers employing high quality evidence-based teaching practices focused on success for every student.
- *Reading, Writing and Numeracy*: Building teacher's capacity to explicitly teach reading, writing and numeracy.
- *Learning Environment*: Promoting a safe, supportive and disciplined learning environment.

Key strategies to address these key priorities areas were contained in the 2016 Thuringowa State High School Annual Implementation Plan. Significant progress was made towards the achievement of all these areas throughout 2016.

These include:

- Development and implementation of a Quality Teaching and Learning Handbook.
- Targeted professional development on clarity, alignment and reading.
- Beginning Teachers program and Classroom Walkthroughs
- Continuation of targeted reading comprehension support through Reading Coaches and Book Club activities.
- Enhanced support and academic tracking for senior students resulting in improved senior Queensland Certificate of Education outcomes.
- Further case management of students through the Student Wellbeing Team.
- Commencement of the Global Tropics Future Project in conjunction with James Cook University to provide high quality STEM to students.

Future Outlook

Although significant progress has been made in all aspects of the 2016 School Priorities these key priority areas will continue to remain the focus during 2017.

These will include a '*sharper and narrower*' focus on:

- Collaborative Learning
- Reading to Learn
- Attending Every Day

For 2017 future strategies will include:

- Analysis of student achievement outcomes to provide strategic direction for school improvement.
- Developing the capacity of teaching staff in the areas of reading comprehension, alignment and explicit instruction.
- Increasing the number of staff to be trained in Classroom Profiling.
- Appointment of a Head of Engagement and Attendance to increase student attendance and classroom engagement.
- Implementation of School Improvement Unit recommendations.
- Increasing the school profile through the Global Tropics Future Project.
- Promotion of high academic, attendance and behaviour expectations for all students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	559	256	303	152	85%
2015*	683	327	356	238	84%
2016	674	317	357	221	79%

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

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

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

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

Characteristics of the Student Body

Overview

The majority of students who attend Thuringowa State High School live in the Upper Ross catchment area. There is a slightly higher distribution of male students. Approximately 33% of students identify from a background of Aboriginal, Torres Strait Islander or both. The MySchool website indicates that our school has an Index of Community Socio-Educational Advantage (ICSEA) value of 869 based on parent information which is in the 6th percentile. This is well below the Australian average.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	24	25
Year 11 – Year 12	16	19	19

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

Curriculum Delivery

Our Approach to Curriculum Delivery

Thuringowa State High School delivers the Australian National Curriculum to Year 7-10 students and has a well-established Year 11-12 curriculum program offering a range of tertiary subjects, for students wishing to pursue university education and industry pathway subjects for students seeking future employment. Access to these subjects can include face to face, on-line and School of Distance Education. Some specialist programs include:

- Global Tropics Future – Students to learn and experience high quality STEM.
- iAchieve Academic Program – Students receive specialised extension and challenge programs based on ability and interest.
- iAchieve Sports Program – Students participate in a specialised sports program to develop knowledge and skills in game play.
- LAN Classes – Support classes in literacy and numeracy to develop required skills to meet the curriculum demands.
- Instrumental Music – An opportunity for students to further skills in their selected instrument as well as perform in school bands and ensembles.
- Certificate Courses – A comprehensive range of Certificate I, II and III courses including Business, Childcare Services, Fitness and Sport
- TAFE and School-based Apprenticeships and Traineeships

Co-curricular activities

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

- 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.
- A significant school commemoration for ANZAC Day.
- The award winning Greenheart, Eco-Warriors and Reef Guardians for students involved in environmental, conservation and sustainability programs.
- Musical and instrumental opportunities including band and choir.
- A range of sporting teams who compete in various inter-school competitions.
- A strong House competition that incorporated our Swimming, Cross Country and Athletics carnivals.
- The Student Representative Council which incorporates students from each year level.
- Debating, Public Speaking competitions and Academic Competitions.
- Year level camps and excursions.

How Information and Communication Technologies are used to Assist Learning

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

- There are over 400 desktops, iPads and laptop computers available for students.
- All teaching staff with an FTE fraction >0.4 have a personal teacher laptop. Staff use electronic roll Marking and record all student data is completed via an electronic data base.
- All staff and students have access to email and the internet through an extensive school-wide wireless network.
- Every teaching classroom has access school has a digital projectors or SMART Boards, classroom
- Staff regular participate in both ICT related professional development to meet the ever changing advancements in technologies.

Social Climate

Overview

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 are 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 six 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.

Thuringowa State High School uses an inclusive approach to education and includes mixed ability students with each classroom. The use of special education teachers, co-teachers and teacher aides supports the academic and learning needs of all students in the classroom.

Thuringowa State High School is a School-wide Positive Behaviour for Learning school 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.

Through the School Opinion Survey, parents have expressed their satisfaction with the school by 92% acknowledging that it is a 'good school' and that their child is making 'good progress'. It also acknowledged that parents, student and staff believe that there is more work to done on improving discipline at the school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	82%	92%
this is a good school (S2035)	95%	80%	92%
their child likes being at this school* (S2001)	86%	82%	92%
their child feels safe at this school* (S2002)	91%	82%	77%
their child's learning needs are being met at this school* (S2003)	91%	73%	77%
their child is making good progress at this school* (S2004)	91%	91%	85%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	82%	100%
teachers at this school motivate their child to learn* (S2007)	95%	91%	100%
teachers at this school treat students fairly* (S2008)	81%	73%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	95%	73%	92%
this school takes parents' opinions seriously* (S2011)	89%	80%	85%
student behaviour is well managed at this school* (S2012)	64%	70%	77%
this school looks for ways to improve* (S2013)	95%	82%	92%
this school is well maintained* (S2014)	91%	73%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	90%	97%
they like being at their school* (S2036)	87%	88%	86%
they feel safe at their school* (S2037)	85%	77%	82%
their teachers motivate them to learn* (S2038)	84%	87%	86%
their teachers expect them to do their best* (S2039)	95%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	82%	85%	88%
teachers treat students fairly at their school* (S2041)	81%	82%	78%
they can talk to their teachers about their concerns* (S2042)	73%	71%	76%
their school takes students' opinions seriously* (S2043)	68%	70%	74%
student behaviour is well managed at their school* (S2044)	56%	58%	58%
their school looks for ways to improve* (S2045)	82%	87%	95%
their school is well maintained* (S2046)	77%	74%	82%
their school gives them opportunities to do interesting things* (S2047)	86%	82%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	93%	94%
they feel that their school is a safe place in which to work (S2070)	80%	73%	88%
they receive useful feedback about their work at their school (S2071)	83%	80%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	89%	91%
students are encouraged to do their best at their school (S2072)	96%	96%	96%
students are treated fairly at their school (S2073)	87%	90%	95%
student behaviour is well managed at their school (S2074)	47%	55%	59%
staff are well supported at their school (S2075)	65%	69%	75%
their school takes staff opinions seriously (S2076)	73%	74%	86%
their school looks for ways to improve (S2077)	94%	92%	94%
their school is well maintained (S2078)	76%	85%	93%
their school gives them opportunities to do interesting things (S2079)	87%	85%	87%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Thuringowa State High School welcomes and encourages new families to contribute to the success of our school. Each family receives monthly newsletters via email which provides quality information about school activities, policies and initiatives and is a valuable link between school and home. The 'QSchools' app and 'QParent' are also available for smart phones which allows parents to keep in touch with what is happening at the school.

Student achievement is formally reported to parents/caregivers each term via an official student report. To support this two parent/caregiver and teacher interviews are held each year for face to face feedback about student progress.

In addition, regular contact is encouraged between staff and parents/caregivers throughout the school year via telephone, email and formal meetings. Staff are also encouraged to contact home with both classroom concerns and positive outcomes for their students. There is also a range of meetings with parent / caregivers and support agencies to ensure identified students have an appropriate education plan or individual curriculum plan as required.

Yarning Circles are held occasionally as an opportunity to connect with our Indigenous community and families. Home visits are also organised by support staff as required.

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 school 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

As part of our Student Wellbeing Program and Positive Behaviour for Learning each student will receive information that supports safe, respectful and responsible behaviour.

This information is supported through beginning of the year school inductions, full school and year level parades and other special activities.

This information is also made available to parents and students through the student planner.

All staff including school leadership team members, heads of department and teaching staff have an important role to develop strong professional relationships with students as well as promote and model expected behaviours. Restorative justice and mediation strategies are encouraged to resolve conflict between students where appropriate.

Our student wellbeing team is also available to support or provide advice to students requiring assistance. All students have been advised of school reporting procedures and how to access support staff if required.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	251	424	356
Long Suspensions – 6 to 20 days	26	24	21
Exclusions	12	9	7
Cancellations of Enrolment	19	6	1

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

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

Environmental Footprint

Reducing the school's environmental footprint

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. The decrease in electricity kWh is directly related to improved efficiency of our air-conditioning units and a school-wide promotion to turn off lights and air-conditioners when not in use.

The water decreases can be attributed to the moderate wet seasons since of 2014 that has resulted in imposed water restriction policies across the region.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	383,701	24,293
2014-2015	484,079	44,672
2015-2016	444,922	11,375

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

School Funding

School income broken down by funding source

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

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

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	64	37	6
Full-time Equivalent	62	27	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	13
Bachelor degree	47
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$85000.

The major professional development initiatives are as follows:

- Vocational Education Training and Certification programs
- Queensland Curriculum and Assessment Authority subject workshops
- Classroom Profiling and Behaviour Management Training
- School-wide Positive Behaviour for Learning
- Reading and Writing training
- Master Teacher and Inclusive Education workshops
- Leadership workshops including school, regional and QSPA

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	82%	83%	79%
The attendance rate for Indigenous students at this school (shown as a percentage).	74%	75%	70%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

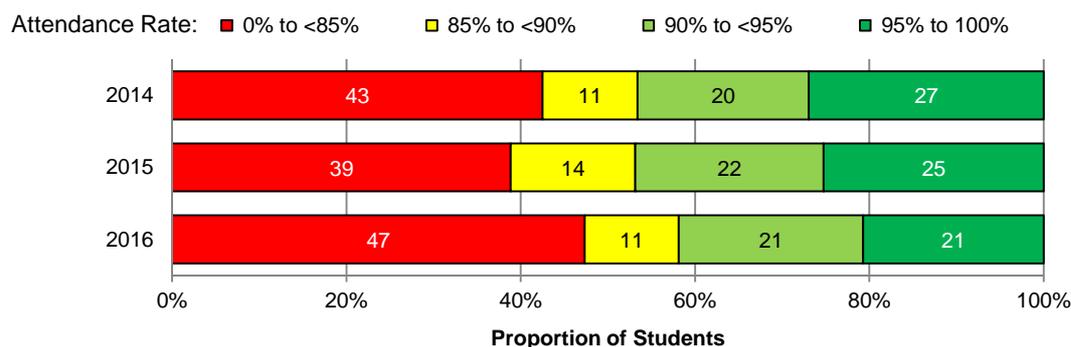
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									84%	82%	77%	82%	86%
2015								83%	85%	82%	84%	78%	85%
2016								81%	78%	75%	77%	80%	83%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the 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 system. Parents of students with unexplained absences receive a text message with information about unexplained absences. Letters are also sent throughout the term indicating a pattern of unexplained absences or a high percentage of unexplained absences. The school Student Wellbeing Team will also conduct home visits and provide individual support for students that find it difficult to re-engage and attend school. 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.

NAPLAN

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

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

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	79	91	74
Number of students awarded a Queensland Certificate of Individual Achievement.	2	6	1
Number of students receiving an Overall Position (OP)	33	29	27
Percentage of Indigenous students receiving an Overall Position (OP)	17%	18%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	6	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	66	78	66
Number of students awarded an Australian Qualification Framework Certificate II or above.	51	66	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	70	84	73
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	89%	88%	94%
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.	61%	48%	44%
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.	95%	98%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%	

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	7	11	10	3
2015	3	4	7	12	3
2016	2	3	7	15	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	44	45	17
2015	35	55	23
2016	44	50	15

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

The 2016 VET Qualifications include:

- Certificate I in Financial Services
- Certificate I in Information, Digital Media and Technology
- Certificate II Engineering Pathways
- Certificate II Business
- Certificate II Skills for Work and Vocational Pathways
- Certificate II Workplace Practices
- Certificate II Information, Digital Media and Technology
- Certificate III Early Childhood Education and Care
- Certificate III Fitness
- Certificate III in Education (Aboriginal and Torres Strait Islander)

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	73%	74%	72%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	74%	71%	65%	

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

Student Destinations

Post-school destination information

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

The report will be available at:

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

Early leavers information

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

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 and reasons why young people leave school in Years 10, 11 and prior to completing Year 12 differ greatly. This may be due to personal, family and work reasons.

A small number of students also move to other schools either within Townsville, Queensland or interstate to continue their studies. There are also a few students who 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 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 and families in making these decisions.

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