



# Tullawong 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



## Contact Information

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## School Overview

Tullawong SHS is a diverse, unified, harmonious community enjoying learning through challenge and success. Our statement of purpose is 'to engage all members of the community in a common vision, in an environment that is dynamic, supportive, positive, collaborative, embracing the principles of REACH'. Our community's focus is the embodiment of our values of respect, encouragement, aspiration, caring and honesty. We are a multicultural school. Tullawong SHS has a vibrant Indigenous culture that has partnerships with the Stronger Smarter Institute, government and non-government agencies and neighbouring schools; the purposes of these partnerships are foster high expectations and high outcomes for our Indigenous students. Curriculum offerings at our school cater for all students as exemplified by the number of academic and VET pathways offered are valued equally. Curriculum Programs are constructed to cater for differentiated teaching and learning. Our extension programs in Music, Dance and HPE, afford our community many extra-curricular activities such as eisteddfods, competitions, music, dance and drama troupe performances, expos and open days. Our sporting teams excel in competitions of netball, rugby, futsal and basketball. Parents are actively encouraged to participate in our school life through a variety of activities including parent/teacher reporting, competitions, functions, and information sessions. Our P and C is dedicated to assisting and advising in the provision of the best possible outcomes for our whole educational community.

## Principal's Foreword

### Introduction

Tullawong State High School's Annual Report for 2016 provides a snapshot of the school's improvement agenda and an outline of the school's progress in relation to its strategic plan. Information in this report will focus on the school's profile, the curriculum and co-curricular activities provided for students, student learning outcomes, student attendance profile, profiles of staff and progress toward strategic goals.

#### **School Progress towards its goals in 2016**

Shared and Aligned Expectations, Values and Vision **Building Capability**

Implementation of Whole School Reading Strategy

Development and delivery of Whole School Numeracy Strategy

Embedded Higher Order Thinking Strategy across all year levels

Target/Goal Setting

Explicit Instruction delivered as signature pedagogy for Tullawong SHS

Accountable and Differentiated Curriculum Provision

- Academy Program
- BYOX
- Senior Schooling
- Phoenix Program

Leadership programs for Leaders, teachers, aspirants and students

VET and pathways – building capability for teachers and students.

#### **Future Outlook**

##### **Systems and Management**

Data Management and Analysis

Monitoring and feedback PGP (Personal Growth Plans)

Target and Goal Setting

Accountable and Strategic Use of Resources

##### **Learning Behaviours**

Phoenix Program

Feedback and Reflection

Calm Focused and Alert / Self- Management

Bookwork Standards

### Community and Partnerships

Flying Start initiative

Parent and Community Engagement

Beacon Partnership

Sustainable Partnerships Alliance

Caboolture Area Schools Industry Group

QUT and Sunshine Coast University Partnerships

## Our School at a Glance

### School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	911	529	382	90	86%
<b>2015*</b>	950	529	421	116	89%
<b>2016</b>	933	494	439	118	88%

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

Tullawong SHS boasts a diverse student community. Our student population includes Aboriginal and Torres Strait Islander students, and students from diverse cultural backgrounds.

Tullawong State High proudly educates and supports students with a range of ability, capability and aspiration. Our Special Education Unit supports students with disabilities and our extension programs and extra curricula offerings support students who excel in various areas of the curriculum. Each year we also welcome exchange students from around the world.

Tullawong SHS draws from a variety of feeder schools. This includes Tullawong SS,

Beachmere SS, Caboolture SS, Minimbah SS, Wamuran SS, Delaney's Creek SS, Woodford SS, Bellmere SS and Caboolture Montessori SS.



## 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	21	20	21
Year 11 – Year 12	19	18	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

Automotive - Year 10 (Cert I in Automotive Vocational Placement – AUR10105)

- Business – Year 10 (Cert I in Business – BSB10107)
- Business – Year 11 & 12 (Cert II in Business – BSB20107)
- Creative Art (Cert II in Visual Art – CUV20111)
- Dance Extension (Certificate I in Dance – CUE10111)
- Dance Extension (Cert II in Live Production, Theatre and Events – CUE20103)
- Engineering – Year 12 only (Cert I in Engineering – MEM10105)
- Wine – Year 11 only (Cert I in Food Processing – FDF10110)
- Furnishing – Year 12 only (Cert I in Furnishing – LMF10108)
- Hospitality – Year 11 (Cert I in Hospitality – SIT10207) – Year 12 (Cert II in Hospitality – SIT20207)
- IT – Year 10 (Cert I in Information, Digital Media & Technology – ICA10111) – Year 11-12 (Cert II in Information, Digital Media & Technology ICA20111)
- Music – Year 11 & 12 (Cert II in Music – CUS20109)
- Recreation (Cert II in Community Recreation – SRC20206)
- Retail – Year 11 & 12 (Cert II in Retail – SIR20207)
- Science – Year 11 & 12 (Cert II in Sampling and Measurement – MSL20109)
- Science – Year 10 (Cert I in Conservation and Land Management – AHC10110)
- Tourism (Cert II in Tourism – SIT20107)
- Workplace Practices – Year 11 & 12 (Cert II in Work Practices – 30981QLD) • Work Readiness (Cert I in Work Readiness – 30970QLD)

### AUTHORITY REGISTERED SUBJECTS (SAS)

- Early Childhood
- Engineering Studies (4 Semesters)
- English Communication
- Furnishing Studies (4 Semesters)
- Prevocational Mathematics
- Tourism Studies
- Recreation Studies

Off campus courses are available through the School of Distance Education and a variety of RTOs

- TAFE courses available through School's Program include Animal Studies, Beauty, Business Administration, Children's Services, Fitness, Hairdressing, Horticulture, Information Technology

(Networking)

- Courses available through Skills Tech School's Program include Automotive, Building and Construction, Electro technology and Manufacturing and engineering.



- Cert III & Cert IV in Fitness
- Cert IV in Justice Studies
- QUT Quick Start Accountancy Program

### Co-curricular Activities

Throughout 2016, students were given numerous opportunities to participate in a diverse range of activities. Senior students continue to engage in a range of school options by completing SATs, work placements, university quick start programs, extension programs and TAFE courses and sporting development programs.

Tullawong SHS boasts an extensive co-curricular program. In 2016 students and staff were involved in both interschool and external competitions. Sport is highly valued and is embedded within the school culture. This is demonstrated with students participating in a diversity of sport teams. Activities span the curriculum offerings from Industrial Technology, Sciences to the Arts. Examples from the range of activities students have participated in 2016 include:

- QUT Business Competition
- Golden Glove Softball, All Schools Touch Football, Queensland Indoor Netball, South East Qld Futsal, Vicky Wilson Netball, District, Regional and State Athletics, Regional Cross Country, District Swimming. • ACHPER Women in Sport Breakfast
- Year 9 Specialist Rugby League class
- Sports Awards Evening
- AFL Qld Development
- STEM Initiatives programs
- Referencing and Researching Excursion to QUT Caboolture Campus
- QUT Human Movements Department
- Legal studies excursions to Parliament House, Brisbane City Courts and the Police History Museum
- Career and Employment Expo South Bank
- ICT Technology and Animation Workshops from QUT Lectures for all IT classes
- IKEA Excursions to enhance program of instruction
- Parliament House Excursion to enhance delivery of Legal Studies Program
- QUT Research Library Excursion
- Careers & Employment Expo Excursion for Workplace Practices students
- Guest Speakers from Office of Fair Trading regarding Consumer Issues/Rights & Responsibilities in the marketplace e.g.g online shopping, avoiding scams, mobile phones.
- Guest Speaker from Commonwealth Bank regarding saving and investing.
- Arts Events across the year showcasing student work in the performing arts (Music and Dance Extension Expo, Dance Night, Music Night, Drama Night and the combined Music/Dance Performance at Awards Night
- Student Art Exhibition
- Dance Extension – Highly Commended and 2nd place Gold Coast Eisteddfod, Highly Commended Brisbane Eisteddfod, Winner SE Qld Eisteddfod, First Place - Sunshine Coast Dance Eisteddfod, Dance Tour to Sydney • Music Extension – Community performances
- RNA – First, Second and Third place in Red Wine and Fruit Wine Making
- QUT Science Days of Excellence
- ANZAC Day Assembly
- Student Constitutional Convention Brisbane
- N.A.I.D.O.C week Celebrations
- Indigenous Student Ambassador Network
- Australian Indigenous Mentoring Experience; ARTIE Program; Harmony Week
- Caboolture Show

### How Information and Communication Technologies are used to Assist Learning

In 2014 Tullawong SHS was named a **School of Creative Excellence**. This work is undertaken in partnership with ADOBE. Our teaching staff access training in the most up-to-date industry standard software. 7 teachers have completed training as Adobe Education Leaders. Students utilise this software to enhance student learning outcomes.

In 2015 we undertook further enhancement of the school laptop program and the introduction of the I pad Program. Students in year 10, 11 and 12 were given the opportunity to access laptops for personal learning, both at home and at school. This enables the integration of ICTs across the curriculum. Students in Years 8 and 9 were invited into the I Pad Program.

Tullawong SHS has continued its development as a Microsoft IT Academy. This means that staff and students have the opportunity to become certified users of the Microsoft suite.

The school continues to employ a dedicated IT Technician and Trainee to ensure the smooth running of the IT initiatives.

## Social Climate

### Overview

The policies and procedures of Tullawong State High reflect our high expectations of performance, attendance, uniform and behaviour. Students and staff are supported to meet these expectations through a strong school leadership culture and an experienced and expert teaching community.

Our policies and procedures are endorsed by our P&C and our student leaders. Together we work to ensure that every student at Tullawong State High School has the opportunity to learn in a disciplined and supportive learning environment that enables them to reach their potential.

Pastoral Care at Tullawong State High School is organised and supported within our House structure. Our school is organised into five School Houses, Alinta, Bambara, Garragah, Kiata and Wooronga. Our House Leaders and Care Teachers ensure daily contact and support for all students to meet the requirements of their daily work and enjoy a happy, fulfilling school day. House staff are responsible for the care and welfare of their students and monitor attendance, academic performance and student well-being.

The House structure is also used to build school spirit and culture through sporting competitions, academic performance, cultural events, citizenship and attendance. Students, parents, and staff at our school maintain very strong ownership of and loyalty to their houses.

Our behaviour level system is a transparent and highly visible strategy to support students in their understanding of their individual behaviours and how they align with the school rules and values. Students are rewarded for outstanding behaviour and attendance.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	74%	87%	87%
this is a good school (S2035)	77%	87%	90%
their child likes being at this school* (S2001)	91%	81%	92%
their child feels safe at this school* (S2002)	77%	85%	86%
their child's learning needs are being met at this school* (S2003)	69%	93%	82%
their child is making good progress at this school* (S2004)	74%	81%	86%
teachers at this school expect their child to do his or her best* (S2005)	91%	98%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	77%	78%
teachers at this school motivate their child to learn* (S2007)	69%	87%	79%
teachers at this school treat students fairly* (S2008)	71%	80%	81%
they can talk to their child's teachers about their concerns* (S2009)	82%	94%	84%
this school works with them to support their child's learning* (S2010)	73%	84%	87%
this school takes parents' opinions seriously* (S2011)	59%	84%	86%
student behaviour is well managed at this school* (S2012)	67%	79%	81%
this school looks for ways to improve* (S2013)	73%	90%	90%
this school is well maintained* (S2014)	76%	96%	90%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	92%	89%
they like being at their school* (S2036)	84%	90%	85%
they feel safe at their school* (S2037)	89%	90%	89%
their teachers motivate them to learn* (S2038)	89%	75%	84%
their teachers expect them to do their best* (S2039)	94%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	87%	79%	85%
teachers treat students fairly at their school* (S2041)	79%	69%	74%
they can talk to their teachers about their concerns* (S2042)	71%	68%	74%
their school takes students' opinions seriously* (S2043)	75%	73%	75%
student behaviour is well managed at their school* (S2044)	72%	66%	66%
their school looks for ways to improve* (S2045)	84%	89%	91%
their school is well maintained* (S2046)	87%	87%	83%
their school gives them opportunities to do interesting things* (S2047)	91%	85%	85%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	91%	92%
they feel that their school is a safe place in which to work (S2070)	93%	94%	95%
they receive useful feedback about their work at their school (S2071)	95%	81%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	86%	87%
students are encouraged to do their best at their school (S2072)	100%	96%	100%
students are treated fairly at their school (S2073)	98%	91%	100%
student behaviour is well managed at their school (S2074)	91%	86%	87%
staff are well supported at their school (S2075)	81%	71%	83%
their school takes staff opinions seriously (S2076)	79%	67%	90%
their school looks for ways to improve (S2077)	95%	95%	98%
their school is well maintained (S2078)	91%	92%	90%
their school gives them opportunities to do interesting things (S2079)	88%	81%	95%

\* 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

Tullawong State High School has a dedicated Parents and Citizen's Association which supports the school and provides resources for the school through its business ventures and activities. The Parents and Citizen's

Association runs the school Canteen and the school Uniform Shop. We encourage parent involvement in all aspects of school life and the school's P & C is involved in the development of strategies for the continued improvement of the school.

We encourage open and honest communication between the parents and the school. Avenues used to ensure this include:



- Two interim reports
- Two end of semester reports
- Student / Parent / Carer / Teacher interviews - one in April for the whole school, another in July for Senior Students, and one in August for Pre Senior and Middle Phase Students
- Welcome BBQs
- Sporting and cultural events
- Regular contact by teachers, House Leaders and administrators with parents regarding students' welfare and progress • Invitations to School Expos
- Many Arts and Sporting opportunities for parent/carer attendance
- Year 10 SETP student/parent/teacher interviews
- Aboriginal and Torres Strait Islander meetings
- Regular Newsletters

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We utilize an on line bullying referral program called STYMIE to report any harm or bullying/cyber bullying so support can be offered immediately. We are empowering our school community to keep everyone safe.

Our school Based Health Nurse delivers a healthy relationships program to our students through HPE and we have engaged REBOOT to assist in the engagement of all students especially those at risk.

## 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	188	248	302
Long Suspensions – 6 to 20 days	21	17	20
Exclusions	11	7	9
Cancellations of Enrolment	33	17	22

\* 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Our environmental footprint changed in 2015 and 2016. Our usage of electricity increased whilst our water usage decreased.

Increased electricity usage coincided with an increase in air-conditioners. Making staff and students aware of turning off lights, fans and air-conditioners when classrooms are not in use will assist in controlling this..

The water usage decrease was in part due to using micro irrigation in special areas of the school e.g. the vineyard. Water usage is monitored and efforts are being made to reduce water usage in non- priority areas e.g. the irrigation of the oval.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	395,838	42,365
2014-2015	387,213	3,038
2015-2016	406,343	2,731

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

GO

Sector:

Government

Non-government

SEARCH

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	84	39	<5
Full-time Equivalent	79	33	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	20
Bachelor degree	47

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Diploma	4
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 \$96,000

The major professional development initiatives are as follows:

Leadership development, Explicit Instruction, Vet and Authority assessment practises, WPH&S as well as all mandated training required by the department.

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.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% 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).	85%	85%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	85%	79%

\*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%.

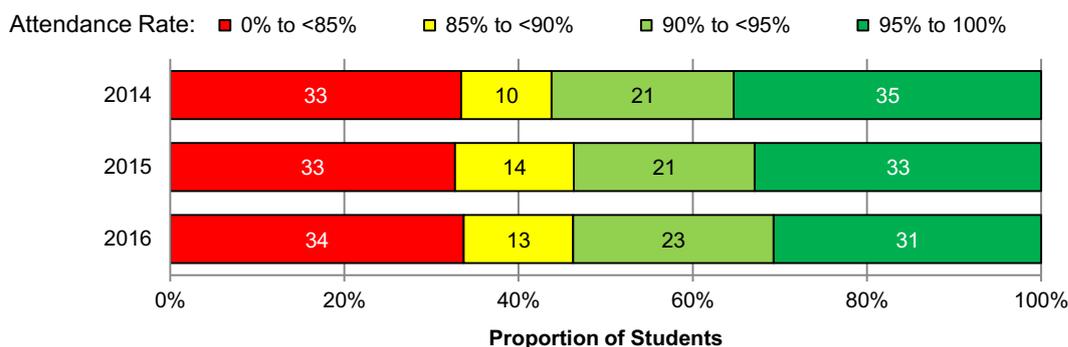
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									85%	84%	83%	85%	90%
2015								89%	87%	85%	83%	83%	88%
2016								86%	86%	85%	81%	84%	84%

\*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.

Tullawong State High School uses digital roll marking. Every lesson, all teachers record attendance and this record is checked for accuracy and anomalies in the first stage of the next lesson. This process allows us to track student attendance and support students who are at risk. Parents are advised of student absences from class via text message.

Students who cannot explain their absences have a letter sent home with a return form for explanations from the parent/carer. The student diary has sections which can be removed for Parents/Carers to return to the school explaining absences. The school has a dedicated absence phone number for parents/carers to record their student's absence details and explanations. Care Class Teachers and/or House Leaders contact Parents/Carers if a student is absent for an extended time, e.g. three or more days. Where attempted contact has failed, letters are sent home.

Students who have continuous, long term absence from school risk cancellation of their enrolment if they are unable to provide evidence of required levels of engagement in their subjects.

## 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**.

## Find a school

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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 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	167	158	167
Number of students awarded a Queensland Certificate of Individual Achievement.	1	4	2
Number of students receiving an Overall Position (OP)	55	48	52
Percentage of Indigenous students receiving an Overall Position (OP)	0%	23%	12%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	37	21	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	150	158	167
Number of students awarded an Australian Qualification Framework Certificate II or above.	130	133	136
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	156	154	165
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	100%
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.	58%	67%	60%
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.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	87%	93%

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	4	11	17	21	2
2015	5	9	18	15	1
2016	3	13	15	16	5

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	99	104	46
2015	114	114	41
2016	114	113	58

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

Please refer to Curriculum Offerings section of this report for detail on certificates offered and completed by students.

### 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.	85%	68%	81%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	40%	56%	129%	

\* 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.tullawongshs.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.

Destinations of students who leave Tullawong State High school prior to completing to Year 12 include:

- TAFE courses
- Private providers for Certificate 3 and 4 and Diplomas not offered at the school.
- Employment
- Alternative schools and/or alternative education providers
- Other schools

Most young people who choose these pathways are assisted by our senior schooling and support staff to successful transition to their destination. A small number of students who leave pursue these pathways independently.

## Conclusion

I hope you find this report useful in providing a very brief snapshot of the outcomes from Tullawong SHS. I look forward to working together on your child's dreams and aspirations. Regards David Friis Principal Tullawong SHS

