



Tullawong State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 1129 Caboolture 4510
<b>Phone</b>	(07) 5428 5222
<b>Fax</b>	(07) 5428 5200
<b>Email</b>	principal@tullawongshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mr David Friis Principal.

## 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 IGNITE'. 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.

## School progress towards its goals in 2018

Tullawong State High School's Annual Report for 2018 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 2018

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
- IGNITE Reading, Write That Essay
- Senior Schooling
- Complex Case management

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

Complex Case Management; Feedback and Reflection; IGNITE Reading, Write That Essay

#### Community and Partnerships

Parent and Community Engagement; Sustainable Partnerships; 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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	933	911	954
Girls	494	499	539
Boys	439	412	415
Indigenous	118	102	107
Enrolment continuity (Feb. – Nov.)	88%	88%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	21	20	22
Year 11 – Year 12	19	19	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to 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 2018, 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 2017 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 2017 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. 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	96%	100%
• this is a good school (S2035)	90%	100%	100%
• their child likes being at this school* (S2001)	92%	100%	93%
• their child feels safe at this school* (S2002)	86%	96%	100%
• their child's learning needs are being met at this school* (S2003)	82%	92%	100%
• their child is making good progress at this school* (S2004)	86%	92%	100%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	92%	100%
• teachers at this school motivate their child to learn* (S2007)	79%	96%	100%
• teachers at this school treat students fairly* (S2008)	81%	96%	93%
• they can talk to their child's teachers about their concerns* (S2009)	84%	100%	100%
• this school works with them to support their child's learning* (S2010)	87%	92%	100%
• this school takes parents' opinions seriously* (S2011)	86%	96%	87%
• student behaviour is well managed at this school* (S2012)	81%	92%	87%
• this school looks for ways to improve* (S2013)	90%	96%	93%
• this school is well maintained* (S2014)	90%	100%	93%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	89%	93%	86%
• they like being at their school* (S2036)	85%	85%	82%
• they feel safe at their school* (S2037)	89%	91%	82%
• their teachers motivate them to learn* (S2038)	84%	84%	75%
• their teachers expect them to do their best* (S2039)	98%	97%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	85%	89%	75%
• teachers treat students fairly at their school* (S2041)	74%	80%	61%
• they can talk to their teachers about their concerns* (S2042)	74%	59%	62%
• their school takes students' opinions seriously* (S2043)	75%	69%	66%
• student behaviour is well managed at their school* (S2044)	66%	64%	52%
• their school looks for ways to improve* (S2045)	91%	89%	85%
• their school is well maintained* (S2046)	83%	86%	81%
• their school gives them opportunities to do interesting things* (S2047)	85%	93%	85%

Percentage of students who agree# that:	2016	2017	2018
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\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	88%	89%
• they feel that their school is a safe place in which to work (S2070)	95%	90%	94%
• they receive useful feedback about their work at their school (S2071)	92%	69%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	82%	76%
• students are encouraged to do their best at their school (S2072)	100%	85%	91%
• students are treated fairly at their school (S2073)	100%	81%	87%
• student behaviour is well managed at their school (S2074)	87%	65%	69%
• staff are well supported at their school (S2075)	83%	59%	79%
• their school takes staff opinions seriously (S2076)	90%	56%	79%
• their school looks for ways to improve (S2077)	98%	82%	91%
• their school is well maintained (S2078)	90%	84%	81%
• their school gives them opportunities to do interesting things (S2079)	95%	73%	84%

\* 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 education 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.

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

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	302	309	398
Long suspensions – 11 to 20 days	20	17	34
Exclusions	9	9	5
Cancellations of enrolment	22	27	11

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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 2017 and 2018. Our usage of electricity increased along with our water usage.

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 increase was in part due to using irrigation on the school oval.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	406,343	424,487	421,454
Water (kL)	2,731	3,336	4,101

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	86	46	<5
Full-time equivalents	82	36	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	8
Graduate Diploma etc.*	23
Bachelor degree	50
Diploma	5
Certificate	

\*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 2018 were \$95,000.00

The major professional development initiatives are as follows:

- Leadership development, Explicit Instruction, ASOT, 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 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	84%	86%	84%
Attendance rate for Indigenous** students at this school	79%	84%	80%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

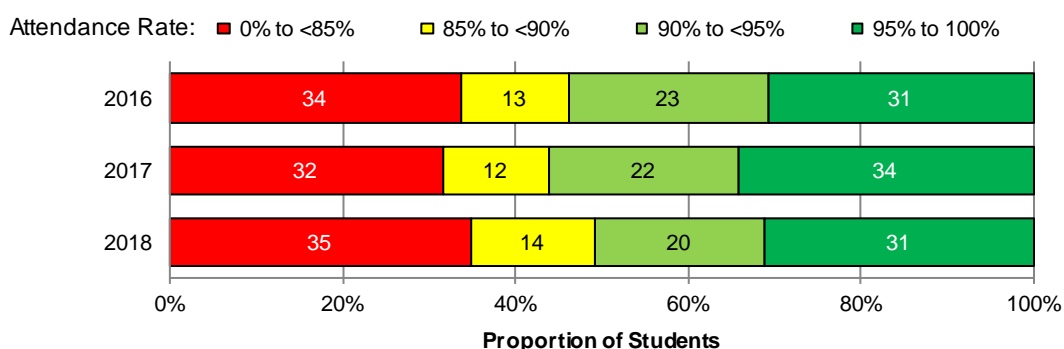
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep				Year 7	86%	88%	86%
Year 1				Year 8	86%	85%	83%
Year 2				Year 9	85%	87%	84%
Year 3				Year 10	81%	87%	83%
Year 4				Year 11	84%	84%	84%
Year 5				Year 12	84%	85%	87%
Year 6							

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	167	158	114
Number of students awarded a QCIA	2	1	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	165	157	112
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	52	39	32
Percentage of Indigenous students who received an OP	12%	20%	18%
Number of students awarded one or more VET qualifications (including SAT)	167	158	113
Number of students awarded a VET Certificate II or above	136	140	111
Number of students who were completing/continuing a SAT	26	27	22
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	60%	69%	59%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	93%	96%	98%

Description	2016	2017	2018
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Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	3	3	2
6-10	13	9	9
11-15	15	15	8
16-20	16	12	10
21-25	5	0	3

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	114	98	73
Certificate II	113	125	106
Certificate III or above	58	54	40

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	81%	92%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	129%	74%	58%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

- 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.

## **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available

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