



Toolooa 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

Shaping the Future; Equity and Excellence.

Tooloola State High School is located in a provincial city on Queensland's eastern coast. The city has a vibrant lifestyle that is drawn from a positive community outlook and strong industrial and active business base. Approximately 1050 students attend in Years 7 through to Year 12 and these students are supported by 84 professional staff and 45 para-professional workers. Our purpose is to develop people who are recognised as being equipped to contribute positively to society, valuing respect, responsibility and achievement, and who participate in lifelong learning, and our vision is 'equity and excellence - shaping our future'. Students study from an extensive educational program that spans academic and vocational subjects with considerable access to work experiences while at school through off-site learning centres, school based apprenticeships and traineeships and structured work place placements. The school has an extensive student wellbeing program that provides support and guidance for personal wellbeing, study and career options. Graduates from Tooloola State High School will graduate as great learners and great citizens with great futures.

Principal's Forward

Introduction

School Progress towards its goals in 2016

In 2016 our clear focus on improvement for every child every day saw strong improvement for our students. Our committed team of teachers and associated support staff supported a very clear improvement agenda resulting in noteworthy improvement for our students

School-wide Literacy improvement

- Writing
 - Strong growth in writing across the school
 - Above national standards for writing for years 7 and 9 for NAPLAN
 - Greater student improvement for the years 7 and 9 NAPLAN writing than national improvement level
- Reading
 - Clear focus on improved explicit teaching of writing strategies across the curriculum
 - Strong growth evident in reading results for year 7 NAPLAN with improvement above national levels
 - Positive growth in year 9 reading however more improvement required
- Teaching Practice with a focus on Explicit Instruction as a key pedagogy
 - Formation of a Professional Learning Community focussed on improved teaching and learning
 - Development of an action plan for upskilling teaching team in Explicit Instruction
 - Dedicated staff meeting time to sharing quality practice resulting in consistent delivery of key elements of Explicit Instruction

Future Outlook

The 2017 year will two distinct elements; a consolidation period for key focus areas from 2016 along with targeted areas of improvement.

Writing

Our **writing** agenda from 2016 will be consolidated through a variety of processes and programs that are extremely familiar to our teachers and students. We will refine these over the course of the year to ensure that they are embedded in every day practice.

Targets for writing:

- year 7 90% above NMS; 15% in U2B
- year 9 85% above NMS; 15% in U2B
- Average school 'raw gain' in both 7 and 9 above national improvement

Reading

Review of our **reading** approach has led to clear areas that required attention. Our focus in 2017 is to continue to refine our approach and develop whole school strategies across our curriculum.

Targets for writing:

- Year 7 98% above NMS; 25% in U2B
- Year 9 93% above NMS; 20% in U2B



- Average school 'raw gain' in both 7 and 9 above national improvement

Wellbeing – students and staff

Our analysis of our 2015 and 2016 results, school discipline absences, identified needs of our current and incoming students highlighted a need for an overarching wellbeing approach at Toolooa State High School. Whilst our students are accessing quality support and achieving strong academic outcomes, the changing nature of our students required a whole-school approach. Targets for Wellbeing:

- 90% of teaching staff will have an understanding of the Wellbeing framework and key systems and processes that supports improved student behaviour and wellbeing
- Improved form teacher and student satisfaction with extended form program - anecdotal
- A decrease in the amount of students being identified as requiring Targeted support (15%)
- A decrease in direct student behaviour referrals to the admin team – anecdotal
- A decrease in the incidences of low level bullying and harassment
- A 10% reduction in Student Disciplinary Absences from term 2 on

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	883	434	449	86	89%
2015*	981	464	517	103	90%
2016	1003	477	526	90	91%

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

Tooolooa State High School is located in the industrial provincial city of Gladstone, Queensland.

In 2016, 1003 students attended in Year 7 through to Year 12. These students were supported by approximately 120 professional and paraprofessional staff.

Students at our school study an extensive educational program that spans academic and vocational subjects with access to work experience while at school.

Students also have access to three off-site centres of excellence that focus on apprenticeships, traineeships and successful transition to a work environment.

Our school has an extensive junior and senior wellbeing programme that provides students with support and guidance regarding study, career options and personal well-being.

Enrolments are drawn primarily from the suburbs of Kin Kora, Glen Eden and Gladstone South on the southern approaches of the city. The majority of our enrolling year 7 students transition into Tooolooa State High School from our main partner schools of Kin Kora State School and Gladstone South State School. In recent years there have been increasing enrolments from a range of the private schools in the area. The demographics of the student body reflect the characteristics of the general population of the Central Queensland region. Students identifying with indigenous backgrounds represent approximately 10% of the total student body. The cultural backgrounds of the student body are diverse with an increasing number of students enrolling from interstate and international destinations as the parents are attracted to work opportunities in the local area.

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	25	24	24
Year 11 – Year 12	17	17	18

*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

In addition to core subjects and disciplines, our school offers the following distinctive curriculum offerings:

Our year 7 students engage in all core subject areas and experience all elective options throughout the year.

In Year 8 and Year 9 students study six core subjects and may select one (in year 8) and two (in year 9) further elective from Information Technology Studies, Business Information Technology, Industrial Workshop Skills, Graphics and Home Economics, Arts fields – Art, Music, Dance, Drama.

In Year 10 students enter into a senior schooling timetable schedule, studying three core subjects and may select a further three elective subjects from Business, Technology or Arts subject streams. In the second semester of Year 10 students commence a 'senior phase taster program' that focuses on pre-senior subjects and transition to work programs. This particular initiative allows students greater flexibility and choice in line with their growing levels of personal responsibility for learning outcomes.

Selected Year 10 students participate in the Doorways to Civil Construction Program through links with the Queensland Minerals and Energy Academy.

Students in Year 11 and Year 12 study six subjects based on planned career pathways.

In addition, students have access to:

- selected high performance subjects, English Extension, based on academic performance
- university study through CQ University's Start University Now (SUN) Program,
- the offsite EQIP Centres of Excellence at the Engineering Skills Centre –Engineering and Automotive VET Certificates,
- the Boyne Island Tannum Sands Administrative and Business Studies Centre – Business and IT VET Certificates,
- Central Queensland University – Certificate II and III courses in Automotive, Business, Hospitality, Information Technology, Beauty and Hair Dressing
- the Flexible Learning Centre – consolidation literacy and numeracy studies for students disengaging from school.

Structured work placements are a feature of Year 10, 11 and 12 classes with an emphasis placed on all students being exposed to the world of work through placements in business and industry during each year of senior schooling.

Co-curricular Activities

- Extra curricula activities
- Student Leadership
- Representative Sport at school, district, regional and state level
- Instrumental Music
- Interact Club
- The Arts Showcase
- School Musical
- Rifle Club
- Amnesty International
- Environmental Sustainability Student Group
- Mathematics, Science and Robotics Competitions.
- Links to the Queensland Minerals and Energy Academy school and vacation programs.
- Science, Technology, Engineering and Mathematics Program (STEM)
- Physical Education Performance Excellence Program

How Information and Communication Technologies are used to Assist Learning

- Teachers deliver digital learning experiences in a wireless connected ICT environment in all classrooms
- Students have access to the one-to-one laptop program for individual research and content management
- Teachers develop of quality digital content and resources that enrich educational experiences and increase student engagement in learning
- Assessment tasks across curricula

- Communication with students and parents
- Reporting on student performance
- I Pads are available for students with additional needs to access the broader curriculum.

Social Climate

Overview

The social climate of our school is built around our core values of *Respect, Responsibility and Achievement*.

Toolooa State High School has a climate that is supportive of learning and learners. Students encourage each other to achieve and have an understanding that individual and collective high performance has benefits for all concerned. There is a strong emphasis on supporting each other, with great acceptance of individuals and their differences. There is a belief across our school, from both staff and students that all students are able to succeed in learning at school.

Student opinion data indicates, in line with trends from previous years, that students believe they are, 'getting a good education'. This is supported by anecdotal information from students, indicating that 'the bar has been lifted' for personal performance in learning, and that our teachers are actively and constructively supporting students who seek support to excel at learning.

Our school provides a range of support mechanisms that enhance student well-being, and access to learning. The notion of pastoral care is actively supported across the school, developed initially in form classes and supported by Wellbeing Teams of Year Level Coordinators, Guidance Officers, Psychologist, Chaplain, Youth Support Coordinator, School-Based Police Officer and a School Health Nurse. Our well-being approach centres around the required support for each student and involves the DP and year coordinators working in focussed teams (year 7 and 8; years 9 and 10; years 11 and 12) along with an overarching group consisting of our non-teaching well-being professionals (outlined above) assigning appropriate team members for individual student case management.

Our growing Indigenous Education team work to develop strong with connections with our indigenous students, their families and our community. Our indigenous students make up an important 10% of our student numbers and are achieving strong outcomes as a result of the support and connections of this team.

Specific behaviours that develop our core values of *Respect, Responsibility and Achievement* are taught across our school in all year levels, supporting our students to recognize and embrace difference in our community.

It is pleasing to see that the strategies employed by our teachers and support staff are effective at supporting our students, with 95% of students reporting that they are getting a good education at Toolooa State High 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)	99%	97%	96%
this is a good school (S2035)	99%	97%	96%
their child likes being at this school* (S2001)	96%	97%	93%
their child feels safe at this school* (S2002)	97%	94%	97%
their child's learning needs are being met at this school* (S2003)	99%	100%	94%
their child is making good progress at this school* (S2004)	98%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	100%	94%
teachers at this school motivate their child to learn* (S2007)	97%	97%	95%
teachers at this school treat students fairly* (S2008)	97%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	95%	91%	95%
this school works with them to support their child's learning* (S2010)	100%	94%	92%
this school takes parents' opinions seriously* (S2011)	97%	94%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	98%	93%	88%
this school looks for ways to improve* (S2013)	97%	97%	89%
this school is well maintained* (S2014)	98%	97%	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%	99%	95%
they like being at their school* (S2036)	88%	93%	83%
they feel safe at their school* (S2037)	90%	96%	90%
their teachers motivate them to learn* (S2038)	89%	95%	91%
their teachers expect them to do their best* (S2039)	96%	100%	95%
their teachers provide them with useful feedback about their school work* (S2040)	86%	96%	88%
teachers treat students fairly at their school* (S2041)	75%	89%	81%
they can talk to their teachers about their concerns* (S2042)	68%	92%	74%
their school takes students' opinions seriously* (S2043)	73%	87%	74%
student behaviour is well managed at their school* (S2044)	73%	90%	72%
their school looks for ways to improve* (S2045)	91%	99%	91%
their school is well maintained* (S2046)	85%	95%	86%
their school gives them opportunities to do interesting things* (S2047)	88%	96%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	95%	96%
they feel that their school is a safe place in which to work (S2070)	98%	100%	98%
they receive useful feedback about their work at their school (S2071)	88%	85%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	68%	68%	76%
students are encouraged to do their best at their school (S2072)	100%	98%	99%
students are treated fairly at their school (S2073)	100%	98%	97%
student behaviour is well managed at their school (S2074)	93%	97%	91%
staff are well supported at their school (S2075)	91%	83%	89%
their school takes staff opinions seriously (S2076)	84%	82%	84%
their school looks for ways to improve (S2077)	98%	98%	97%
their school is well maintained (S2078)	93%	92%	92%
their school gives them opportunities to do interesting things (S2079)	95%	83%	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

Our Toooloa State High School Parents and Citizens Association are an important and influential group within our school. Their feedback and guidance around decision making in our school provides a strong point of connection and, in turn, direction for our school. The P&C is an active team that provides support through fundraising and securing funds from community partners along with a parent's perspective on processes and policies within the school.

Written reports detailing student progress and achievement are provided four times each year; a formative report at the end of term 1 followed by summative reports at the end of each semester. We support the written reports with the opportunity for our parents to contact teachers to discuss their child's progress as well as formalised parent teacher interview evenings each year. These meetings and interviews provide parents with a more detailed report and feedback on student progress and allows both teachers and parents to work collaboratively to provide learning support for students.

Regular information and orientation evenings are provided for parents and students seeking entry into our junior secondary program. Subject selection information sessions are a regular feature for students entering the senior phase of learning. Since 2010 parents have assisted Year 10 – 12 students in the completion and review of Senior Education and Training Plans (SET Plans) using the online capability in OneSchool.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Elements instrumental in the building of respectful relationships are included in a number of curriculum areas with significant focus in Health and Physical Education. Additionally, a range of targeted group programs run across the year to support the development of healthy, respectful friendships and interactions. These programs access key school support staff (guidance officers, psychologists, youth support coordinator) along with professionals from the extended community including police.

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	214	276	268
Long Suspensions – 6 to 20 days	6	9	9
Exclusions	7	15	12
Cancellations of Enrolment	7	10	8

* 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

We are extremely pleased to see our electricity usage reduce in the 2015-2016 year considering we actually have more students and staff than in previous years. During the past four years our school has made significant attempts to reduce the consumption of electricity through awareness raising campaigns for students and staff. We are extremely proud of the way our staff have supported this focus.

The figures supplied for the consumption of water for the 2013-2014 year are obviously incorrect and as such no reasonable analysis can occur. This being said we can compare the following two years. We are continuing to develop ways to reduce water usage, however we do recognise that the environmental conditions play a role here. We continue to work with our school to develop effective systems to reduce water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	507,749	0
2014-2015	507,129	7,321
2015-2016	485,206	9,325

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

School name

Suburb, town or postcode

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	84	46	6
Full-time Equivalents	76	31	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.**	21
Bachelor degree	57
Diploma	3

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
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 \$ 42 940.

The major professional development initiatives are as follows:

- Literacy planning
- Development of a whole school approach to writing
- Development of a whole school approach to reading
- Developing the skills behind Explicit Instruction
- Building the Junior Secondary Program and understanding the needs of adolescent learners
- Assessment task development and alignment with unit planning.
- Developing performance framework
- Leadership capability development
- Subject specific workshops.
- Numeracy
- QCAA professional development focussed on specific curriculum areas along with the moderation and verification opportunities
- VET and SAS staff competency development.

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

Staff Attendance and Retention

Staff attendance

Description	AVERAGE STAFF ATTENDANCE (%)		
	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, 95% 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).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	83%

*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%.

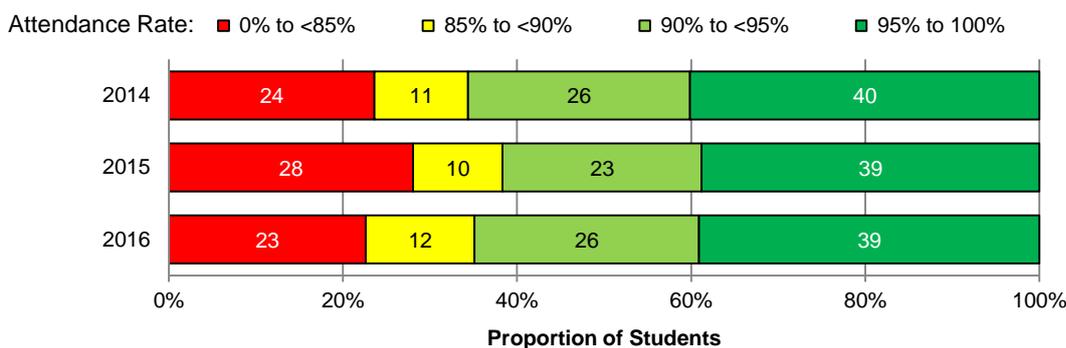
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014								94%	91%	89%	88%	88%	91%
2015								92%	91%	88%	88%	86%	90%
2016								92%	89%	87%	88%	90%	92%

*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.

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Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In addition: Student attendance is recorded each morning in form classes. Further attendance checks occur in each of the four lessons that occur during each day. Parents are informed by text message when their student is absent from school.

When required, Year Level Coordinators play a significant role in supporting young people to improve their attendance. This significant group of support people at our school also liaises with parents regarding persistent long-term absences from learning.

Support staff, including the Guidance Officer and Chaplains, provide specialised support and counselling to assist young people to return to school and engage in learning.

Additional to these processes and specialised staff, we employ an attendance officer who makes contact with parents of students that show patterns of high absence to further identify potential areas of support and methods of re-engagement.



An audit of attendance is completed at the end of each term. Where required, administration staff will make contact with parents to seek an explanation of unexplained and unauthorised student absences.

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.

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	122	114	117
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	3
Number of students receiving an Overall Position (OP)	36	33	29
Percentage of Indigenous students receiving an Overall Position (OP)	0%	10%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	7	4
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	101	81	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	57	55	71
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	120	112	114

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	93%
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.	78%	79%	90%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%	92%	94%

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	6	12	10	8	0
2015	6	10	10	7	0
2016	5	13	8	3	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	81	54	7
2015	51	54	4
2016	48	70	3

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

In 2016 our students accessed a range of opportunities in vocational pathways. Students accessed Certificate I and II courses at school, as part of off-site programs such as Engineering Skills Centre or linked directly with training organisations such as Central Queensland University and private RTOs. Students engage in certificate programs such as Engineering, Business, Workplace Practises, Hair and Beauty, IDMT, Childcare, Fitness, Automotive, Construction, Process Plant Operations.

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.	72%	77%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	63%	83%	93%

* 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.tooloashs.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.

Early school leavers at our school fall into three broad groups of young people:

- Transition to full time work.
- Acceptance of apprenticeship or traineeship positions.
- Linked to community support agencies specializing in connecting young people to further educational opportunities.

Departures from regular schooling in Year 10 are very rare at our school. The operation of a Flexible Learning Centre focusing on Literacy, Numeracy, VET courses and workforce entry skills provides opportunities to access education in an alternative on-site environment. The deployment of specialist staff, including a Youth Support Coordinator, provides students with quality outcomes and pathways to further study, training or employment.

Conclusion

2016 proved to be a very successful year at Toooloa State High School. Our students accessed a world class education delivered by an extremely committed teaching team and supported by an equally committed support team. We continue to benefit from an active Parents and Citizens association through both financial support but as importantly, guidance on our school, our programs and our communication.

Whilst we still have areas that we will continue to develop, the progress from our students reflects the expected '12 months of learning in a 12 month period' with many examples of much greater than 12 months growth achieved. We are extremely proud of the achievement of our students and the work of our staff.

