



Toolooa State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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 1020 students attend in Years 7 through to Year 12 and these students are supported by 85 professional staff and 40 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 wellbeing program that provides support and guidance for personal wellbeing and study and career options. Graduates from Tooloola State High School will graduate as great learners and great citizens with great futures.

School progress towards its goals in 2018

In 2018, 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 Improvement priorities:

Writing

- Strong growth in writing across the school
- Year 7: 7.8% in U2B; 86.6% above NMS
- Year 9: 13.4% in U2B; 83.5% above NMS
- 0.24 effect size gain (relative to the Nation)

Reading

- Strong growth in reading across the school
- Year 7: 22.8% in U2B; 93.9% above NMS
- Year 9: 19.5% in U2B; 94.5% above NMS
- 0.03 effect size gain (relative to the Nation)

Numeracy

- Strong growth in numeracy across the school
- Year 7: 20.3% in U2B; 95.5% above NMS
- Year 9: 28.1% in U2B; 98.1% above NMS
- 0.13 effect size gain (relative to the Nation)

Year 12 Outcomes

- 100% of Year 12 students graduated with a QCE or QCIA
- 100% of OP eligible students received a 1-15

New QCE System

- School successfully enacted the implementation plan in readiness of the new system. Parents, students and teachers were well informed and confident in the move to the new system

Curriculum

- A quality assured, Curriculum, Assessment and Reporting Plan was enacted and contextualised across the school

2018 proved to be another successful year at Toolooa 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 of our school, our programs and methods of communication. Whilst there are always areas that we will need to develop, the progress of our students reflects the expected '12 months of learning in a 12 month period' with many examples of much greater than 12 months growth. We are extremely proud of the achievement of our students and the work of our staff.

Future outlook

2019 will comprise of two distinct elements; a consolidation of the key focus areas from 2018 along with targeted areas of improvement.

Priorities include: a quality-assured curriculum, assessment and reporting plan with a consolidation of our reading and writing focus; a whole school approach to support all students' learning; wellbeing, attendance and engagement; effective pedagogical practice (including the explicit teaching of the cognitive verbs) and effective implementation of the new QCE system. More specifically, our priorities and targets are as follows:

Writing

Our writing agenda in 2019 will be consolidated through the processes and programs that are extremely familiar to our teachers and students. Targets for writing are:

- Average score 'raw gain' in both 7 and 9 above national improvement
- Year 7: 90% above NMS; 15% in U2B
- Year 9: 85% above NMS; 20% in U2B

Reading

Our reading focus for 2019 is to continue with our processes that we have instilled and refine our approach within our units of work. The school will investigate reading assessment goals and what that looks like across faculties. Targets for reading are:

- Average score 'raw gain' in both 7 and 9 above national improvement
- Year 7: 95% above NMS; 25% in U2B
- Year 9: 95% above NMS; 20% in U2B

Curriculum – A quality assured Curriculum, Assessment and Reporting Plan that reflects the P-12 Framework which is enacted and contextualised across the school. Teachers engage with curriculum clarity, calibration and moderation processes for each unit/assessment task. Levels of achievement are based on quality assessment pieces that address the scope and depth of the achievement standards.

Teaching Quality

- 100% of staff are actively involved in the Annual Performance Development Plan
- 100% of staff are actively engaged in the coaching/feedback process
- Students and teachers are assessment literate. Evidence will be gathered to measure this

Wellbeing, Attendance and Engagement

- Students attendance total is greater than 92%
- Less than 15% of student attendance is less than 85%
- 95% of staff support development of school wellbeing framework
- Decrease incidents of bullying (stymie notifications and reports to the office)

New QCE System

- Smooth transition to the new system evidenced by ongoing success of students
- Continuation of quality established practices for the current Year 12s

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1003	1004	1003
Girls	477	510	504
Boys	526	494	499
Indigenous	90	101	111
Enrolment continuity (Feb. – Nov.)	91%	90%	88%

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

Toolooa State High School is located in the industrial provincial city of Gladstone, Queensland. In 2018, approximately 1020 students attended in Year 7 through to Year 12. These students were supported by approximately 140 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 off-site centres of excellence that focus on apprenticeships, traineeships and successful transition to a work environment.

In addition to the proactive programs being run across the school, Toolooa State High School has an extensive junior and senior wellbeing program 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 Toolooa State High School from our main feeder 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 11% 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	18	17	17

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

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 addition, all year seven students participate in an additional subject that develops their literacy skills.

In Year 8 and Year 9 students study five core subjects and may select two further electives from Information Technology Studies, Business Information Technology, Industrial Workshop Skills, Graphics, Home Economics and the Arts fields – Art, Music, Dance, Drama. In addition to these seven subjects, all students participate in an addition subject that develops their literacy skills.

In Year 10, students enter into a senior schooling timetable schedule, studying four core subjects and may select a further two elective subjects from Business, LOTE, Health and Physical Education, 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:

- university study through CQ University's Start University Now (SUN) Program
- the offsite EQIP Centres of Excellence
- 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
- Amnesty International
- Mathematics, Science and Robotics Competitions.
- Links to the Queensland Minerals and Energy Academy school and vacation programs.
- Science, Technology, Engineering and Mathematics Program (STEM)

How information and communication technologies are used to assist learning

- Teachers deliver digital learning experiences in a wireless connected ICT environment in all classrooms
- For those students who do not bring laptops to school, sufficient numbers of laptops can be borrowed during class time to support students through digital learning
- 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

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' at Toolooa State High School. 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, Youth Worker, 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, 8, 9, 10, 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 continue to work and develop strong connections with our indigenous students, their families and our community. Our indigenous students make up an important 11% 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 94% of students reporting that they are getting a good education at Toolooa State High School.

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)	96%	97%	92%
• this is a good school (S2035)	96%	96%	93%
• their child likes being at this school* (S2001)	93%	93%	92%
• their child feels safe at this school* (S2002)	97%	94%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child's learning needs are being met at this school* (S2003)	94%	91%	86%
• their child is making good progress at this school* (S2004)	93%	93%	89%
• teachers at this school expect their child to do his or her best* (S2005)	94%	99%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	91%	96%
• teachers at this school motivate their child to learn* (S2007)	95%	94%	86%
• teachers at this school treat students fairly* (S2008)	90%	91%	91%
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	97%
• this school works with them to support their child's learning* (S2010)	92%	92%	91%
• this school takes parents' opinions seriously* (S2011)	90%	95%	82%
• student behaviour is well managed at this school* (S2012)	88%	93%	78%
• this school looks for ways to improve* (S2013)	89%	97%	91%
• this school is well maintained* (S2014)	92%	84%	89%

* 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)	95%	93%	97%
• they like being at their school* (S2036)	83%	93%	91%
• they feel safe at their school* (S2037)	90%	89%	91%
• their teachers motivate them to learn* (S2038)	91%	92%	90%
• their teachers expect them to do their best* (S2039)	95%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	85%	94%
• teachers treat students fairly at their school* (S2041)	81%	72%	84%
• they can talk to their teachers about their concerns* (S2042)	74%	79%	81%
• their school takes students' opinions seriously* (S2043)	74%	68%	80%
• student behaviour is well managed at their school* (S2044)	72%	73%	72%
• their school looks for ways to improve* (S2045)	91%	92%	97%
• their school is well maintained* (S2046)	86%	84%	88%
• their school gives them opportunities to do interesting things* (S2047)	84%	83%	88%

* 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)	96%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	98%	98%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• they receive useful feedback about their work at their school (S2071)	84%	85%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	80%	87%
• students are encouraged to do their best at their school (S2072)	99%	100%	100%
• students are treated fairly at their school (S2073)	97%	99%	100%
• student behaviour is well managed at their school (S2074)	91%	93%	93%
• staff are well supported at their school (S2075)	89%	89%	93%
• their school takes staff opinions seriously (S2076)	84%	88%	95%
• their school looks for ways to improve (S2077)	97%	97%	99%
• their school is well maintained (S2078)	92%	88%	97%
• their school gives them opportunities to do interesting things (S2079)	84%	89%	92%

* 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 Toolooa 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable 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, chaplain, youth support coordinator and youth worker) 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.

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	268	267	343
Long suspensions – 11 to 20 days	9	18	21
Exclusions	12	19	23
Cancellations of enrolment	8	7	7

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

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 since 2015 are in the table below. As you can see, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	485,206	169,033	457,181
Water (kL)	9,325	7,648	7,577

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	85	53	7
Full-time equivalents	80	35	6

*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	
Masters	1
Graduate Diploma etc.*	23
Bachelor degree	59
Diploma	3
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 \$59 368.

The major professional development initiatives are as follows:

- Unit planning
- Assessment task development and alignment with unit planning
- Developing staff's Annual Development Performance Plan
- Subject specific workshops
- Numeracy
- QCAA professional development focussed on specific curriculum areas along with moderation and verification opportunities
- VET and SAS staff competence development
- PD for the new QCE system
- Release of teachers to observe quality practice – collaborative observations
- Beginning teacher release time to attend PD
- Reading and writing PD training for new staff to the school
- Leadership capability development

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, 92% 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	90%	91%	91%
Attendance rate for Indigenous** students at this school	83%	85%	90%

* 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
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

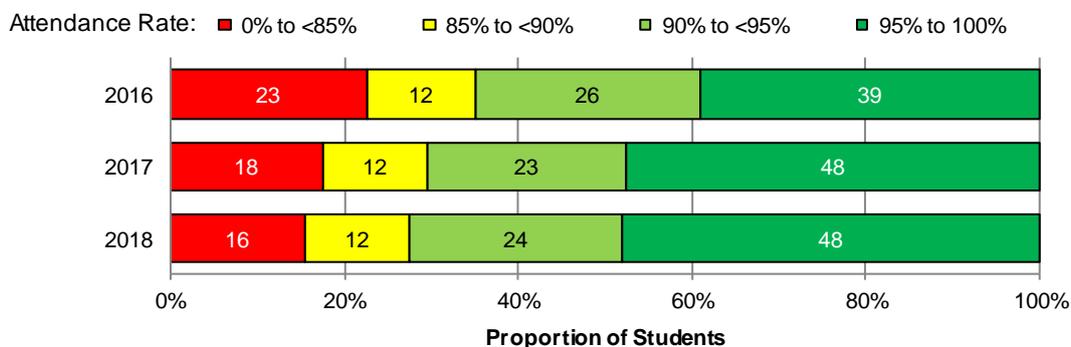
Year level	2016	2017	2018
Year 7	92%	93%	91%
Year 8	89%	90%	91%
Year 9	87%	89%	91%
Year 10	88%	90%	90%
Year 11	90%	91%	90%
Year 12	92%	92%	94%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

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 staff at our school also liaises with parents regarding persistent long-term absences from learning.

Support staff, including the Guidance Officers, Youth Support Coordinator, Youth Worker and Chaplain, provide specialised support and counselling to assist young people to return to school and engage in learning.

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 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.

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

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

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	117	156	141

Description	2016	2017	2018
Number of students awarded a QCIA	3	4	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	114	152	138
Percentage of Indigenous students awarded a QCE at the end of Year 12	93%	93%	94%
Number of students who received an OP	29	39	33
Percentage of Indigenous students who received an OP	0%	0%	12%
Number of students awarded one or more VET qualifications (including SAT)	88	104	95
Number of students awarded a VET Certificate II or above	71	92	84
Number of students who were completing/continuing a SAT	4	7	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	90%	97%	100%
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	98%	99%	98%
Percentage of QTAC applicants who received a tertiary offer.	94%	92%	97%

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	5	15	13
6-10	13	10	9
11-15	8	13	11
16-20	3	1	0
21-25	0	0	0

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	48	46	54
Certificate II	70	90	78
Certificate III or above	3	10	9

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).

In 2018 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 or linked directly with training organisations such as Central Queensland University and private RTOs. Students engaged in certificate courses such as Engineering, Business, Skills for Work and Vocational Pathways, Hair and Beauty, Retail, IDMT, Childcare, Fitness, Automotive, Process Plant Operations and Self-Awareness.

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	84%	74%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	93%	55%	72%

Notes:

1. 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%).
2. *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.

Toolooa State High School wellbeing team play an integral role in the case management of every Year 10, 11 and 12 student. Our Deputy Principals, Guidance Officers, HOD of Senior Schooling and Youth Support Coordinator liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment. To support students and the process, they all work closely with a range of external agencies.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers and Youth Support Coordinator supported these students into alternative training pathways. In addition, further case management and support is also offered through the CQRET team.

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.toolooashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>