



Townsville 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

Welcome to Townsville State High School. Being a member of the school community at Town High makes you a part of history. This great school has been proudly providing the young people of Townsville with a Secondary education since 1924. The school has been at its current location since 1964.

Our school has a rich history, and a proud tradition, but we aim to provide innovative and creative approaches to the curriculum delivery of educational services and programs. We are a school of achievers in every sense of the word. The performance of every student is important to us and the pursuit of excellence and intellectual quality across our curriculum is a key focus.

Our staff members are highly committed to supporting the individual learning needs of all of our students and achieving continuous improvement in student outcomes. All members of our school community are asked to take personal responsibility and accountability for learning outcomes. We recognise the importance of parents and carers as partners in all aspects of student learning. We have explicit, high-expectations of all learners; we expect and recognise success.

We highly value and focus on the Literacy and Numeracy needs of our students, believing these areas to be the building-blocks of success in all areas of schooling and throughout life.

Our school offers a range of opportunities for students, whether they be academic, sporting or cultural. Some of these opportunities include Aerospace Studies, F1 in Schools, Tropics Basketball and our school musical.

School Vision: We believe in being proud of yourself, your school and your community and we believe every student can learn.

Our school values are:

BE SAFE

LEARN

RESPECT

We teach our students about our expectations through a program of Positive Behaviour for Learning.

Our school community is diverse in socio-economic and cultural background. Our students include a significant number who have Aboriginal and Torres Strait Islander heritage, as well as students who have English as an Additional Language or Dialect.

Our school motto *In Meliora Contende* means "Strive for Better Things".

Principal's Foreword

Introduction

The intent of this report is to inform the local community, and other interested parties, about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of the report are available, by request, through the school office.

School Progress towards its goals in 2016

Priority	Actions	Targets	Progress
Attendance (A)	<p>Employ a third Deputy Principal through I4S funding to monitor attendance and to oversee procedures etc.</p> <p>Develop a written procedure for the monitoring and intervention around poor attendance, including lateness. Process to include trigger points.</p> <p>Develop an attendance data-wall of some description.</p> <p>Develop a "Senior Schooling" agreement that includes expected attendance.</p> <p>Investigate TAG Song for most improved TAG as opposed to best-attending TAG</p>	<p>Goal 1: Overall attendance rate to be > 89.7%</p> <p>Goal 2: Proportion of students attending less than 85% to be < 20%</p>	<p>Overall attendance was 88%</p> <p>Proportion of students attending less than 85% was 27%</p>
Building Literacy (B)	<p>Reinvigorate the whole school reading program (e.g. Pat Hipwell – SFD Jan 16)</p> <p>Invite teachers to undertake the "Seven Steps to Writing" P.D.</p> <p>Establish hub for Teacher Aides</p> <p>Faculty plan for each department</p>	<p>Goal 1: The proportion of NAPLAN students achieving at or above the National Minimum Standard in Reading to be:</p> <p>>90% for Year 7 and 9</p> <p>Goal 2: The proportion of NAPLAN students achieving in the upper two bands in Reading to be:</p> <p>>30% for Year 7</p> <p>>20% for Year 9</p>	<p>The proportion of NAPLAN students achieving at or above the National Minimum Standard in Reading was:</p> <p>Year 7 = 92.9%</p> <p>Year 9 = 78.3%</p> <p>The proportion of NAPLAN students achieving in the upper two bands in Reading was:</p> <p>Year 7 = 22.2%</p> <p>Year 9 = 8.3%</p>
Classroom (C)	<p>Review and develop Classroom Practice (ability/accountability/feedback/Reflection/expert teaching/effective practices)</p> <p>Some form of feedback or profiling needs to occur for all staff members. Classroom observations for beginning teachers</p> <p>Implement Assessment Literate Learners in line with Regional priority</p>	<p>Goal 1: Percentage of students achieving at C or better to be > 85% in all subjects in all year levels.</p>	<p>Percentage of students achieving at C or better in English, Maths and Science was 79.1%</p>

Future Outlook

Priority	Actions	Targets
Classroom Practices (C)	<p>Implementation of appropriate Regional Quality Teaching and Learning practices in accordance with training provided – this is to be implemented with a small, targeted group of teachers initially. Capability of HODs in this are to be built.</p> <p>Observations of classrooms to ensure teachers are incorporating:</p> <ul style="list-style-type: none"> • High expectations of all students • Every lesson has explicit learning intentions and success criteria • Use of a gradual release of responsibility model to scaffold and guide learning • Explicit quality feedback aligned to success criteria provided to students • Use of sample student work and model tasks • Collection, recording and triangulation of data to guide teaching practice • Implement the Responsible Behaviour Plan and SWPBL • Effective literacy warm-ups/anticipatory set • Effective teaching sequence with success for all students • Effective review to gauge understanding • Teacher developed classroom management plan incorporating ESCMs 	<p>Percentage of students achieving at C or better to be > 85% in all subjects in all year levels.</p> <p>100% QCE/QCIA attainment data</p>
Building Literacy (B)	<p>PD for “faculty experts”, including release time</p> <p>PD for teachers and TAs</p> <p>Align DRTA to QT&L</p> <p>Observations of classrooms to ensure teachers are incorporating:</p> <ul style="list-style-type: none"> • Teaching with a literacy focus • Implementation of literacy focus in all faculty areas. This includes DRTA, writing, viewing, speaking • NAPLAN preparation is embedded for Years 7-9 in all subjects • Students requiring extension or intervention and support are identified and catered for in planning, ICPs, support plans • Progress of these students is closely monitored by classroom teacher • Parents are engaged in the support process 	<p>Percentage of students achieving at C or better to be > 85% in all subjects in all year levels.</p> <p>100% QCE/QCIA attainment data</p>
Achievement (A)	<ul style="list-style-type: none"> • Progress of students is closely monitored by the classroom teacher • Parents are engaged in supporting students • Students who require extension or support are identified and catered for in planning (including ICPs) • Teachers work collaboratively to plan appropriate and responsive modifications to teaching practices • Teachers can: <ul style="list-style-type: none"> ○ Learn from <i>self</i> ○ Learn from <i>each other</i> ○ Learn from <i>profilers, mentors, coaches</i> ○ Learn from <i>leaders</i> • Teachers access, collect and record data • Teachers interpret and analyse student data • Involvement in Data Meetings 	<p>Percentage of students achieving at C or better to be > 85% in all subjects in all year levels.</p> <p>100% QCE/QCIA attainment data</p>

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	668	287	381	116	86%
2015*	752	318	434	125	84%
2016	727	314	413	123	88%

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

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

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

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

Characteristics of the Student Body

Overview

Students travel from various suburbs in and across Townsville to attend our school, including a group of students who live on Magnetic Island and travel each day by ferry to the mainland. Bus transport is a major mode for students travelling to and from Townsville State High School.

Approximately 17% of the student population are Aboriginal and Torres Strait Islander, whilst a further 15% have English as an Additional Language/Dialect and are from a refugee background.

The student body is represented via a number of leadership positions in the school. Student leaders are elected by the staff and their peers to represent the school in various formal and informal events. Student office bearers include school captains, and REEF (House) captains who lead students in various sporting events throughout the year including swimming, cross-country and athletics.

Junior secondary students (Years 7 to 9) also elect two junior school captains to represent them at various events as leaders from this cohort. Junior secondary students also elect junior REEF captains to assist and support REEF captains in the senior school.

Further, student council members are elected from the senior and junior secondary school to contribute to the development and enhancement of the school and its environment over the school year. Students can raise an issue with their representative and have it addressed or taken forward to school administration for further consideration.

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	23	22	21
Year 11 – Year 12	17	19	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

- Students are supported to actively choose their own learning pathway in consultation with their REEF curriculum adviser though years 7-10 of their learning program.
- Focus on students using industry standard AutoCAD computer software program to design and manufacture their own miniature Formula 1 car, test them in specially designed wind tunnels, and then race them on a specially designed track. Students may compete in State and National competitions using their designs.
- Tropics Basketball Program encourages students with high level of basketball skills to select the program as a subject to study.
- An intensive English as an Additional Language Unit operates within the school and provides students from over 30 different countries with support and assistance in their educational programs at school.
- Science activities run in conjunction with our primary partner schools and involves Primary school students and their teachers conducting scientific experiments in the laboratories at Town High. Students are placed in a context of apprentice scientists as they conduct their own experiments, research topics and report their findings.
- Aerospace offers students an insight into the aeronautical industry with students studying everything from the concept of flight to the background operations of an airport.

Co-curricular Activities

Leadership Program

Year 12 Leadership Camp – 5 days at Tinaroo Dam in the Atherton Tablelands
Year 11 Leadership Conference – 2 Day retreat off-site to develop leadership skills
Year 11 Helping Friends – 2 Day peer support program
Year 10 Leadership day – 1 Day retreat workshop to develop initial leadership skills
Year 8 Induction Camp – 4 days at Kinchant Dam outside Mackay

HPE and Sport

State and National All Schools Basketball Competitions
Interschool sporting teams
New Zealand Cultural Tour and Ski Trip

The Arts

Instrumental Music Program
Town High Musical
Annual Arts Expo

Maths

Engineering Link Program
Westpac Maths Competition

Science

Opti-Minds
Engineering Challenge

Technology

F1 Challenge in Schools

LOTE

Japanese Speaking Competition

Japan Tour

Humanities

Debating

How Information and Communication Technologies are used to Assist Learning

The school has a very good student to computer ratio which allows a high level of access to ICTs for students. Access is provided in the form of dedicated laboratories with 'pods' of computers in several classrooms throughout the school. The school Library also has networked computers for students to access research during their lunch time breaks or individual study plan time.

Interactive whiteboards are used in conjunction with ICTs in classrooms across the school. All classrooms are wireless network capable allowing portable laptops on dedicated trolleys to be utilised by classes to support and enhance their teaching and learning program.

All students are provided with an e-mail account and unlimited internet and e-mail access via a high speed NBN connection. ICTs form an integral part of teaching and learning and as such are continually being embedded across the curriculum.

Social Climate

Overview

The growth of a student into a responsible citizen is an integral part of the school program which provides support and encouragement for students. The program is based on a TAG (Town High Activity Group) and 'Reef' system.

Each TAG consists of up to 25 students from Year 7 to Year 12. As students maintain the same TAG teacher for their years at Townsville State High, greater empathy and understanding develops between the teacher and the students, as well as amongst students at all year levels. The Year 7 Induction Program, the Year 11 Leaders Seminar, the Year 12 Leadership Camp and the vertical TAG system are based on the belief that senior students can assist and support younger students.

School Opinion Survey results indicate that parents believe Town High is a safe school with good discipline where their students are treated fairly and are happy to go to school.

A Personal Development and Leadership Program (PDL) involves assemblies, guest speakers, study options, sport, assignment work and selected activities operates Friday Period 2.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	98%	100%
this is a good school (S2035)	91%	96%	100%
their child likes being at this school* (S2001)	95%	96%	98%
their child feels safe at this school* (S2002)	95%	98%	95%
their child's learning needs are being met at this school* (S2003)	89%	93%	95%
their child is making good progress at this school* (S2004)	95%	93%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	86%	93%
teachers at this school motivate their child to learn* (S2007)	87%	91%	93%
teachers at this school treat students fairly* (S2008)	88%	94%	92%
they can talk to their child's teachers about their concerns* (S2009)	94%	92%	95%
this school works with them to support their child's learning* (S2010)	91%	88%	92%
this school takes parents' opinions seriously* (S2011)	86%	88%	95%
student behaviour is well managed at this school* (S2012)	89%	92%	88%
this school looks for ways to improve* (S2013)	94%	94%	95%
this school is well maintained* (S2014)	89%	94%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	94%	96%
they like being at their school* (S2036)	87%	88%	90%
they feel safe at their school* (S2037)	85%	88%	93%
their teachers motivate them to learn* (S2038)	93%	92%	96%
their teachers expect them to do their best* (S2039)	100%	97%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	93%	94%
teachers treat students fairly at their school* (S2041)	83%	81%	82%
they can talk to their teachers about their concerns* (S2042)	81%	74%	74%
their school takes students' opinions seriously* (S2043)	84%	81%	83%
student behaviour is well managed at their school* (S2044)	66%	74%	79%
their school looks for ways to improve* (S2045)	90%	90%	94%
their school is well maintained* (S2046)	81%	85%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	92%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	96%	91%
they feel that their school is a safe place in which to work (S2070)	92%	94%	92%
they receive useful feedback about their work at their school (S2071)	85%	86%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	81%	82%
students are encouraged to do their best at their school (S2072)	96%	99%	92%
students are treated fairly at their school (S2073)	93%	99%	93%
student behaviour is well managed at their school (S2074)	86%	90%	84%
staff are well supported at their school (S2075)	81%	85%	72%
their school takes staff opinions seriously (S2076)	80%	83%	67%
their school looks for ways to improve (S2077)	92%	94%	84%
their school is well maintained (S2078)	78%	85%	76%
their school gives them opportunities to do interesting things (S2079)	81%	89%	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

The involvement of parents in their child's education is encouraged at all times at Townsville State High School. Parent and teacher interviews are conducted during Terms 1 and 3. School reports are issued to parents four times per year, with comments only included on the end of semester reports. Parents are encouraged to contact the school if they wish to discuss their child's results.

Our school Parents and Citizens Association (P&C) meets regularly each month. Parents are welcome to attend these meetings where general school operations are discussed and supported to ensure students maximise their learning opportunities.

Respectful relationships programs

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

Personal Development and Leadership (PDL):

- Every student at Townsville State High School participates in a program of personal development with a focus on the development of positive behaviours which centre on effective relationships and resilience.
- Positive peer involvement and interaction promote the development of responsible citizens. Topics range from the individual, to the individual as an effective member of a group to the individual as a decision maker facing changing responsibilities, relationships and preparing for life beyond school.
- Teachers actively model and promote positive behaviours.
- Students are equipped with a printed copy of the school Expectations Matrix in their school diary.
- The multi-age group in TAG, and the fact that teachers remain with the TAG over several years, enhance the values of care and compassion.

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	184	152	211
Long Suspensions – 6 to 20 days	28	19	8
Exclusions	20	16	13
Cancellations of Enrolment	8	12	5

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

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

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Townsville State High School embraces the need to reduce its environmental footprint through its electricity and water usage. Staff and students concentrated on reducing unnecessary electricity use through the school. Staff and students took personal responsibility to switch off air conditioners and lights when classrooms were not in use. Staff also made a conscious effort to reduce air conditioner use in days where temperatures and humidity did not require the need for temperature control.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	602,966	315,263
2014-2015	641,039	18,532
2015-2016	595,032	8,273

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

School Funding

School income broken down by funding source

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	70	37	6
Full-time Equivalent	67	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	17
Bachelor degree	53
Diploma	2
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 \$75 970

The major professional development initiatives are as follows:

- Child Protection and Code of Conduct
- QCAA Syllabuses
- Teaching with a Literacy focus
- Quality teaching and learning

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

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

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	80%	80%

*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%.

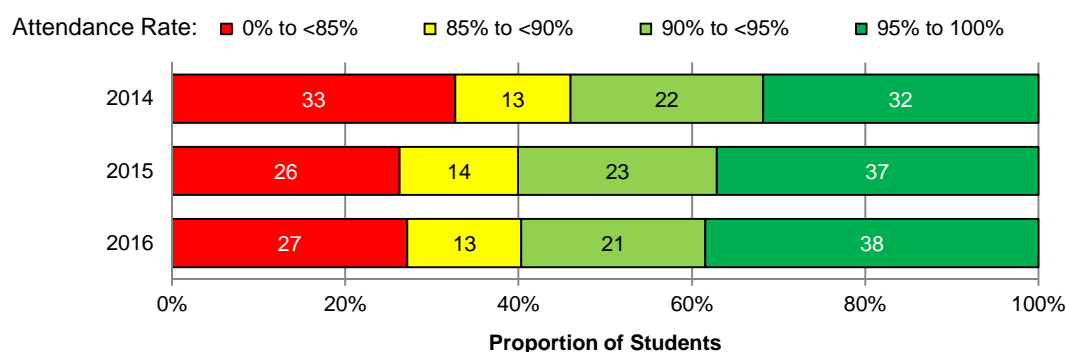
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									87%	87%	83%	85%	90%
2015								90%	87%	89%	87%	87%	92%
2016								91%	86%	86%	87%	88%	90%

*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.

Daily rolls are marked in TAG (Town High Activity Groups) meetings at the beginning of each day. Rolls are also taken in every class and data is uploaded to a database that ensures the school can track students' attendance on a lesson-by-lesson basis. TAG teachers play an important role in following up with students in relation to absences, confirming that absences are explained and referring unexplained or ongoing absences to the Deputy Principals and Rolls Officer for follow up.

NAPLAN

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

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

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SEARCH

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

School 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	87	114	103
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	0
Number of students receiving an Overall Position (OP)	40	42	45
Percentage of Indigenous students receiving an Overall Position (OP)	27%	13%	31%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	7	7	5
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	45	60	57
Number of students awarded an Australian Qualification Framework Certificate II or above.	40	59	42
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	77	112	103
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	68%	69%	67%
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.	92%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	92%	97%

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	5	16	9	4
2015	3	13	13	13	0
2016	10	8	12	14	1

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	5	38	4
2015	2	56	4
2016	31	41	1

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	71%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	75%	68%

* 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.townsvilleshs.qg.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.

Many of Townsville State High School's early leavers leave Townsville with their families. A small number transition to another educational institution or another high school in the Townsville area. For senior students who leave prior to the end of the school year, most transition to full time work where opportunities are presented to them in gaining full time paid work usually derived through work experience situations.

Several students after leaving school early, maintain contact with the school staff who provide supportive advice, as students pursue their chosen career pathways.