



Tannum Sands State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Tannum Sands State High (est. 1998, enrolment around 1000) is located 25 km from Gladstone. Servicing beach and rural areas, the school's motto, 'Creating Our Futures', encapsulates our belief that learning is a creative act, within a school community where students can create positive futures. Our school has high academic expectations and results, an emphasis on self-discipline and pride in uniform. Positive Behaviour for Learning (PBL) is utilised to build a culture of positivity across the school melded with planned support and care. Our key school values are respect, responsibility and excellence. We offer 30 Senior subjects, with strong emphasis on solid middle phase learning, computers and basics. Students can join an instrumental band, strings orchestra, choir, debating, musicals or Eisteddfod and participate in a wide range of sport, camps and community learning, including school based traineeships. Our gifted and talented program offers extended opportunities and accelerated learning. We value home-school partnerships, quality reporting to parents, and easy access by phone or meetings.

Principal's Foreword

Introduction

I am most pleased to present this **School Annual Report** for the 2017 school year. This report contains information for parents and community about our school's journey in 2017 with a focus on student and school performance and be obtained in hard copy by phoning or coming to the school Administration office.

Tannum Sands State High School is a pillar in our local community. The school's culture of high expectations and high achievement is reflected in our school practices and the work of our staff and students. It is from this rich environment that students go forth to create futures for themselves and their own communities of influence.

Key to the success of our school is a strong foundation based on our clear **Key School Values** – Showing **Respect**, Demonstrating **Responsibility** and Seeking **Excellence** – combined with continuous improvement, shared leadership, critical thinking, self-reflection and strong partnerships – student to student, students with staff, parents with teachers and school into the community.

School Progress towards its goals in 2017

In 2017 we sharpened to focus to improve outcomes for each students through

- **PBL (Positive Behaviour for Learning), and**
- **Reading**

While continuing to maintain high expectation and outcomes on all aspects of our improvement agenda (represented in diagram below).



In 2017, we continued our school's improvement journey. Working towards our goals that included:

- Explicit teaching of reading across curriculum through develop of the capacity of our teaching staff and increasing the opportunities for students to read through embedding of reading opportunities in all units of work
- Continue to develop further our teachers' skills in the explicit teaching of literacy, numeracy and higher order thinking through the use of the Master teacher initiative and Numeracy Coach
- Continue our schools Positive Behaviour for Learning (PBL) journey, through recognising the positive behaviours of students and explicit teaching and reinforcement of identified positive behaviours.
- Develop staff capacity in Essential Skills for Classroom management, including training of staff in Classroom Profiling to provide feedback in a peer coaching capacity to continue to develop expertise.
- Continue to review our 7 -10 Curriculum Program to ensure all students are receiving curriculum that is both engaging and compliant with Australian Curriculum
- Continue to develop staff capacity and review our Senior Curriculum structures and Pathways to be ready for new Senior Curriculum
- Developed the skills of our school Leadership team in High Performing teams and implemented structural change to meetings and staffroom feedback.

Future Outlook

Based on feedback received from the school review undertaken in 2017 our Improvement Agenda in 2018 will be focussed on:

- Sharpening and adding depth to our current priority areas to measure impact of key strategies to identify our future priorities in a QSR year.
- Refining and sharpening the development and implementation of PBL.
- By the end of 2018 have developed a whole-school workable model to support students with additional needs including a systematised referral process and case-management processes.
- Resource through Master teacher, Numeracy Coach, Inclusion Coach and Capacity Coordinator support for induction and mentoring of early career and newly appointed teachers.
- Continuing to prepare systemically (structures, processes and resources) and to develop staff capacity for implementation of new QCE in 2019.
- Engage staff members in the alignment of curriculum, assessment and pedagogy through Years 7 – 12.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1087	524	563	52	92%
2016	1024	506	518	60	90%
2017	1030	524	506	76	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The majority of students reside within 5 km, residing in the Tannum Sands and Boyne Island town areas. Some students also travel to the school from the Miriam Vale, Bororen, Benaraby and Calliope rural areas.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	21	22
Year 11 – Year 12	18	17	18

Curriculum Delivery

Our Approach to Curriculum Delivery

The following curriculum was offered to our students in 2017. (*More information about current curriculum can be found elsewhere on our school website*)

Junior School (Years 7 – 9)

Students in Years 7 – 10 studied the Australian Curriculum in English, Mathematics, Science, HPE, History and Geography. Health and Physical Education, Language (Japanese – Year 7, 8 only), Technology (Manual Arts, Home Economics, Computing and Business Education) and the Arts (Music, Drama, Visual Arts) and Sport

Year 10

Year 10 students completed their Junior Schooling program by the middle of Year 10 and then undertook preparation courses for Senior Schooling Subjects across semester 2.



Year 11 and 12

Subjects were offered on six lines, which are arranged to maximise the students' preferences in each cohort. Over thirty subjects were offered in 2017.

Our distinctive curriculum offerings include:

- Through our **well-established, award-winning gifted and talented** program, BSL-Zenith, the provision for students to accelerate and not be limited by a grade step approach. This resulted in students completing Senior subjects early and then accessing University subjects. Students were also selected for **acceleration** in the Junior school, including **subject compaction, grade-skipping** and subject acceleration
- The opportunity for senior students to study in **four off-site industry-based campuses**. These programs have developed through strong partnerships between industry and an alliance of the local State High Schools. We have **campuses** of our school at a **smelter, a powerhouse, a construction firm**

Extra curricula activities

There are too many to name! *Here is a selection!*

- Tour De Chaplain: 100km cycle ride fundraiser in support of Chaplaincy in schools
- State and National Science Forums participants
- Human Powered Vehicles- Maryborough 24-hour recumbent cycle race: over 60 students involved
- National academic competitions
- State Honours Ensemble Program for instrumental students
- Multiple excursions, including camp to North Keppel Island
- Our students continued our proud tradition of volunteering with students leading the GLOBAL DINNER to raise funds for World Vision as part of VGEN, world Visions youth initiative.
- Students raised funds and awareness for the following causes Reef Week Beach clean-up, Bandana Day, Bindaree Nursing Home Christmas parcels, Mc Happy Day, Shave for a cure and White Ribbon (Say no to Domestic Violence) Awareness Day, Australia's Biggest Morning Tea
- Students competing locally and Nationally in a range of competitions including: Write a book in a day, Young Scholars, Big Science, Aurecon Bridge Building, ICAS
- Whole School Musicals.

How Information and Communication Technologies are used to Assist Learning

The school features all teaching spaces with either an **Interactive Whiteboard** or **TV**. Wireless is installed throughout the school which students can access via **BYOD** (Bring your own device) program. In previous years' students were all offered a very affordable **take-home laptop** program and over 70% elected to do so at the time. With many desktops to complement student laptops, our school enables easy access to computers.

All teachers have a laptop. This has enabled extensive professional development to occur for teachers and for students to access learning 24/7 through a personalised device.

Our staff members use "**The Learning Place**", a secure learning environment for Education Queensland staff and students, where teachers can store lessons and resources, conduct secure chat and receive assignment work from students. All this come together to enable students to **learn more effectively using technology**. Some examples include viewing simulations ("learning objects") in class, watching effective speakers off You Tube, storing their assignments and e-mailing drafts, conducting chats and blogs about classwork, using the internet for research, accessing work they have missed via secure sites where teachers have stored resources.

Social Climate

Overview

It is important to us that our students feel **safe and secure** at school.

Each student at our school has a '**family**', called a **House Group**. A House Group consists of around five students from each Year level, together with a House Group teacher, who performs a daily pastoral care role. Twelve House Groups are in turn part of a House, looked after by a House Coordinator. Each year level also has a **Head of Year (HOY)**, who has responsibility for outcomes of attendance, overall behaviour and effort. The intent, where possible, is that the HOY moves with the cohort – staying with the group of students for the 6 years at High school, enabling strong connections of support to be formed between students and families. Each Deputy Principal (DP) has responsibility for support of a section of our school, DP Anna Osborn – Year 7/8, DP Trish Vicary – 9/10 and DP Tarah Vardy -11/12

House Coordinator, HOYs, Guidance Officers, Chaplain, Indigenous Aides, Youth Support Workers and School-Based Youth Health Nurse form the **Student Support Team**, under the guidance of the Deputy Principals. Junior and Senior Support teams meet regularly to discuss and case-manage students in the team's care.

Positive Behaviour for Learning (PBL) is a key strategic priority for our school and is in its early stages of implementation. It is widely supported by staff members. Positive behaviour is acknowledged and recognised through 'gotcha' and positive postcards.

Students are taught about bullying and continually told to **stand up** for their right to feel safe at school, to **report** harassment and **not** to be a **bystander**. Students, or their parents, can also report bullying directly to the chaplain, Guidance Officer, House Group teacher, HOY, DP or favourite teacher – indeed to any member of staff, who are trained to respond.

Reporting includes the reporting of cyber-bullying that occurs at school. A range of **consequences** occurs as a response to bullying – these range from group mediation, contact with families, careful tracking and follow-up, to suspension from school for those who will not desist. **Parent education** is also included, with newsletter articles, information nights and a myriad of information on our website, some of our key strategies. Parents are also welcome to ring the **Principal or Deputy Principal** at any time about bullying.

The school does not tolerate this behaviour and will act on any reported bullying.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	97%	93%	86%
this is a good school (S2035)	97%	90%	68%
their child likes being at this school* (S2001)	97%	86%	72%
their child feels safe at this school* (S2002)	97%	88%	69%
their child's learning needs are being met at this school* (S2003)	94%	88%	78%
their child is making good progress at this school* (S2004)	96%	88%	81%
teachers at this school expect their child to do his or her best* (S2005)	97%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	87%	83%
teachers at this school motivate their child to learn* (S2007)	87%	82%	81%
teachers at this school treat students fairly* (S2008)	82%	77%	68%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%	91%
this school works with them to support their child's learning* (S2010)	94%	88%	75%
this school takes parents' opinions seriously* (S2011)	94%	79%	62%
student behaviour is well managed at this school* (S2012)	74%	58%	34%
this school looks for ways to improve* (S2013)	93%	90%	64%
this school is well maintained* (S2014)	95%	95%	84%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	93%	88%
they like being at their school* (S2036)	95%	90%	75%
they feel safe at their school* (S2037)	97%	89%	86%
their teachers motivate them to learn* (S2038)	90%	88%	78%
their teachers expect them to do their best* (S2039)	97%	96%	91%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	89%	90%	80%
teachers treat students fairly at their school* (S2041)	82%	82%	67%
they can talk to their teachers about their concerns* (S2042)	79%	73%	59%
their school takes students' opinions seriously* (S2043)	78%	74%	63%
student behaviour is well managed at their school* (S2044)	83%	64%	53%
their school looks for ways to improve* (S2045)	95%	93%	83%
their school is well maintained* (S2046)	97%	93%	80%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	97%	88%
they feel that their school is a safe place in which to work (S2070)	91%	98%	92%
they receive useful feedback about their work at their school (S2071)	80%	88%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	77%	72%
students are encouraged to do their best at their school (S2072)	91%	98%	95%
students are treated fairly at their school (S2073)	88%	93%	92%
student behaviour is well managed at their school (S2074)	52%	60%	54%
staff are well supported at their school (S2075)	67%	80%	66%
their school takes staff opinions seriously (S2076)	65%	77%	71%
their school looks for ways to improve (S2077)	90%	96%	92%
their school is well maintained (S2078)	85%	91%	78%
their school gives them opportunities to do interesting things (S2079)	81%	90%	82%

* 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 **home-school partnership** is crucial to us. We emphasise teachers ringing home about behaviour, attitude or work issues that arise. In turn, we strongly encourage parents to ring the school about concerns, confusion, questions, suggestions or compliments.

Increasingly, parents can assist at home, as their students use school-organised **websites**, such as IXL-Maths, which give access to on-line learning, revision and tutorial assistance.

Parents are represented on our PBL Committee, which meets fortnightly and contributes to enhancement of the Positive Behaviour for Learning Environment

We have an active **Parents and Citizens Association** that we regularly consult on policy matters, and that in turn, provides constructive feedback on all aspects of school life via their monthly meetings.

School reports are emailed home to parents at the end of term 1 and at the end of each semester. These are written to *students*. Two parent-teacher interview evenings were held – we call them **Student-Parent-Teacher Conferencing** – and many **other parent information evenings** e.g. Subject Selection, Tertiary Education and Helping with Literacy.

Parents are also involved in Year 10 students' **Senior Education and Training (SET) Plans**, via the opportunity to meet one on one with a teacher to discuss goals and plans for the senior years.

Our school has a very **informative website** with information for parents including enrolment enquiries, whom to contact about issues, newsletters, key staff members, a calendar, assistance re cyber-bullying and lots more!



Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, positive, respectful and healthy relationships. A range of whole year levels opportunities focus upon personal safety and awareness. *Brainstorm* Productions presented, "Verbal Combat," to the students in years 7, 8 and 9. Explicit lessons were taught in Life skills lessons both pre and post presentation. Verbal Combat focussed upon the safety issues pertaining to digital devices and the bullying that also occurs via these devices. Year 10 students participated in the "LOVE BITES" programme. This program is run by Co-ordinated Community Response to Domestic and Family Violence and in conjunction with local police and community support agencies. It focuses on topics such as respectful relationships and sexual assault. Another program delivered was the Bullying NO WAY campaign. This initiative is led by our student council. A whole day was devoted to this key message across the entire school population and focussed on "being nice" to each other to promote positive healthy relationships. As part of the Matthew Stanley Campaign, a father of a 'one punch' victim delivered key messages to our senior students. During HPE lessons in years 7, 8 and 9, the curriculum is utilised to embed the teaching of healthy and respectful relationships with a focus on understanding yourself and promoting positive relationships. All of these programs aimed to develop students' knowledge and skills to be able to resolve conflict without violence and recognise, react and report when they or others, are unsafe.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	95	145	230
Long Suspensions – 11 to 20 days	2	1	6
Exclusions	2	9	7
Cancellations of Enrolment	12	2	10

Environmental Footprint

Reducing the school's environmental footprint

We reinforce **careful stewardship of resources** e.g. sharing of data about electricity usage with all staff; using air-conditioners during terms 1 and 4 only. Solar panels are installed on our Science Block to enable students to learn about energy use and to return electricity to the grid. The School is an active participant in the Reef Guardian Schools' Program.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	484,888	
2015-2016	95,747	19,140
2016-2017	93,198	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	84	44	<5
Full-time Equivalents	81	31	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	20
Bachelor degree	60
Diploma	2
Certificate	

*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 2017 were \$94500

The major professional development initiatives are as follows:

- Literacy – Reading: Pat Hipwell (consultant) providing whole staff and group PD, including supporting planning for reading in lessons and Instructional Rounds to give and receive feedback on pedagogy;
- Classroom Profiling Training
- STEM Training
- QCAA Curriculum workshops and panel training
- QCAA SATE Training
- VET Training
- State Principal's Conference
- Deputy Principal's Conference
- HOSES Conference
- BM Conference
- EQI International Conference
- Gifted and Talented Conference
- Master Teacher Training
- Numeracy Training: NAPLAN
- Annual Cleaners' Training
- Senior First-Aid and Advanced Resus Training
- WHS Training
- Certificate IV Training and Assessment
- Certificate II Self-Awareness
- Coaching Accreditation
- Conoco Phillips Science Experience
- HPT (High Performance Teams) for School Leadership Teams
- Leading where you are Training (BM and A03)
- Growth Coaching for Principal
- Asthma Foundation Training
- Mandatory Training including Code of Conduct, Student Protection

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff were retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	86%

*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 2017 for all Queensland Secondary schools was 90%.

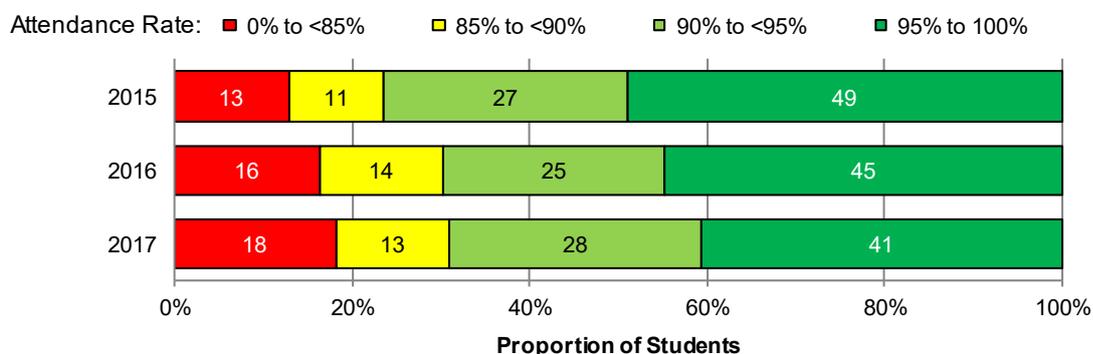
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								94%	93%	91%	92%	92%	94%
2016								94%	91%	90%	89%	92%	93%
2017								92%	91%	91%	89%	91%	93%

*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 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.

Rolls are marked in the morning by House Group teachers and subsequently by class teachers in each lesson using IDAttend. From the House Group roll marking, absences are entered into ID Attend (database) and an absence report produced. Participating parents are advised electronically (text message) about unexplained absences.

The report is circulated to staff and followed up by Heads of Year to establish or rule out truancy.

"Same day notification" is our process for all students. For students in Out of Home Care additional measures apply such that carers are notified by phone during the day as well, should a student in this situation be marked absent and is not able to be located within the school.

Each House Group teacher monitors student attendance and where attendance issues arise, parents are contacted.

Formal letters are sent fortnightly to request explanations from parents for students who have unexplained absences. Heads of Year follow these up (for unexplained absences of fewer than 10 days; by Deputy Principals for 10+ days). For students with extended absences or patterns of absence, formal compliance procedures (Enforcement of Attendance) are initiated. Support staff are utilised for cases that are more complex.

Our school attendance target (94%) is regularly communicated to students and parents, with "year to date" data appearing in our newsletter and on student parades. This helps to keep the message "up front" that... EVERY DAY COUNTS

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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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	2015	2016	2017
Number of students receiving a Senior Statement	164	139	171
Number of students awarded a Queensland Certificate of Individual Achievement.	0	4	1
Number of students receiving an Overall Position (OP)	78	70	81
Percentage of Indigenous students receiving an Overall Position (OP)	40%	11%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12	6	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	91	93	128
Number of students awarded an Australian Qualification Framework Certificate II or above.	73	83	106
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	151	134	170
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	90%	89%	88%
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.	79%	80%	74%
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.	97%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	97%	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
2015	19	20	23	13	3
2016	9	26	21	13	1
2017	13	28	19	20	1

As at 14th February 2018. 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
2015	59	68	11
2016	62	80	5
2017	86	96	31

As at 14th February 2018. The above values exclude VISA students.

Students at Tannum Sands State High School have access to a range of VET qualifications throughout their Senior Phase of Learning. Certificate I in Business, IT, Engineering and Construction offer students in Year 10 and 11 the opportunity to develop entry-level skills in related vocations. Certificate II and III qualifications in Business and Tourism, Manufacturing and Mechanical, Hairdressing and Beauty, Health and Fitness provide specialized pathways for students in year 11 and 12.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	75%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	100%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.tannumshs.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.

The majority of early school leavers in year 10 and 11 move into employment or transfer to non-government or interstate schools. Students who are identified as being at risk of disengagement due to attendance, effort and behavior are supported by a team of Year Level Coordinators, Guidance Officers, Youth Support Coordinators, Chaplains to re-engage at school or transition to another school, employment or training.