

Tara Shire State College

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Established in 1912, Tara Shire State College offers a seamless education from Prep to Year 12 in a co-educational setting located in the Western Downs Region. The College curriculum framework offers a diverse and rich education to students in the early, middle and senior phases of learning.

A special education program supports students with a disability by providing individualised education plans which address academic needs and lifeskills. Embracing the ethos of positive behaviour, the college emphasises values education through weekly social skilling lessons. Thanks to local community support, approximately one-third of senior students undertake a school-based apprenticeship or traineeship across a broad range of industries.

All students benefit from a range of extra-curricular activities, including sport, instrumental music, agriculture, camps and eisteddfods. Our TAD (Tara Athlete Development) program is a signature extra-curricula program which has produced 14 regional sporting representatives in 2018.

Our college values a strong relationship with our neighbouring small schools and we are involved in many curricula and extra curricula activities with them.

## School progress towards its goals in 2018

The 2018 Tara Shire State College Annual Report provides families and the broader community with a snapshot of the achievements of the College over the past year, and plans for the future for 2019 and beyond.

The college is proud to acknowledge the following achievements in 2018:

### **Implement Australian Curriculum and QCAA subject across the college**

*\*100% of students achieved QCE or QCIA*

*\*100% of Aboriginal and Torres Strait Islander students achieved QCE or QCIA*

### **Embed consistent pedagogical practices across the college**

*\*100% teachers engaged in collaborative planning and differentiation planning.*

### **Teachers employing high quality, evidence based teaching practices focused on success for every student**

*\*100% of primary class teachers and 100% of English secondary teachers had a co-constructed learning wall to support student learning in their classrooms.*

### **Improve student services for all students**

*\*Established a Student Services model to support students requiring curriculum and well being support*

### **Learning engagement:**

#### **Students engaging and learning, achieving and successfully transitioning**

*\*School developed a clear action plan for inclusion across the college including strategies to successfully transition students to mainstream classes in English, Maths and Science.*

## **Positive Parent and Community Engagement:**

*\*Co-constructed a draft plan for the P&C to align with the school's AIP focused on support in key areas of Health and physical education, Science and Instrumental music.*

*\*Drafted an engagement plan incorporating class representatives program, to be commenced during 2019.*

All school staff work proactively with the school community to support improved student learning opportunities

*\*Staff are actively involved in promoting student learning through the Western Downs programs of shire library, services and ceremonies, Tara Show (including our horticulture centre)*

*\*The college has an active role with community organisations such as the Neighbourhood Centre, Cadets for emergency services and scout groups.*

Develop a positive culture where as the community believes in the college

*\*The community looks to the college to lead events including items for Camel Races / Cultural Festival, services such as ANZAC Day and Remembrance Day.*

## **Future Outlook**

Our 2019 explicit improvement agenda is focused on the following school priorities:

### **“Believe, Achieve, Succeed”**

*\*Improvement in every student's reading performance*

*\*Improvement in LOA achievement in English, Mathematics and Science to 80% or higher achieving at least a C.*

*\*Implementation of the Australian Curriculum*

*\*Consistent practice in providing a safe and supportive learning and teaching environment*

Continue to reinvigorate the Tara SSC **Positive Behaviour for Learning (Tier 2)** program through an explicit focus on:

- Use of data to inform practices
- Consistent behaviour and learning practices across the college
- Teaching of expected behaviours
- Positive Rewards System
- Student Mental Health
- Link to the Student Services and Case Management Team

Develop a **feedback culture** through Instructional Leadership through the following drivers:

- Class Profiling
- Coaching/Mentoring
- Teach the Teacher
- Watching Others Work
- Quality Teaching and Learning suite of resources

This improvement aligns with the regional charter for improvement, which is as follows:

**CAPABILITY DEVELOPMENT:** Leaders focus on the development of individual and collective competencies for school improvement

**COLLABORATIVE WORK:** Collaboration rests on a moral imperative to improve teaching in order to improve learning

**CONSISTENCY OF PRACTICE:** Leaders and teachers invest in processes and practices that build consistency and clarity of expectations, including making time and resources available for planning, sharing, observing and feedback.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	398	359	354
Girls	200	186	185
Boys	198	173	169
Indigenous	81	63	69
Enrolment continuity (Feb. – Nov.)	82%	84%	87%

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

#### Overview

Tara Shire State College is located in a small rural area two hours from Toowoomba. Students live in town, on rural properties or on small acreage.

For many students at the College, their home lifestyle and the social factors have a significant impact on their schooling with some students unprepared to commence schooling in their prep year and/or not coming to school ready to learn every day. Regular attendance is an issue for a number of students.

Over half of the student population travel to school by bus which limits opportunities for before and after school programs and extra-curricular opportunities.

The College has a Special Education Program known as the Maximising Achievement Program (MAP) with 10% of the population currently enrolled in MAP including some students in the Early Childhood Development Program (ECDP).

We currently support 40% of our student population in a responsive student support programs across the college from Prep through to Year 12.

20% of the student population identify as Aboriginal and/or Torres Strait Islander.

## Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	14	14
Year 4 – Year 6	16	18	14
Year 7 – Year 10	15	15	15
Year 11 – Year 12	15	12	8

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

***Each student has the opportunity to complete their 13 years of schooling at the one school.***

Australian Curriculum

QCAA Authority Subjects

Significant opportunities in VET and School-based Apprenticeships and Traineeships (some of which we access in neighbouring larger centres at college expense)

PIPPAS – Parents in Pre-school Program at School.

Strong commitment to Learning Support (Introduction of Learning support in Junior and Senior Secondary in 2019)

Strong Agriculture program.

On-line Virtual Schooling provision for Yr 11 & 12 Authority Subjects (School of Distance Education)

Systemic and School Based Standardised Assessment Programs

School based programs to support Pastoral Care

### Co-curricular activities

The following Enhancement and Enrichment Programs are offered to our students throughout the school year.

*Instrumental Music*

*Impact Writing*

*Optiminds*

*Camps and Excursions*

*Student Leadership*

*Premiers Reading Challenge*

*Readers Cup*

*Dynamic Deadly*

*Robotics*

*Art Club*

*Careers Counselling*

*ICAS*

*Tara SSC, Tara and District and South West School Sport*

*Book Week Parade*

*Wonder of Science*

*STEM*

*Agricultural Shows-Cattle*

*Agricultural Show- School Work, Art, Craft and Cooking*

*Coding workshops*

## How information and communication technologies are used to assist learning

In 2018 at Tara Shire State College saw the college continue to invest heavily in ICTs and a year when students and teachers dramatically increased their engagement with technology. With the improvements with internet bandwidth, wireless connectivity, iPads for classrooms, desktops in upper primary classrooms and renewing the fleet of secondary laptops, ICTs was a focus to ensure students were accessing that latest technology to support their learning.

Students and teachers were able to engage with a number of online software programs to support literacy and numeracy development **including co-writer (a program to support the transcript of assignments)** The college consolidated its use of the PAT online testing program, thus allowing teachers to gain data on their students much sooner and develop learning programs for students.

In 2019, our college will complete NAPLAN testing in Year 3, 5, 7 and 9 via online platforms.

Other successes with ICTs assisting learning included:

*\*An increase was seen in teachers using digital learning spaces including eLearn Blackboard and EdStudios*

*\*Teachers are engaging in professional development in use of iSee platforms for professional development in 2019.*

*\*Teachers across the school implemented classroom communities that opened communication channels with parents in online environments*

*\*Teachers were supported with Professional Development*

*\*School introduced a Facebook page to improve the prompt communication with parents and the community focused on providing information and promoting success within the college.*

## Social climate

### Overview

Tara SSC is committed to providing a safe and supportive environment in which all students can strive to reach their full potential. The social climate of the school is characterised by a wide variety of school support processes for students. Our college climate is continually improving with the development of more intentionally inviting classrooms and learning environments. The staff of the college recognises the need to have high expectations, engaged learning and focused teaching in their classrooms and with this comes a dynamic curriculum that caters for the wide variety of students that attend our college.

### 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)	46%	88%	80%
• this is a good school (S2035)	38%	88%	80%
• their child likes being at this school* (S2001)	69%	88%	80%
• their child feels safe at this school* (S2002)	69%	88%	80%
• their child's learning needs are being met at this school* (S2003)	54%	88%	80%
• their child is making good progress at this school* (S2004)	62%	88%	60%
• teachers at this school expect their child to do his or her best* (S2005)	85%	94%	80%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	50%	88%	80%
• teachers at this school motivate their child to learn* (S2007)	69%	88%	80%
• teachers at this school treat students fairly* (S2008)	46%	88%	80%
• they can talk to their child's teachers about their concerns* (S2009)	85%	94%	80%
• this school works with them to support their child's learning* (S2010)	69%	88%	80%
• this school takes parents' opinions seriously* (S2011)	54%	88%	75%
• student behaviour is well managed at this school* (S2012)	23%	63%	80%
• this school looks for ways to improve* (S2013)	46%	94%	80%
• this school is well maintained* (S2014)	62%	94%	80%

\* 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)	83%	85%	82%
• they like being at their school* (S2036)	85%	82%	78%
• they feel safe at their school* (S2037)	82%	77%	70%
• their teachers motivate them to learn* (S2038)	90%	94%	87%
• their teachers expect them to do their best* (S2039)	93%	95%	92%
• their teachers provide them with useful feedback about their school work* (S2040)	81%	88%	85%
• teachers treat students fairly at their school* (S2041)	78%	79%	79%
• they can talk to their teachers about their concerns* (S2042)	76%	81%	70%
• their school takes students' opinions seriously* (S2043)	77%	80%	74%
• student behaviour is well managed at their school* (S2044)	51%	59%	56%
• their school looks for ways to improve* (S2045)	91%	90%	82%
• their school is well maintained* (S2046)	79%	88%	75%
• their school gives them opportunities to do interesting things* (S2047)	86%	86%	83%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	96%	90%
• they feel that their school is a safe place in which to work (S2070)	79%	94%	76%
• they receive useful feedback about their work at their school (S2071)	79%	88%	79%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	88%	93%
• students are encouraged to do their best at their school (S2072)	90%	100%	92%



Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	80%	88%	76%
• student behaviour is well managed at their school (S2074)	37%	73%	51%
• staff are well supported at their school (S2075)	65%	88%	73%
• their school takes staff opinions seriously (S2076)	77%	94%	76%
• their school looks for ways to improve (S2077)	90%	98%	94%
• their school is well maintained (S2078)	88%	90%	90%
• their school gives them opportunities to do interesting things (S2079)	88%	90%	86%

\* 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 importance of parents and teachers working together is strongly supported throughout the College. We believe that when parents express confidence and are involved in the College, their children are more likely to be happier and perform better in the classroom. The college staff have worked hard to maintain and create many positive relationships with parents and community members.

The QParents App continues to support the connection with parents as the improved use of this app most frequently to register absences, change details and pay invoices. The introduction of the school Facebook page in early 2019 is designed to support families with improved communication and celebrating of key events and achievements.

The following are some of the ways that parents are invited to be active participants in their child's education:

- Parent/Teacher meetings
- Classroom/College volunteer programs
- College Introduction meetings
- P&C Meetings
- P&C social functions
- Assemblies
- Parent Education sessions
- Class celebrations of learning
- Guest Speaker evenings
- Communication – newsletters, website, Facebook

## Respectful relationships education programs

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

The college used a number of staff and local support agencies to reinforce respectful relationships programs in across the college.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. We continue to strive to support students through a variety of issues through our links with outside agencies and support groups such as Act for Kids, Family and Child Connect.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	151	122	138
Long suspensions – 11 to 20 days	15	12	5
Exclusions	5	4	0
Cancellations of enrolment	7	5	4

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

Tara Shire State College is committed to reducing its environmental footprint and, consequently, has taken the following action:

- Regularly reinforcing with staff the need to switch appliances off when not in use and keep windows closed when using air conditioning
- Ensuring that air conditioners are kept at 24°
- Investigating programs through our agriculture programs
- In 2019, we will investigate alternative energy sources to power our agriculture centre.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	180,885	273,411	170,095
Water (kL)	5,487	9,033	3,802

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	38	29	<5
Full-time equivalents	37	23	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	1
Bachelor degree	37
Diploma	1
Certificate	0

\*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 \$34 978

We expended \$1 733 on the beginning teachers program in 2018.

The major professional development initiatives are as follows:

- Principal Professional Learning Communities and Conferences
- Reading & Explicit Instruction
- Positive Behaviour for Learning
- Classroom profiling training
- Essential Skills for Classroom Management
- QSA Curriculum Workshops & QCE Regional PD
- SATE preparations
- VET-updated industry currency
- PD supporting the embedding of the Pedagogical Framework – Teaching of reading, moderation facilitating and coaching and feedback
- First Aid training

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.	98%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 70% 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 P-10/P-12 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	85%	87%	85%
Attendance rate for Indigenous** students at this school	81%	85%	77%

\* 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	85%	88%	87%
Year 1	85%	87%	84%
Year 2	87%	89%	89%
Year 3	81%	90%	88%
Year 4	86%	85%	88%
Year 5	92%	91%	88%
Year 6	89%	91%	91%

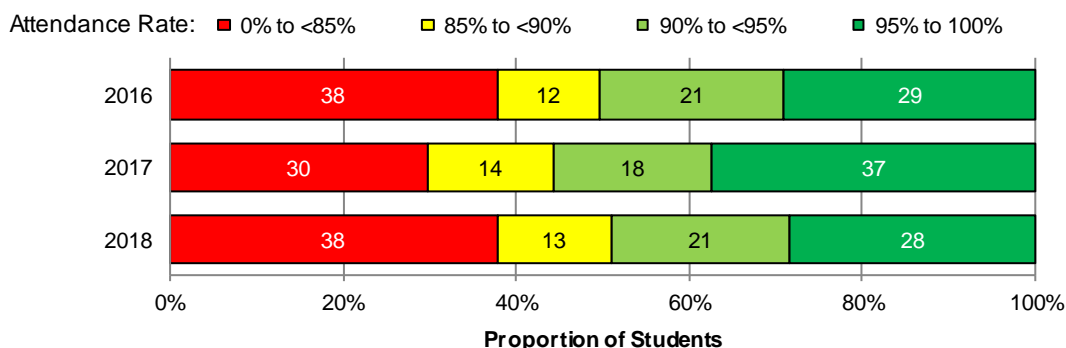
Year level	2016	2017	2018
Year 7	90%	89%	92%
Year 8	84%	86%	80%
Year 9	81%	83%	79%
Year 10	83%	83%	81%
Year 11	80%	82%	74%
Year 12	85%	84%	76%

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.

Rolls are marked in the morning and afternoon in the primary school and in the morning and each lesson in the secondary school.

The school uses OneSchool to mark the rolls electronically.

Teachers and office staff monitor student attendance. The college has attendance reward programs to reward 90% or above and 100% recipients.

An Attendance Officer is employed every morning to contact parents regarding unexplained absences and to ensure that rolls are marked accurately and appropriate procedures regarding extended absences are followed. This includes advising parents, by phone or in writing, of their legal obligations regarding school attendance.

## 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](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	28	22	22
Number of students awarded a QCIA	1	0	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	24	21	18
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%

Description	2016	2017	2018
Number of students who received an OP	10	3	8
Percentage of Indigenous students who received an OP	17%	0%	100%
Number of students awarded one or more VET qualifications (including SAT)	27	22	21
Number of students awarded a VET Certificate II or above	15	15	15
Number of students who were completing/continuing a SAT	2	2	2
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	40%	0%	38%
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	96%	100%	95%
Percentage of QTAC applicants who received a tertiary offer.	83%		67%

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	0	0	0
6-10	1	0	0
11-15	3	0	3
16-20	6	3	4
21-25	0	0	1

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	26	22	21
Certificate II	15	14	14
Certificate III or above	1	2	2

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, Tara Shire State College offered several Vocational Education and Training courses as the Registered Training Organisation.

These courses were BSB10115 Certificate I in Business, BSB20215 Certificate II in Business, ICT0115 Certificate I Information Digital Media Technology and AHC10210 Certificate I in Agrifood.

Tara Shire State College has achieved 100% completion rate for all students enrolled in a certificate courses.

Courses in Certificate II – Engineering will be offered to students through Dalby campus in 2019.

## 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	78%	69%	62%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	83%	36%	40%

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.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Students who are at risk of not completing Year 12 are supported by the college's Student Services Team, which consists of the Guidance Officer, Transition & Attainment Officer, Youth Support Worker and Senior Secondary Deputy Principal.

Some students find alternate pathways in employment, particularly in trade based fields. Other students leave to continue with further options in the workforce.

### 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.tarashiresc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>