



Tropical North Learning Academy - Smithfield State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Tropical North Learning Academy - Smithfield State High School is a high performing academic school with a co-educational cohort of 1130 students. The fundamental principles of learning at Smithfield State High School are based on high expectations, a disciplined and caring environment and quality outcomes for all students. At the Tropical North Learning Academy Smithfield State High School we are in the business of changing lives, by giving each and every student the best possible chance for success in school and future success in life. Through the Tropical North Learning Academy (TNLA) partnership we work closely with Trinity Beach State Primary School, James Cook University, our affiliate primary schools (Yorkeys Knob and Caravonica) and other significant partners, to drive an improvement agenda allowing us to turn our vision into reality.

We have an academic alliance with James Cook University (JCU), through which we run academy classes specialising in successful university preparation and academic excellence. Our junior school offers core subjects in line with the National Curriculum, complimented by a range of creative electives. We have a strong focus on National Standards in literacy, numeracy and the crucial 21st century skills of critical thinking, communication, creativity, collaboration, character and citizenship. We develop these through our Literate Graduate program. The school also has a commitment to inclusivity and success for all students. Our senior school offers an extensive range of Overall Position-OP (general) subjects with 55% of our students being eligible for university studies. This is complemented by a first class vocational education program. We are one of a handful of schools offering high quality Information Technology courses with our Certificate IV in Screen and Media and Internet of Things Engineering course codesigned with JCU. The school has Academies of Excellence in Jazz and Contemporary Music, Soccer and Netball, as well as our JCU Academies. We are located 15 minutes north of Cairns and only 2 minutes from James Cook University. Smithfield has an outstanding reputation in extracurricular activities including our own 'Coast FM' radio station. All this enables Smithfield State High School to aspire to our vision: "Aspiration, Belief, Motivation, Success."

School progress towards its goals in 2018

Improvement Priority 1 – Literacy & Numeracy

Priority	Strategy	Targets	Outcome
Improve Year 9 U2B outcomes in Writing & Reading.	Continue to use Critical Friend, Alison Davis, to build teacher capacity in explicit teaching of writing/reading.	U2B Writing > 13% Reading > 18%	10.2% 21.9%
Improve Year 7 & 9 U2B outcomes in Numeracy.	Employ and utilise a mathematics/numeracy coach to work closely with the HOD Mathematics and other school coaches to enhance the mathematics pedagogy/teaching through targeted numeracy classes and mathematics lessons.	U2B Numeracy Year 7 > 30% Year 9 > 15%	19.5% 21.4%
Improve Levels of Achievement (LOA) C or better in mathematics Year 7-10.		LOA C or better > 80%	87.8%

Summary

Reading target was exceeded, with a best ever U2B result
Writing target not met, with similar results from 2017
Numeracy U2B results in Year 9 achieved
Mathematics LOA-C or better Year 7-10 achieved

Improvement Priority 2 – Learning Support Framework 7 - 12

Priority	Strategy	Targets	Outcome
Improve A-C results for all students.	All faculties use the Learning and teaching Cycle to collaboratively plan, teach, assess, moderate, report and review units of work. Support framework resourced and implemented to enable individual tracking and support intervention to occur	A-C Results > 95%	93%

Summary

School improvement in A-C school results target not met, but a 1% improvement from 2017.

Improvement Priority 3 - Literate Graduate Skillset

Priority	Strategy	Targets	Outcome
Build the '6Cs' into faculty units of work so they can be explicitly taught.	Lead HOD workshops all HODs re Literate Graduate Skillsets HODs critique and amend at least one unit of work	All faculties have at least 1 unit of work aligned to 6Cs	Achieved
School leaders develop a strategic plan and key deliverables matrix for literate graduate program.	Create a Year 7-12 Literate Graduate Framework.	Year 7-12 Literate Graduate Framework created.	Achieved

Summary

The development of the Literate Graduate Skillset Plan will guide our future work in this space. We are working with significant community partners to enable our students to exit with legitimate global skillsets.

Improvement Priority 4 - Innovation Practices

Priority	Strategy	Targets	Outcome
Increase use of Makerspace across faculties, embed courses in Philosophy, Internet of Things (IoT), Sustainability & Entrepreneurship.	HOD Innovations to lead embedding of these subjects into junior curriculum	IoT course Year 7 taught	Achieved
Develop a Year 5-9 curriculum plan around (IoT), Philosophy in Action (PIA), Environment and sustainability (E&S), Young Entrepreneurs (YE)	Student are taught IOT,PIA, E&S and YE	75% school faculties use Makerspace	> 55% Progressing
		100% of students engaged in PIA course >25% students Year 7-9 engaged in E&S and YE courses	Year 7-9 PIA Achieved Achieved
Realign the Junior and Senior Academy classes to lead embedding of the 21 st century skills and pedagogies	Develop strategic plan and key deliverables for academies junior and senior.	All academy classes.	Achieved

Summary

The school continues to develop a range of highly innovative learning programs for students that meet the needs of their future schooling and lives after school.

Improvement Priority 5 – Growth of the Tropical North Learning Academy

Priority	Strategy	Targets	Outcome
Use TNLA partnership to drive capability development of school leaders.	Principals engage within and across school professional learning workshops for classified officers.	Within school professional learning workshops minimum 4 a term	Achieved
		Cross sector 1 a semester	Achieved
Engage in Regional Programs- Global Tropics Future and Solid Pathways	Program managers develop 2018 key deliverables. Longitudinal targets/goals developed for Solid pathways similar to GTF	>10 schools enrol in Solid Pathways	Achieved 16 schools

Summary

The Tropical North Learning Academy continues to grow and the cross sector partnership is strengthening.

Future outlook

The focus for the immediate future is on delivering the vision of *changing lives*. Into 2019 and beyond the school will continue to pursue ongoing school improvements in student engagement, literacy graduate skillset, literacy (Reading and Writing) and numeracy, student development, and optimising performance and participation through innovative practices and the growth of the Tropical North Learning Academy.

Our Literacy focus will involve the school continuing to work with our critical friend Alison Davis to lead improved outcomes in reading and Writing in year 7-9. Our critical friend and school coaches will build teacher skills in explicitly teaching reading and writing. Our focus will be to put students in the drivers seat by using the school wide editing strategy to improve writing. Numeracy will focus on identifying students who are at risk of not leaving school numerate. This will include reconfiguring how these students are identified, adopting direct instruction models of intervention and instruction.

Other priorities include:

- continue the improvement in A – C results through personalised tracking and intervention of student success
- embed the Literate Graduate Key Deliverables
- act as a catalyst across the Cairns northern suburbs coalition of schools to drive connected, seamless education from “prep to PHD and all you can be”.

In 2019, our school will review our policies, procedures, operations and progress which will help shape the next phase of our four year strategic plan.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1056	1003	1121
Girls	480	454	533
Boys	576	549	588
Indigenous	107	96	116
Enrolment continuity (Feb. – Nov.)	88%	88%	91%

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

TNLA Smithfield State High School holds consistent student numbers across all year levels ranging between 145 – 225 students in each year level. The outstanding school culture at TNLA Smithfield State High School is predicated on the diversity of its school population. Tolerance of others and an appreciation of difference has contributed wonderfully to a harmonious school culture where students from many different cultures and religions are welcomed into the school. Whilst the language of instruction is English, students who come from all corners of the Earth make up the school's student population. In addition to this there are approximately 11% of the student body who identify as being Aboriginal or Torres Strait and approximately 3% of the student population receive support in EALD. We also have an International Student Program which includes students from countries such as Papua New Guinea, Japan, Italy Germany and Switzerland to name a few. The socio-economic representation is diverse and the *My School* website provides the following information.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	24
Year 11 – Year 12	19	18	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

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

Our distinctive curriculum offerings that distinguish TNLA Smithfield State High School are:

- Philosophy in Action - developing and engaging young minds through critical thinking
- University Academies in conjunction with James Cook University
- Jazz and Contemporary Music Academy
- Soccer and Netball Academies
- Certificate III/IV specialization in Allied Health, Early Childhood Educations Services, Care & Disability Individual Support, Screen & Media, Fitness
- Language programs French (including French Immersion Program)

Co-curricular activities

- Camps and overseas excursions
- Performance - Stage and Concert Bands (Gold and Silver medals at Fanfare), Dance, Performing Arts Night
- School based Radio Station 101.9 Coast FM
- Leadership Program across all year levels
- Academic - subject competitions and excursions

How information and communication technologies are used to assist learning

Tropical North Learning Academy Smithfield State High School has been and will continue to be a leading school in the use of ICT's to enhance learning. We have a forward thinking and innovative culture in this area. There are four key areas to our ICT vision for teaching and learning;

1. Working Digitally - our focus here is to create a highly efficient and effective ICT working environment for staff and students. This includes the use of Virtual Learning spaces, Team Sites, Share Points and the creation of a 21st Century Library
2. Developing Professionals - the school offers extensive professional development for staff to assist them in engaging learners through ICT's. There is Professional Development offered to school leaders, staff are expected to attain a Pedagogical License and a school e-learning team offers regular Professional Development sessions for staff
3. Enabling Learners – the school has embarked upon a BYOX (bring you own device program), commencing in Year 7, with access across all year levels. This is supplemented by:
 - 4 designated computer laboratories including a “Mac Lab”

- 2 Technologically Enhanced Active Learning (TEAL) classrooms
 - 4 classroom laptop trolleys
 - Library computers for individual research
 - laptops to supplement the BYOX program
4. Harnessing Digital Platforms - in this area the school is committed to maintaining a high quality network with wireless internet capability. All servers and ICT hardware are kept up to date and serviced regularly. The school has four high tech computer laboratories, including a MAC laboratory for the Arts faculty.

Social climate

Overview

We are proud to be a school with traditional values that focus the school, students and staff on providing the education and the boundaries that enable our young people to transition into adulthood. This occurs within a firm behaviour management plan that is strongly endorsed and approved by both the P&C and School Council.

We are proud of our high standards of behaviour and presentation and believe that these elements provide a foundation for high performance. Students are encouraged to take pride in their school, uniform, presentation and individual self-worth.

TNLA Smithfield State High School prides itself on having an all-inclusive education for all students. We have a wide range of support across the school including:

- Literacy and Numeracy Support Program
- Focus on positive attitude and perceptions through Habits of Mind
- Specific "Speak Up and Speak Out" with a Cyber Safety emphasis, bullying program
- Responsible Behaviour Plan enacted through our Positive Behaviour for Learning Processes and Procedures
- Empowerment and Support Team including; Chaplain, School Based Police Officer, Community Education Officer, Guidance Counsellor and School Based Youth Health Nurse
- Inclusive practices, including designated programs for students with disabilities
- Student leadership groups in all year levels including Indigenous Student Leaders

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)	81%	91%	94%
• this is a good school (S2035)	83%	84%	93%
• their child likes being at this school* (S2001)	89%	85%	86%
• their child feels safe at this school* (S2002)	92%	91%	90%
• their child's learning needs are being met at this school* (S2003)	84%	84%	88%
• their child is making good progress at this school* (S2004)	86%	93%	89%
• teachers at this school expect their child to do his or her best* (S2005)	98%	96%	96%

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)	84%	86%	89%
• teachers at this school motivate their child to learn* (S2007)	83%	80%	80%
• teachers at this school treat students fairly* (S2008)	80%	78%	80%
• they can talk to their child's teachers about their concerns* (S2009)	90%	83%	94%
• this school works with them to support their child's learning* (S2010)	83%	85%	96%
• this school takes parents' opinions seriously* (S2011)	83%	81%	92%
• student behaviour is well managed at this school* (S2012)	78%	83%	77%
• this school looks for ways to improve* (S2013)	90%	83%	96%
• this school is well maintained* (S2014)	95%	94%	93%

* 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)	91%	95%	95%
• they like being at their school* (S2036)	91%	84%	91%
• they feel safe at their school* (S2037)	95%	91%	91%
• their teachers motivate them to learn* (S2038)	83%	88%	88%
• their teachers expect them to do their best* (S2039)	97%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	84%	86%
• teachers treat students fairly at their school* (S2041)	67%	70%	74%
• they can talk to their teachers about their concerns* (S2042)	61%	69%	72%
• their school takes students' opinions seriously* (S2043)	65%	73%	77%
• student behaviour is well managed at their school* (S2044)	71%	67%	66%
• their school looks for ways to improve* (S2045)	94%	91%	93%
• their school is well maintained* (S2046)	87%	85%	80%
• their school gives them opportunities to do interesting things* (S2047)	79%	86%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	84%	92%
• they feel that their school is a safe place in which to work (S2070)	93%	88%	86%
• they receive useful feedback about their work at their school (S2071)	93%	78%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	81%	85%
• students are encouraged to do their best at their school (S2072)	92%	91%	89%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	89%	90%	79%
• student behaviour is well managed at their school (S2074)	75%	64%	61%
• staff are well supported at their school (S2075)	76%	57%	63%
• their school takes staff opinions seriously (S2076)	63%	57%	59%
• their school looks for ways to improve (S2077)	89%	86%	82%
• their school is well maintained (S2078)	82%	77%	75%
• their school gives them opportunities to do interesting things (S2079)	83%	72%	76%

* 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

As significant partners in each student's education, parents are encouraged to participate in their child's education. Communication between home and school is a vital strategy in building the relationship between parents and school staff. This is especially so for students requiring adjustments to their learning programs and for students who are at risk to participate fully at school. Parents are invited to use the student handbook to contact each subject teacher for information or assistance.

As well as a functioning School Council and P & C, the school engages parents through:-

- Bi-annual parent/teacher interviews
- Monthly newsletters, use of Parenting Schools program for parents
- Regular text messages to parents on an individual basis
- Working with parents for ICPs and learning adjustments

Respectful relationships education programs

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

We focus on developing respect and tolerance, personal safety and awareness. Programs are delivered through our:

- HPE Curriculum
- Senior Pathways Program
- Our annual School Domestic Violence awareness week
- Positive Behaviour for Learning Lessons

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	190	152	186
Long suspensions – 11 to 20 days	14	15	15
Exclusions	8	5	3
Cancellations of enrolment	21	11	13

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

The school's Facilities Committee continues to bring about procedures designed to reduce the school's environmental footprint. These include:

- Air conditioners not turned on during the four winter months
- A litter recycling program
- Use of bore water for irrigation

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	551,307	291,487	555,368
Water (kL)	10,814		5,654

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.

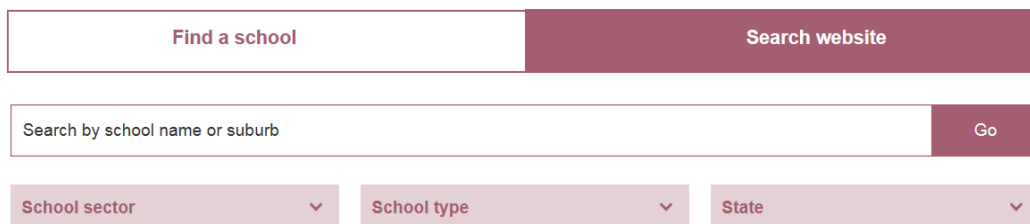
School funding

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.



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



4. Click on 'Finances' and select the appropriate year to view the school financial information.



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	97	46	5
Full-time equivalents	95	36	<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	5
Graduate Diploma etc.*	16
Bachelor degree	76
Diploma	0
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 \$185 000.

The major professional development initiatives are as follows:

- Teaching of Reading
- Teaching of Writing
- Explicit Teaching
- Essential Skills of Classroom Management
- Developing STEM practices into Teaching & Learning
- The New Queensland Certificate of Education (QCE) - 2019 Leadership and Planning
- Coaching and Mentoring

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	89%	89%
Attendance rate for Indigenous** students at this school	82%	82%	82%

* 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

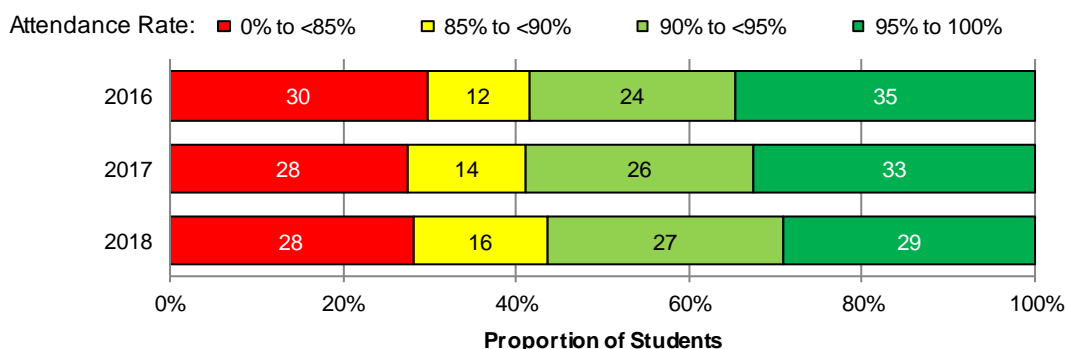
Year level	2016	2017	2018
Year 7	90%	92%	91%
Year 8	91%	88%	90%
Year 9	86%	89%	87%
Year 10	88%	86%	89%
Year 11	88%	89%	87%
Year 12	86%	88%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

TNLA Smithfield State High School's Policy is as follows:

- The TNLA Smithfield State High School day commences at 8.30 am and concludes at 2.30 pm.
- Students are required to attend "Form Class" where rolls are marked by a supervising teacher; students are also marked on a roll for each class they attend.
- Students are marked every lesson of the day.
- Students arriving after this time are required to 'sign in' through the front Administration Office, a parent/guardian note; verbal or sighted permission is required.
- Any unexplained absences are followed up with a text message through the 'ID Attend' system which sends a text at 10.00 am each day to parent/caregivers mobile phone notifying them of the student absence. For students at risk, including in care of the state, a phone call is made to check absence.
- A process is in place to deal with students who are chronically late or absent. This includes referrals, parent contact and/or meeting, detentions and counselling. Attendance rates over the past 12 months have improved.

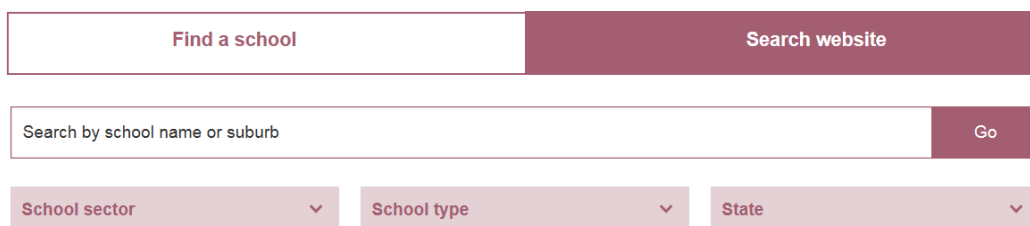
NAPLAN

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



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



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



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	133	147	140
Number of students awarded a QCIA	2	2	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	131	145	136
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	93%
Number of students who received an OP	55	64	55
Percentage of Indigenous students who received an OP	25%	27%	21%
Number of students awarded one or more VET qualifications (including SAT)	75	75	86
Number of students awarded a VET Certificate II or above	71	69	82
Number of students who were completing/continuing a SAT	15	6	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	91%	63%	91%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	96%	91%	96%

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	6	7	9
6-10	20	20	20
11-15	24	13	21
16-20	5	20	5
21-25	0	4	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	31	7	16
Certificate II	53	53	64
Certificate III or above	39	30	30

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).

Vet Qualifications completed by students.

- Cert II Animal Studies; Business; Hospitality; Sport & Recreation; Tourism.
- Cert III Allied Health; Disability & Individual Support; Early Childhood Education and Care; Education Support; Fitness.
- Cert IV Screen and Media.

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	71%	72%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	60%	50%	78%

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 very important to us as a school. We endeavour to assist early leavers into work, further training or study options. We are pleased that almost every student who left school prior to completing Year 12 left for work, training, another school or study option.

Student results are monitored closely throughout their studies. Through this intervention process, students either are identified as potentially 'work ready' or students self-identify. The process of managing early leavers is an individual tailored process specific to the student

TNLA Smithfield State High School works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Senior Schooling Head of Department or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

The school works hard to maintain all students through to successful Year 12 completion.

Destinations of early leavers include:

- transition to work or other study
- transition to other schools
- intra/interstate family relocations

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