



Annual School Report

2018

Contextual Information

School sector:

At Tec-NQ, trades are a career of first choice. Tec-NQ is a registered training organisation and an independent senior secondary school that has been in operation since 2007 from its purpose built campus in Douglas. Tec-NQ provides a range of training and educational programs to Townsville and the North Queensland region including senior schooling (year 10, 11 and 12), full-time apprentice training, on demand industry training, pre-employment programs and school-based apprentice programs.

Students will have the opportunity to complete their Queensland Certificate of Education (QCE), qualifications in BSB20115 Certificate II in Business, ICT20115 Certificate II in Information, Digital Media and Technology and FSK20113 Certificate II in Skills for Work and Vocational Pathways, a certificate I or II in their chosen trade or (if employed in a school-based apprenticeship) advanced progression within a Certificate III in their chosen trade.

Our specific focus on VET outcomes enables Tec-NQ to produce well-rounded, work ready students for industry. During Year 10 all students has the opportunity to every trade offered by Tec-NQ to assist them in making informed decisions about the course of study in year's 11 and 12. Students enrol in an automotive, electrical, construction, IT or engineering stream at the start of Year 11. The curriculum is a combination of academic studies, nationally recognised trade training and work experience throughout Year 11 and 12, which delivers senior secondary school outcomes and employability skills.

Co-educational or single sex:

Tec-NQ is a co-educational institution.

School address:

The Tec-NQ campus is located at 54 Discovery Drive, Douglas QLD 4811.

Total enrolments:

Tec-NQ enrolled 255 school-based students in 2018.

Characteristics of the student body:

In 2018, the student body consisted of 18 females and 237 males. Of these students 58 (46 male and 12 female) identified themselves as indigenous. Majority of students ranged in age from fifteen to eighteen years of age.

Gender	No. Per Gender	% per Gender	No. Per Indigenous Gender	% Per Indigenous Gender
Females	18	7%	12	5%
Males	237	93%	46	18%
Total	255	100.00%	58	23.00%

Year levels offered:

Tec-NQ enrolls students into Years 10, 11 and 12. This includes students enrolled at Variable Progression Rates.

Distinctive curriculum offerings:

The trade focused curriculum at Tec-NQ is a contextualised learning program that delivers academic subjects in a trade context. When a student is enrolled in the construction program, they learn all of the critical aspects of Maths in the context of the construction industry. For example, when they are learning about angles they may learn them in the context of building a shade structure and the relevance of angles in conducting this task.

The English program is contextualised around both trade and business.

Students also complete a number of Certificate II qualifications which are supported by a Learning Management System (LMS). The LMS allows students to progress at their own pace.

Extra-curricular Activities:

Tec-NQ is a proud supporter of the local community and actively participates in community events such as Shave for a Cure and Career Expos. Tec-NQ also participate in the inter-schools NRL competition.

Social climate:

Pastoral care, mentoring and an active Trade Education Team work to maintain a productive workplace for all. We conduct educational programs for students that build resilience, self-awareness and understanding of others, as well as interactive programs that provide insight into the dangers of drugs and alcohol. Tec-NQ provides training to all students on bullying and harassment and makes available one on one counselling to every student on request.

Parent, teacher and student satisfaction:

The tables below show selected items from the Parent/Caregiver, Student and Staff Opinion Surveys.

Parent opinion survey

Question	Responses in the agree & strongly agree categories
Do you believe your child is getting a good education at Tec-NQ?	97%
Do you believe this is a good school?	95%
Do you believe your child likes being at Tec-NQ?	100%
Do you believe your child feels safe at Tec-NQ?	98%
Do you believe your child's learning needs are being met at Tec-NQ?	95%
Do you believe your child is making good progress at Tec-NQ?	98%
Do you believe teachers & facilitators at Tec-NQ expect your child to do his or her best?	100%
Do you believe teachers & facilitators at Tec-NQ provide your child with useful feedback about his or her school work?	93%
Do you believe teachers & facilitators at Tec-NQ motivate your child to learn?	93%
Do you believe teachers & facilitators at Tec-NQ treat students fairly?	95%
Do you believe your child can talk to their teachers & facilitators about their concerns?	95%
Do you believe teachers & facilitators at Tec-NQ work with students to support their learning?	93%
Do you believe Tec-NQ takes parents' opinions seriously?	90%
Do you believe student behaviour is well managed at Tec-NQ?	90%
Do you believe Tec-NQ looks for ways to improve?	98%
Do you believe Tec-NQ is well maintained?	100%

In addition, surveys are conducted with students at the completion of their training blocks. Findings from these surveys remain consistent with previous years that inform the approaches that we take, this is supported by results such as:

Question	Responses in the agree & strongly agree categories
Do you believe you are getting a good education at Tec-NQ?	95%
Do you like being at Tec-NQ?	92%
Do you feel safe at Tec-NQ?	93%
Do you believe your teachers & facilitators motivate you to learn?	94%
Do you believe your teachers & facilitators expect you to do your best?	97%
Do you believe your teachers & facilitators provide you with useful feedback about your school work?	92%
Do you believe your teachers & facilitators treat students fairly at Tec-NQ?	92%
Do you believe you can talk to your teachers & facilitators about your concerns?	92%
Do you believe Tec-NQ takes students' opinions seriously?	83%
Do you believe student behaviour is well managed at Tec-NQ?	80%
Do you believe Tec-NQ looks for ways to improve?	93%
Do you believe Tec-NQ is well maintained?	94%
Do you believe Tec-NQ gives you opportunities to do interesting things?	94%

Tec-NQ has evidence in the effectiveness of our educational program through other means such as testimonials. For example:

"I enrolled my son in the Tec-Prep program in 2015 and couldn't be happier. He got to try each of the trades which helped him decide what he wanted to do. He enrolled in Engineering and started a traineeship in January. He tells his brother all the time about how much he loves Tec. Everything he's learned has been about trade and growing up. He really loves working with the tradies and all the staff are great. Never looked back."

Parent of 2017 year 12 graduate

Strategies for involving parents in the school:

Parents and students are provided with written reports 4 times each year. Parent engagement is fostered through a range of strategies involving information nights (up to 8 per year). Tec-NQ also markets important information through newsletter, email and text notifications. Parent/guardian to teacher contact is encouraged at all times and staff email contacts are publicly available on the Tec-NQ website.

School-based contact person for further information:

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Operations Manager

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School income broken down by funding source:

Please reference the My School website <http://www.myschool.edu.au/> for information on Tec-NQ finances.

Staff Information

Staffing Composition, including Indigenous staff:

Tec-NQ employs a total seventy-one staff members comprised of twenty-nine teaching staff (9 academic, 20 trade- 10 of which deliver the school-based program), thirty-eight administrative staff including staff working at the boarding facility and four managers. Four staff members identify themselves as indigenous.

Qualifications of all teachers:

Tec-NQ details a list of all staff on their website however the highest qualifications of our teaching staff across the varying qualification levels are:

Qualification	Percentage of classroom teachers and school leaders who hold these qualifications
Doctorate or higher	0%
Masters	9%
Bachelor or Degree	38%
Diploma	9%
Certificate	44%

Expenditure on and teacher participation in professional development:

The total funds expended on teacher professional development in 2018 were \$35,425.88.

The participation of teaching staff in professional development activities during 2018 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave of up to 5 days:

Number of Staff	Number of School Days	Average Days Staff Absent per Employee	Average Staff Attendance Rate (%)
15	210	2.4%	97.6%

Proportion of staff retained from the previous year:

Number of permanent teaching staff at end of 2017	Number of these staff retained in 2018 (the program year)	Staff retention %
6	5	83%

Key student outcomes achieved

Average student attendance rate:

Whole school average student attendance rate %	Year 11 average student attendance rate %	Year 12 average student attendance rate %
82.93%	81.30%	84.57%

How is non-attendance managed:

Attendance data is recorded in the internal student management system (MiTec) at the commencement of each day, this is a part of the Pre-Start Safety Meeting. Attendance data is then exported, collated and stored for potential emergency evacuation events. Where non-attendance (not approved) has been recorded an automatic text message is sent to parents/guardians advising them to contact the college to confirm their absenteeism. Parents are contacted by phone where consecutive not approved absenteeism exists. In addition, Trade Education Teams (TET) meet weekly to discuss progression of students in their programs of learning. Where attendance rates affect progression, or fall below 85%, parents/guardians are contacted for an onsite meeting to discuss the requirements and value for attendance that meet workplace expectations.

Apparent retention rate:

Apparent retention is a measure of the number of students in year 12 expressed as a percentage to those students who were in year 10, two years previously. Tec-NQ has a unique student cohort that consists of students studying years 11 & 12 only, as a result our retention in comparison to zero cannot be effectively calculated across the reporting period.

Year 12 outcomes:

% of Year 12 students achieved Queensland Certificate of Education (QCE)	% of year 12 students signed into Apprenticeships
100%	36%
% of Year 12 students who achieved one or more vocational qualifications	% of year 12 students who achieved a vocational qualification at certificate II or above
100%	100%

Other Information

P-Tech

In 2018, Tec-NQ introduced an innovative P-TECH program to provide an industry-supported pathway for students to achieve a post-school qualification in areas of growing local employment demand. Tec-NQ is working collaboratively with other education and training providers and a number of locally based employer partners. More local employers are expected to join the partnership providing additional resources and practical opportunities to students.

Participating in the P-TECH learning program will build student interest and skills in STEM, and raise awareness of the breadth and depth of STEM related training and employment pathways that are locally available. The program will be structured to develop the technical and personal skills students need to succeed at school and make a successful transition to further study and work beyond school.

The P-TECH pilot in North Queensland is supported by the local community and Queensland Government.



Tec-NQ House

In 2015 Tec-NQ opened its Regional Training Accommodation Facility (RTAF), Tec-NQ House, to allow students from across regional and remote Queensland to access its unique trade focused senior school program.

Enrolment growth in Tec-NQ House remains strong with successive enrolments coming from most regional communities annually. In 2018, Tec-NQ House supported 29 boarding students.

CONTACT US



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