


## Our school at a glance

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### Principal's foreword

#### Introduction

Townsville State High School was the first state high school in the city. Its proud traditions and strength as a school providing quality educational programs date back to 1924. Town High is committed to creating for students, a learning environment that achieves excellent outcomes in all its educational programs.

Our strength lies in our ability to provide individual pathways for all students, specifically in Years 8 and 9 through our Democratic Vertically Inclusive Curriculum that fosters individual and flexible programs with students and parents, guided by Reef Curriculum Advisers, making ongoing informed decisions about student's courses of study each semester.

#### **Our priorities embrace:**

- Teaching and Learning
- Opportunities for growth
- Widespread and active community partnerships
- New technologies and innovation
  
- High expectations of performance
- Inclusive practices and individual pathways
- Guidance and support for all students and staff
- Healthy lifestyles and a safe, caring environment

#### Town High's Purpose:

We provide a responsive curriculum that recognises the importance of individual pathways. We value academic achievement and promote professional growth and development for all students and staff.

## Our school at a glance

### School progress towards its goals in 2010

In 2010 the whole school focused on building teacher capacity through the five day literacy training for teachers. In this program, teachers enhanced their literacy teaching skills by designing units of work that front-ended the assessment. This strategy empowers students to develop logical thinking and clearly articulate their thinking into well-structured assessment responses.

We continued to implement the Middle and Senior Phases of Learning and created density through our student leadership program. We showcased our achievements to the wider school community by extending our exposure through the media and celebrated the achievements and successes of our students and staff as we *Strive for Better Things*.

Our commitment towards continual improvement in our curriculum development and delivery drives our focus on individual student success. The planning and assessing using the Essential Learnings forms the cornerstone of our Middle School curriculum. Essentially, students always have, and will continue to be the core business of Townsville State High School.

The School Strategic Plan 2008 – 2010 has identified 5 key focus areas and associated goal statements. These are:

School curriculum, assessment and reporting practices meet the needs of students and the broader school community;

A renewed physical school environment that is safe and sustainable;

Improve staff well being and effectiveness;

Provide a safe and supportive school environment for students, parents and staff at Townsville State High School; and,

An effective and functioning school ICT network that is utilised by staff, students and community.

The school recognises and embraces the research findings that the single most influential factor contributing to increasing students learning outcomes is quality teaching and learning. Town High is committed to continual improvement of its quality teaching and learning programs and will remain the forefront of our professional development and training.

The school secured over \$500,000 in renovations through State Government State Schools of Tomorrow funding allowing 14 classrooms to be renovated and have interactive whiteboards complement the teaching and learning programs. Through these additional funds, Townsville State High has increased the wireless network in the school so that each classroom will have direct access to the network and internet.

The V8 Supercars returned to Townsville in 2010 and again Town High played a role in the assisting in the smooth running of this prestigious event. It also provided the school with a wealth of opportunities to extend its curriculum. We currently offer the F1 Challenge in Schools where students design and build their own scale model of a formula 1 car. These cars are raced against each other with teams later competing at state level against other schools. By having the V8 Supercars racing directly past the front gate of the school, it provided these students with opportunities to develop long term learning partnerships in the motor industry.

## Our school at a glance

### Future outlook

The focus for the school in 2011 is encompassed in six distinct areas across the school and include:

#### Quality Teaching

Highly effective teaching practices provide all students with the opportunity to achieve their potential:

- Create a culture of learning through our values, through our language and through our actions;
- Classroom teachers effectively analyse data to inform their planning, teaching and learning programs, their intervention programs and their assessment;
- Embed productive pedagogies as an integral component of the teaching and learning program;
- Ensure that the curriculum planning for students with disabilities is a collaborative process.

#### Closing the Gap

The school will meet the challenge of closing the gap between indigenous and non-indigenous student outcomes:

- Implement key strategies that focus on increasing Indigenous student attendance through support people and structures;
- Provide targeted literacy support programs.

#### Literacy and Numeracy

The school is committed to improving the literacy and numeracy skill levels and abilities of all students:

- Implement a variety of individual and large group literacy and numeracy skill development strategies including a specific NAPLAN test preparation program.

#### Information and Communications Technology

Information and Communications Technologies form an integral component of the teaching and learning program:

- Increase teacher use of eLearn and ICT skill development through planned PD and support
- Maximise use of OneSchool Curriculum functionality

#### Wellbeing

Enhance student well being and promote social inclusion:

- Implement programs that support students' holistic well-being and foster a supportive school environment

#### Sustainability

Build a capable, agile and sustainable organisation:

- Implement programs that support the development of knowledge, skills and attributes that encourage students to be healthy, green and fair citizens.

## Our school at a glance

### School Profile

Coeducational or single sex: Co-educational

Year levels offered: Year 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
665	296	369	74%

Characteristics of the student body:

Students travel from various suburbs in and across Townsville to attend our school including several students who live on Magnetic Island and travel each day by ferry. Bus transport is a major aspect for students travelling to and from Town High. Approximately 11% of the student population are Indigenous while a further 11% are ESL students from a diverse range of ethnic backgrounds from a plethora of countries.

The student body is represented by several leadership positions across the school. Typically, the school has School Captains elected by their peers to represent the school in various formal and informal events. Reef Captains are also elected by their reef (house) to lead them in their various sporting events throughout the school year including Swimming, Athletics and Cross Country carnivals.

The Middle School students also elect two captains to represent them at various school events as leaders from their cohort. Students are encouraged to contribute to the development and enhancement of the school and its environment through their respective student council. Students can raise an issue with their representative and have it addressed or taken further to the administration team for clarification or action.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	21	98%	91%	7%	2%
Year 11 – Year 12	18	90%	82%	8%	10%
All Classes	20	94%	87%	8%	6%

## Our school at a glance

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	352
Long Suspensions - 6 to 20 days	14
Exclusions	8
Cancellations of Enrolment	8

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

- Vertical Curriculum where students actively choose their own learning pathway in consultation with their curriculum adviser through years 8-10 of their learning program. The vertical curriculum fosters individual and flexible programs with students making ongoing decisions about their course of study each semester.
- SWITCH program is a Year 8 laptop excellence class offering those students the ability to utilise a laptop as a tool for learning and as a portal to the global village.
- Navigating Education subject for our Gifted and Talented students that provides them with an individual yet challenging self directed learning program.
- Innovative Young Australian's program focuses on students using industry standard CAITA computer software program to design and manufacture their own miniature Formula 1 car, test them in specially designed wind tunnels, and then race them on a specially designed track. Students compete in State and National competitions using their designs.
- Tropics Basketball Program encourages students with high level of basketball skills to select the program as a subject to study. Students are very successful in the program and in 1996 and again in 2006 were national All Schools Champions.
- Technology, Maths and Science Centre of Excellence
- English as a Second Language Unit operates within the school and provides students from over 30 different countries with support and assistance in their educational programs at school.
- Award winning program *Transition through the Middle School Science* is run in conjunction with our primary partner schools and involves year 7 students and their teachers conducting scientific experiments in the laboratories at Town High. Students are placed in a context of apprentice scientists as they conduct their own experiments, research topics and report their findings.
- Arts in the Cities program links students with external Arts agencies to further develop their skills and expertise.

#### Extra curricula activities

##### Leadership Program

- Year 12 Leadership Camp – 5 days at Tinaroo Dam in the Atherton Tablelands
- Year 10 Introductory Leadership Tour - 5 days at the Gold Coast
- Year 8 Induction Camp – 4 days at Kinchant Dam outside Mackay

##### HPE and Sport

- State and National All Schools Basketball Competitions
- Extensive interschool sporting teams
- New Zealand Cultural Tour and Ski Trip

##### The Arts

## Our school at a glance

- Instrumental Music Program – Concert Band
- Town High Idle – Talent Performance Competition
- Annual Arts Expo

### Maths

- Engineering Link Program
- Westpac Maths Competition

### Science

- Marine Studies annual Great Barrier Reef trip
- Opti-Minds
- Engineering Challenge

### Technology

- F1 Challenge in Schools State Championships

### LOTE

- Japanese Speaking Competition
- Japan Tour

### Humanities

- Debating

### How Information and Communication Technologies are used to assist learning

The school has a very good student to computer ratio of 2:1 which allows a high level of access to ICT's for students.

Access is provided in the form of 10 dedicated laboratories with 'pods' of computers in several classrooms throughout the school. The school Library also has 20 networked computers for students to access research during their lunch time breaks or individual study plan time. 14 Interactive whiteboards are used in conjunction with ICT's in classrooms across the school.

All classrooms are wireless network capable allowing 120 portable laptops on dedicated trolleys to be utilised by classes to support and enhance their teaching and learning program.

Year 8 students in the SWITCH class utilise their laptops in 3 of their 6 regular classes as part of their everyday program. Laptops encourage students to access and utilise a plethora of resources through the World Wide Web.

All students are provided with an e-mail account and unlimited internet and e-mail access via a high speed ADSL connection.

ICT's form an integral part of teaching and learning and as such are continually being embedded across the curriculum.

## Our school at a glance

### Social climate

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

Each TAG consists of up to 25 students from Year 8 to Year 12. As students maintain the same TAG teacher for their years at Townsville State High, greater empathy and understanding develop between the teacher and the students, as well as amongst students at all year levels. The Year 8 Induction Program, the Year 11 Leaders Seminar, the Year 12 Leadership Camp and the 'buddy' system between Year 12 students and Year 8 students are based on the belief that senior students can assist and support younger students.

School Opinion Survey results indicate that parents believe Town High is a safe school with good discipline where their students are treated fairly and are happy to go to school. This was reaffirmed through our Teaching and Learning Audit conducted mid 2010.

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



## Our school at a glance

### Parent, student and teacher satisfaction with the school

Parents, students and teachers have a range of opportunities to contribute and shape the opportunities provided by Townsville State High School. Ultimately, the most effective method for any member of the school community to contribute to the strategic direction of the school is by meeting with a member of the administration team, however, there are many different methods for school members to have input into the school's direction and provide genuine feedback to help shape success.

Students can be involved in the two student councils that operate at the school where students can voice their concerns or opinions and have issues addressed by staff or administration. Parents have the opportunity through Parents and Citizens Association meetings held monthly to raise their concerns or have input into the shape and strategic directions of the school. School captains and the Student Council executive are active members and attend these P&C meetings to voice the concerns of students. Staff has the opportunity through staff meetings to input into the strategic decisions of the school. Issues are discussed and addressed in this forum.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	83%
Percentage of students satisfied that they are getting a good education at school	66%
Percentage of parents/caregivers satisfied with their child's school	75%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	38%
Percentage of staff members satisfied with morale in the school	80%

## Our school at a glance

### Involving parents in their child's education.

The involvement of parents in their child's education is encouraged at all times at Townsville State High School. Parent and teacher interviews are conducted at the end of Terms 1 and 3. In Terms 2 and 4, official school reports are issued to parents and again encouraged to contact the school if they wish to follow up on their child's results.

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

### Reducing the school's environmental footprint

Townsville State High School embraces the need to reduce its environmental footprint through its electricity and water usage. In 2010, staff and students concentrated on reducing unnecessary electricity use through the school. Staff and students took personal responsibility to switch off air conditioners and lights when classrooms were not in use. Staff also made a conscious effort of reduce air conditioner use in days where temperatures and humidity did not require the need for temperature control.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$221,514	\$111,517	\$34,416	\$21,387	\$53,507	\$687	\$0	523,554	25,057	13,013
2009	\$163,723	\$88,096	\$0	\$0	\$22,713	\$950	\$51,964	530,548	11,274	0
% change 2009 - 2010	35%	27%	N/A	N/A	136%	-28%	-100%	-1%	122%	N/A

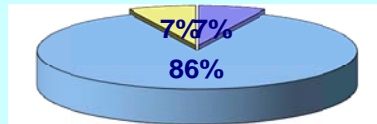
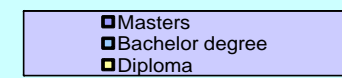
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	59	29	<5
Full-time equivalents	57	22	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Masters	4
Bachelor degree	51
Diploma	4



## Our staff profile

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$16,517 .

The major professional development initiatives are as follows:

- Statewide literacy professional development
- Curriculum and program development run by QSA
- National Curriculum development
- First Aid training for staff
- QCAT training and moderation
- Essential Learnings awareness and development program
- Senior Schooling and VET certificate development
- School Admin, Aides and Auxiliary professional development days

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

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

From the end of the previous school year, 90% of staff were retained by the school for the entire 2010 school year.

## Performance of our students

### Key student outcomes

#### Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 84%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							89%	87%	83%	80%	82%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

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

The image shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Performance of our students

### Achievement – Closing the Gap

Townsville State High School has been working proactively with our Indigenous students to foster a learning environment that supports their learning needs and creates opportunities for them to achieve to the best of their ability. Through the work of the school's Community Education Councillor, parents are supporting the efforts of the school to get students to school and engaged in the learning. Many Indigenous students and family see the value to 'every day counts' which is reflected in the Indigenous attendance rate improvement for 2010.

Several Indigenous students were also successful in gaining a Town High academic scholarship to support their learning program in the senior years of year 11 and 12.

### Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.

72%

#### Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	97
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	43
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	40
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	26
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	48
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	60%
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.	66%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

## Performance of our students

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
3	9	14	9	8

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
12	24	5

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

Many of Town High's early leavers transition to another educational institution and more specifically another high school in the Townsville area. For senior students who leave prior to the end of the school year, most transition to full time work where opportunities are presented to them in gaining full time paid work usually derived through work experience situations.

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