

Queensland State School Reporting – 2011

Townsville State High School (2100)



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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.

School progress towards its goals in 2011

In 2011 the whole school focused on building teacher capacity through the introduction of Effective Classroom Observations. This program was designed to improve student outcomes through the enhancement of teacher capabilities, with peer observation and feedback the mechanism to achieve these outcomes.

We continued to implement the Middle and Senior Phases of earning 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.

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The School Strategic Plan 20011 – 2014 has identified 6 key focus areas and associated goal statements. These are:

- Quality Teaching
- Closing the Gap
- Literacy and Numeracy
- Embedding ICT's
- Student Wellbeing
- Sustainability

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.

With a focus on Literacy and Numeracy, all faculties developed key learning areas to target towards improved student achievement. Faculty based spelling and reading programs were developed to engage students in specific subject area learning consistent with the school strategic plan.

The V8 Supercars returned to Townsville in 2011 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.

Future outlook

The focus for the school in 2012 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:

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- 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.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
634	275	359	83%

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 15% of the student population are Indigenous while a further 10% 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 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	22.4
Year 11 – Year 12	16.3
All Classes	19.5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	224
Long Suspensions - 6 to 20 days	18
Exclusions	6
Cancellations of Enrolment	11

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
- Navigating Education subject for our Gifted and Talented students that provides them with an individual yet challenging self directed learning program.
- F1 in Schools program focuses on students using industry standard CATIA 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

- 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.

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.

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

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 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	91%
Percentage of students satisfied that they are getting a good education at school	71%
Percentage of parents/caregivers satisfied with their child's school	73%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	49%
Percentage of staff members satisfied with morale in the school	84%

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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Townsville State High School embraces the need to reduce its environmental footprint through its electricity and water usage. In 2011, 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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	573,680	1,812,227
2010	523,554	25,057
% change 10 - 11	10%	7132%

Our staff profile

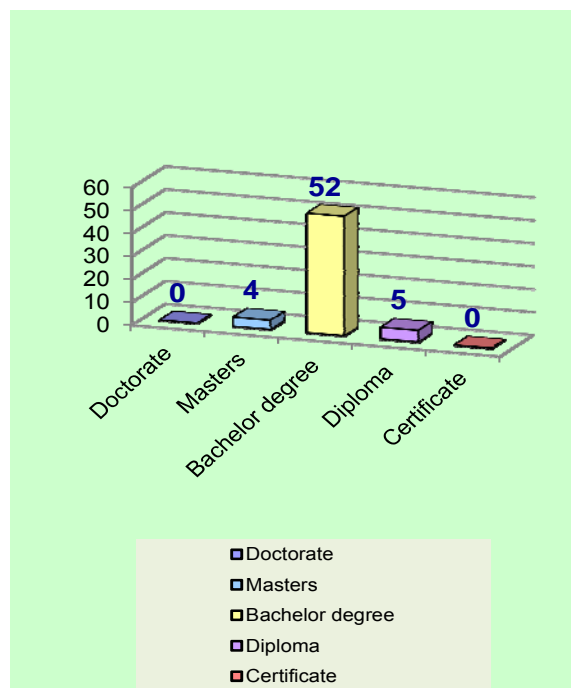
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	61	30	5
Full-time equivalents	58	24	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	52
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2010 was \$26,745 .

The major professional development initiatives are as follows:

- o Effective Classroom Observation
- o Curriculum and program development run by QSA
- o Australian Curriculum development
- o First Aid training for staff
- o QCAT training and moderation
- o QSA Moderation and Verification process
- o Complex and Challenging Behaviour workshops
- o Senior Schooling and VET certificate development
- o School Admin, Aides and Auxiliary professional development days

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry web page.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 85%.

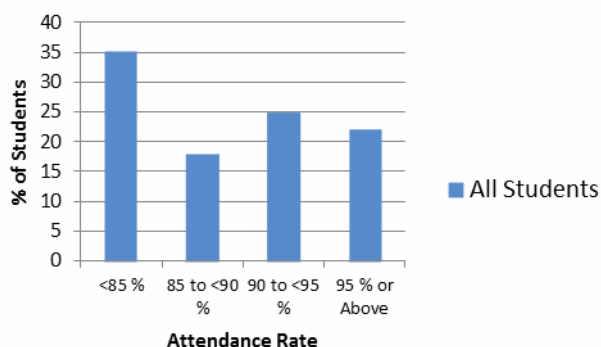
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate 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
							90%	85%	80%	84%	85%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

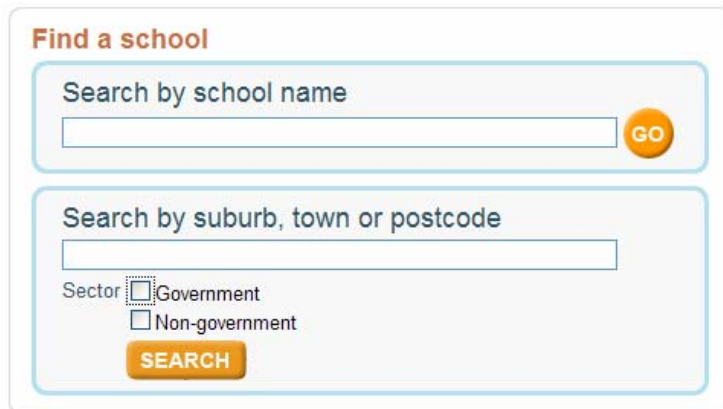
Daily rolls are marked in TAG Meetings at the beginning of each day. Rolls are also taken in every class and data is uploaded to a database that ensures the school can track students' attendance on a lesson-by-lesson basis. TAG Meeting teachers play an important role in following up with students in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

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 My School website at <http://www.myschool.edu.au/>.

Performance of our students

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



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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.

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 2011.

We are active participants in the LEL (Learn Earn Legend) and FOG's (Former Origin Greats) programs and work collaboratively with our Indigenous community to improve student outcomes.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 76%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	87
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	49
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	9
Number of students awarded one or more Vocational Educational Training qualifications.	46

Performance of our students

Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	29
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	54
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	67%
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.	84%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%

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
9	5	19	13	3

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
23	26	4

The school delivered the Certificate I in Community Recreation with the intention that students would continue this pathway to enrol in the Certificate II in Community Recreation.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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

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

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.