

# Townsville State High School

## Queensland State School Reporting

### 2013 School Annual Report



(Est 1924)

**Strive For Better Things**

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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 Town High values are founded on PRIDE:

**P**erseverance

**R**espect

**I**ntellectual Quality

**D**iversity

**E**xcellence

At Town High our beliefs are founded by:

- Education should be equitable, holistic, realistic and relevant to society's needs;
- Every person is an individual and every individual can learn;
- The ultimate responsibility of learning lies with the individual; and,
- A successful education relies on the partnership between teacher, the student, and the parent.

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

Town High worked towards achieving the following strategic imperatives focused on improving student learning outcomes

Develop a Pedagogical Framework which articulates the school's approach to teaching and commence implementation	Successful
Develop a Differentiation Framework which articulates the school's approach to diverse learning and commence implementation	Successful
Develop an assessment framework which articulates the school's approach to assessment and commence implementation	Successful
Implement the whole school Reading Plan	Initiated
Implement the whole school Spelling Plan	Initiated
Develop the whole school Writing Plan	Initiated
Continue to review and determine improvement strategies for all Overall Position (OP), Queensland Certificate of Education (QCE), Vocational Educational Training (VET), School Based Apprenticeship and Traineeship (SAT) programs	Successful
Refine the Senior Phase of Learning Program to identify students at risk of non-completion	Successful
Continue to implement the Australian Curriculum by adapting/adopting Curriculum into the Classroom units	Successful
Continue to implement the Effective Classroom Observations and Feedback program	Successful
Support teachers to obtain their ICT Pedagogical License	Successful

### Future outlook

Town High has set its strategic improvement agenda in the following focus areas, as we work towards achieving high quality learning outcomes for every student.

- Continue implementing the Australian Curriculum by adapting/adopting Curriculum to the Classroom (C2C) as units become available
- Continue to implement the Whole School Reading Program across teaching faculties and subject areas
- Continue to develop and implement the Whole School Spelling Program
- Develop and refine the Whole School Assessment Framework
- Develop and implement the Whole School Writing Program
- Continue to refine the Junior Secondary Framework and Action Plan
- Continue to implement the Whole School Differentiation Plan
- Continue to refine analysis of student data to support improved learning programs
- Review and refine the Senior Phase Learning Program
- Implement the Whole School Learning and Wellbeing Action Plan
- Develop and implement a Parent and Community Engagement Plan
- Develop and implement a Whole School Pedagogical Framework
- Develop and introduce a Pedagogy Coaching Program with explicit links to school policy and the National Standards for Teaching
- Maintain and support staff Professional Development in Whole School priority area

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	634	275	359	83%
2012	635	272	363	89%
2013	674	288	386	85%

Student counts are based on the Census (August) enrolment collection.

### 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 mode for students travelling to and from Town High. Approximately 15% of the student population are Indigenous while a further 17% are ESL students from a diverse range of ethnical 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 Junior Secondary students also elect two captains to represent them at various school events as leaders from their cohort. For the first time, Junior Secondary students elected Reef Captains to support the senior student captains. 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.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	23
Year 11 – Year 12	16	16	16

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	224	218	232
Long Suspensions - 6 to 20 days	18	26	29
Exclusions	6	11	10
Cancellations of Enrolment	11	10	20

## 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.
- One-to-one laptop excellence class offering Year 9 and 10 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 AutoCAD 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.
- 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.
- Aerospace offers students an insight into the aeronautical industry with students studying everything from the concept of flight to the background operations of an airport.

### Extra curricula activities

#### Leadership Program

- Year 12 Leadership Camp – 5 days at Tinaroo Dam in the Atherton Tablelands
- Year 11 Leadership Conference – 2 Day retreat off-site to develop leadership skills
- Year 11 Helping Friends – 2 Day peer support program
- Year 10 Leadership day – 1 Day retreat off-site workshop to develop initial leadership skills
- 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
- Town High Musical
- Annual Arts Expo

#### Maths

- Engineering Link Program
- Westpac Maths Competition

#### Science

- 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 (for students in Years 9-12) 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. 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.

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 develops 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 affirmed through our Teaching and Learning Audit.

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 staff 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 have the opportunity through staff meetings to input into the strategic decisions of the school. Issues are discussed and addressed in this forum, as well as at Leadership Team meetings and Faculty meetings..

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	81%	88%
this is a good school (S2035)	100%	88%
their child likes being at this school* (S2001)	100%	82%
their child feels safe at this school* (S2002)	100%	82%
their child's learning needs are being met at this school* (S2003)	88%	94%
their child is making good progress at this school* (S2004)	81%	82%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	88%
teachers at this school motivate their child to learn* (S2007)	80%	82%
teachers at this school treat students fairly* (S2008)	83%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%
this school works with them to support their child's learning* (S2010)	93%	82%
this school takes parents' opinions seriously* (S2011)	92%	82%
student behaviour is well managed at this school* (S2012)	79%	82%
this school looks for ways to improve* (S2013)	93%	94%
this school is well maintained* (S2014)	100%	71%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	95%
they like being at their school* (S2036)	82%	95%
they feel safe at their school* (S2037)	90%	94%
their teachers motivate them to learn* (S2038)	87%	95%
their teachers expect them to do their best* (S2039)	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	83%	94%
teachers treat students fairly at their school* (S2041)	84%	87%
they can talk to their teachers about their concerns* (S2042)	73%	86%
their school takes students' opinions seriously* (S2043)	77%	90%



# Our school at a glance

student behaviour is well managed at their school* (S2044)	59%	82%
their school looks for ways to improve* (S2045)	87%	97%
their school is well maintained* (S2046)	76%	91%
their school gives them opportunities to do interesting things* (S2047)	89%	92%

## Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		94%
they feel that their school is a safe place in which to work (S2070)		94%
they receive useful feedback about their work at their school (S2071)		74%
students are encouraged to do their best at their school (S2072)		98%
students are treated fairly at their school (S2073)		98%
student behaviour is well managed at their school (S2074)		80%
staff are well supported at their school (S2075)		71%
their school takes staff opinions seriously (S2076)		75%
their school looks for ways to improve (S2077)		91%
their school is well maintained (S2078)		68%
their school gives them opportunities to do interesting things (S2079)		78%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# 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 2012, 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 to reduce air conditioner use in days where temperatures and humidity did not require the need for temperature control.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	573,680	1,812,227
2011-2012	589,487	27,129
2012-2013	772,083	255,259

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



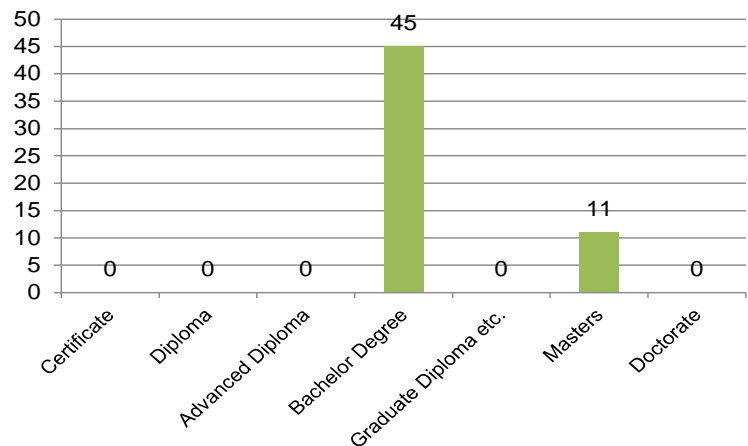
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	57	33	<5
Full-time equivalents	56	24	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.	
Masters	11
Doctorate	0
<b>Total</b>	<b>56</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 20,596.

The major professional development initiatives are as follows:

- Peer classroom observations and feedback
- QSA syllabus development and training
- QSA Panel training
- Australian Curriculum implementation
- First Aide training
- Senior Schooling and Vet certification
- School Admin, Aides and Auxiliary staff professional development days

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

## Our staff profile

### Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Staff attendance for permanent and temporary staff and school leaders. 96.4% 96.7% 96.8%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	85%	86%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

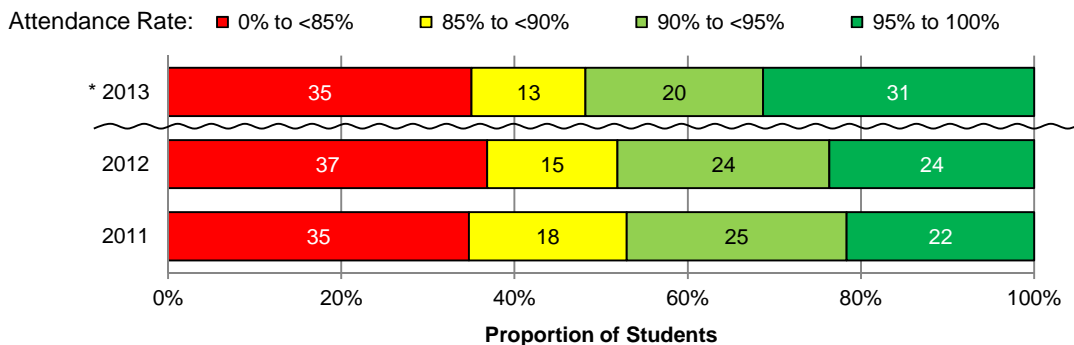
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								90%	85%	80%	84%	85%
2012								88%	86%	84%	85%	86%
2013								91%	85%	84%	84%	87%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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.

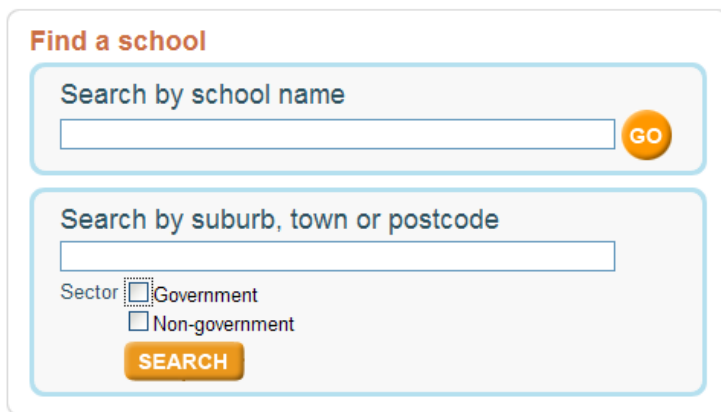
Daily rolls are marked in TAG (Town High Activity Groups) Meetings at the beginning of each day. Rolls are also taken in every class and data is uploaded to a database that ensures the school can track students' attendance on a lesson-by-lesson basis. TAG Meeting teachers play an important role in following 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

## 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/>.

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.



The screenshot 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, a "Sector" dropdown menu with "Government" and "Non-government" options, 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.

## 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 2013.

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

# Performance of our students

<b>Apparent retention rates Year 10 to Year 12</b>	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	64%	61%	68%

<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.	87	99	103
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	49	44	41
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	13	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	46	67	51
Number of students awarded an Australian Qualification Framework Certificate II or above.	29	55	29
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	54	75	81
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	61%	49%
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%	91%	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	92%	91%

As at 5 May 2014. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2011	9	5	19	13	3
2012	9	7	11	12	5
2013	4	9	7	11	10

As at 5 May 2014. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2011	23	26	4
2012	29	54	7
2013	30	29	0

As at 5 May 2014. The above values exclude VISA students.

The students at Town High achieved Certificate I qualifications in:

- Cert I Information Technology

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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 who provide supportive advice, as students pursue their chosen career pathways.