

Townsville State High School

Queensland State School Reporting

2014 School Annual Report



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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 community 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 of its educational programs.

At Townsville State High School we believe in being proud of yourself, your school and your community and we believe that every student can learn.

Our values are:

LEARN, through opportunities, participation and achievement

RESPECT, our diversity, inclusiveness and school spirit

BE SAFE, with self, others and technology

School progress towards its goals in 2014

Increase the percentage of students in Years 8-10 achieving a C or higher in Maths and Science to 75%	Successful
Implement the whole school reading program	Successful
Increase the percentage of students in Years 8-10 achieving a C grade or higher in English in Year to 75%	Successful
Implement a whole school spelling plan	Initiated
Develop a whole school writing plan	Initiated
Continue to review and determine improvement strategies for all Overall Position, Queensland Certificate of Education, Vocational Education & Training & School Based Traineeships & Apprenticeships	Successful
Continue to implement the School Pedagogical Framework which articulates the approach to teaching, learning & Assessment	Successful
Develop an assessment framework which articulates the schools approach to assessment and commence implementation	Initiated
Determine during Leadership Team meetings what Instructional Leadership is, identifying strengths & areas for development	Initiated
Develop and implement a Coaching program across the school where heads of department & key teachers become coaches of specific skills & classroom strategies in the school	Initiated
Implement strategies that focus on increasing Indigenous student attendance at school	Initiated
Develop & implement the Parent & Community Engagement Plan	Initiated

Future outlook

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

Successful Learners:

Initiate a thorough analysis of NAPLAN data to inform a plan to lift student performance in Years 7-9

Embed a targeted literacy & numeracy program for all students in Years 7-9 who are below the National Minimum Standard

Continue to ensure that data is effectively used to track & monitor student progress to build a deeper understanding of student performance & learning

Continue to implement school wide reading & writing programs (including spelling, grammar & punctuation)

Implement & embed the 6 Principles of Junior Secondary across the school community

Create a culture of engagement & high expectations for learning by all of our students through our beliefs, values, our language and actions

Continue to close the gap between Indigenous & Non-Indigenous student attendance, learning outcomes & retention at key school junctures

Develop & embed a whole school learning & well-being framework

High Standards:

Continue to increase Senior Secondary pathways & outcomes, identifying clear processes for tracking, monitoring & managing students at risk

Continue to lift student level of achievement data for Years 7 to 10 students in English, Maths & Science

Great People:

Embed the School Pedagogical (Teaching) Framework Dimensions of Teaching & Learning & What is Good Teaching at Town High across the Year levels 7 to 12

Embed the P-12 Curriculum, Assessment & Reporting Framework across the Year levels 7 to 12

Engaged Partners:

Further develop & implement a whole school parent & community engagement framework, including a formal school publicity & promotion strategy to lift the public perception of the school

Further grow & develop the relationship between partner primary schools & Townsville State High School

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	635	272	363	89%
2013	674	288	386	85%
2014	668	287	381	86%

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 a group of students who live on Magnetic Island and travel each day by ferry to the mainland. Bus transport is a major mode for students travelling to and from Townsville State High School. Approximately 17% of the student population are Indigenous, whilst a further 10% are English as an Additional Language/Dialect and from a refugee background.

The student body is represented via a number of leadership positions in the school. Student leaders are elected by their peers to represent the school in various formal and informal events. Student office bearers include school captains, REEF (House) captains who lead students in various sporting events throughout the year including swimming, cross-country and Athletics.

Junior secondary students (Years 7 to 9) also elect two school captains to represent them at various events as leaders from this cohort. Junior secondary students also elect REEF captains to assist and support REEF captains in the senior school. Further, student council members are elected from the senior and junior secondary school to contribute to the development and enhancement of the school and its environment over the school year. Students can raise an issue with their representative and have it addressed or taken forward to school administration for further consideration.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	23
Year 11 – Year 12	16	16	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	218	232	184
Long Suspensions - 6 to 20 days	26	29	28
Exclusions [#]	11	10	20
Cancellations of Enrolment	10	20	8

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- Students are supported to actively choose their own learning pathway in consultation with their curriculum adviser though 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.
- 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.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	81%	88%	91%
this is a good school (S2035)	100%	88%	91%
their child likes being at this school* (S2001)	100%	82%	95%
their child feels safe at this school* (S2002)	100%	82%	95%
their child's learning needs are being met at this school* (S2003)	88%	94%	89%
their child is making good progress at this school* (S2004)	81%	82%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	88%	89%
teachers at this school motivate their child to learn* (S2007)	80%	82%	87%
teachers at this school treat students fairly* (S2008)	83%	88%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	88%	94%
this school works with them to support their child's learning* (S2010)	93%	82%	91%
this school takes parents' opinions seriously* (S2011)	92%	82%	86%
student behaviour is well managed at this school* (S2012)	79%	82%	89%
this school looks for ways to improve* (S2013)	93%	94%	94%
this school is well maintained* (S2014)	100%	71%	89%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	88%	95%	96%
they like being at their school* (S2036)	82%	95%	87%
they feel safe at their school* (S2037)	90%	94%	85%
their teachers motivate them to learn* (S2038)	87%	95%	93%
their teachers expect them to do their best* (S2039)	94%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	83%	94%	98%
teachers treat students fairly at their school* (S2041)	84%	87%	83%
they can talk to their teachers about their concerns* (S2042)	73%	86%	81%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school takes students' opinions seriously* (S2043)	77%	90%	84%
student behaviour is well managed at their school* (S2044)	59%	82%	66%
their school looks for ways to improve* (S2045)	87%	97%	90%
their school is well maintained* (S2046)	76%	91%	81%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		94%	91%
they feel that their school is a safe place in which to work (S2070)		94%	92%
they receive useful feedback about their work at their school (S2071)		74%	85%
students are encouraged to do their best at their school (S2072)		98%	96%
students are treated fairly at their school (S2073)		98%	93%
student behaviour is well managed at their school (S2074)		80%	86%
staff are well supported at their school (S2075)		71%	81%
their school takes staff opinions seriously (S2076)		75%	80%
their school looks for ways to improve (S2077)		91%	92%
their school is well maintained (S2078)		68%	78%
their school gives them opportunities to do interesting things (S2079)		78%	81%

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

'Agree' represents the 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	589,487	27,129
2012-2013	772,083	255,259
2013-2014	602,966	315,263

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

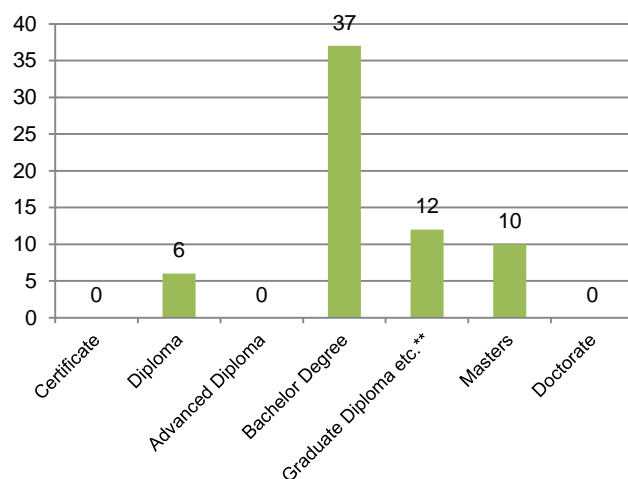
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	65	36	<5
Full-time equivalents	63	27	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	37
Graduate Diploma etc.**	12
Masters	10
Doctorate	0
Total	65



*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 2014 were \$84,492.55.

The major professional development initiatives are as follows:

The teaching of reading

Fast for word program

Legal Studies

State Purchasing Policy

Workplace Health & Safety

Special Education

Music Education

Aerospace

Grammar English Teachers Association of Queensland

First Aid Training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry webpage. 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**

	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	86%	86%	86%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

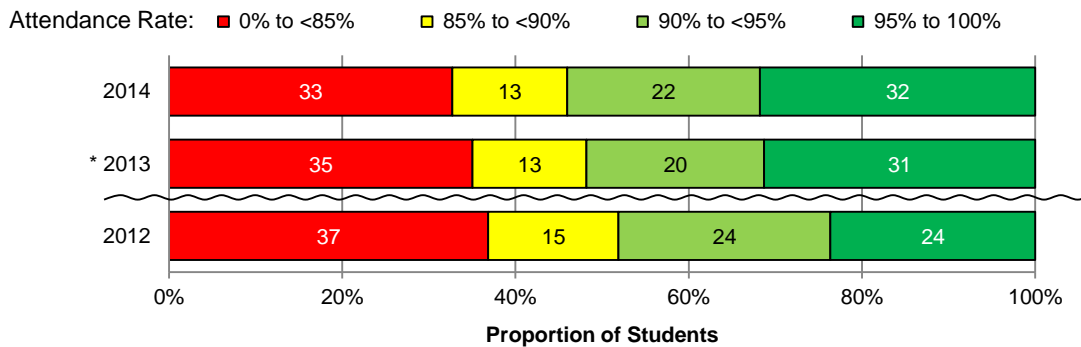
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								88%	86%	84%	85%	86%
2013								91%	85%	84%	84%	87%
2014								87%	87%	83%	85%	90%

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 after 2012 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 DETE 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.

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.

Find a school

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Search by suburb, town or postcode

Sector Government
 Non-government

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

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	68%	72%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	99	103	87
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	44	41	40
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	2	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	67	51	49
Number of students awarded an Australian Qualification Framework Certificate II or above.	55	29	40
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	75	81	77
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.	61%	49%	68%
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.	91%	91%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	91%	94%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	9	7	11	12	5
2013	4	9	7	11	10
2014	6	5	16	9	4

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	29	54	7
2013	30	29	0
2014	14	38	4

As at 19 February 2015. The above values exclude VISA students.

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 (2014 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 school 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.