

Townsville State High School

Queensland State School Reporting

2015 School Annual Report



Strive For Better Things

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Principal's foreword

Introduction

The intent of this report is to inform the local community, and other interested parties, about the characteristics of our school. This report includes data such as NAPLAN results, attendance percentages and enrolment numbers to give the reader a snapshot of our school. Hard copies of the report are available, by request, through the school office.

Townsville State High School was the first state high school in the city. It has proud traditions and a heritage of strength as a school community, providing quality educational programs to students since 1924. 'Town High' is committed to creating a learning environment for students that allows them to achieve 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 motto is "**In Meliora Contende**" (Strive for Better Things)

We ask students to:

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 2015

Successful Learners:	
Initiate a thorough analysis of NAPLAN data to inform a plan to lift student performance in Years 7-9	Ongoing
Embed a targeted literacy & numeracy program for all students in Years 7-9 who are below the National Minimum Standard	Implemented
Continue to ensure that data is effectively used to track & monitor student progress to build a deeper understanding of student performance & learning	Implemented
Continue to implement school wide reading & writing programs (including spelling, grammar & punctuation)	Implemented
Implement & embed the 6 Principles of Junior Secondary across the school community	Implemented
Create a culture of engagement & high expectations for learning by all of our students through our beliefs, values, our language and actions	Implemented
Continue to close the gap between Indigenous & Non-Indigenous student attendance, learning outcomes & retention at key school junctures	Ongoing
Develop & embed a whole school learning & well-being framework	Ongoing
High Standards:	
Continue to increase Senior Secondary pathways & outcomes, identifying clear processes for tracking, monitoring & managing students at risk	Implemented
Continue to lift student level of achievement data for Years 7 to 10 students in English, Maths & Science	Ongoing
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	Ongoing
Embed the P-12 Curriculum, Assessment & Reporting Framework across the Year levels 7 to 12	Ongoing
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	Implemented
Further grow & develop the relationship between partner primary schools & Townsville State High School	Ongoing

Future outlook

In 2016 we will focus on the mantra: Education is as easy as A, B, C

Focus area	Targets
Attendance (A)	<p>Goal 1: Overall attendance rate to be > 89.7%</p> <p>Goal 2: Proportion of students attending less than 85% to be < 20%</p>
Building Literacy (B)	<p>Goal 1: The proportion of NAPLAN students achieving at or above the National Minimum Standard in Reading to be:</p> <p>>90% for Year 7 and 9</p> <p>Goal 2: The proportion of NAPLAN students achieving in the upper two bands in Reading to be:</p> <p>>30% for Year 7</p> <p>>20% for Year 9</p>
Classroom Practices (C)	<p>Goal 1: Percentage of students achieving at C or better to be > 85% in all subjects in all year levels.</p>

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	674	288	386	108	85%
2014	668	287	381	116	86%
2015	752	318	434	125	84%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 Aboriginal and Torres Strait Islander, whilst a further 15% have English as an Additional Language/Dialect and are from a refugee background.

The student body is represented via a number of leadership positions in the school. Student leaders are elected by the staff and their peers to represent the school in various formal and informal events. Student office bearers include school captains, and 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 junior school captains to represent them at various events as leaders from this cohort. Junior secondary students also elect junior 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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	22
Year 11 – Year 12	16	17	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	232	184	152
Long Suspensions - 6 to 20 days	29	28	19
Exclusions	10	20	16
Cancellations of Enrolment	20	8	12

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- Students are supported to actively choose their own learning pathway in consultation with their REEF curriculum adviser through years 7-10 of their learning program.
- Focus 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 may 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.
- An intensive English as an Additional Language Unit operates within the school and provides students from over 30 different countries with support and assistance in their educational programs at school.
- *Transition in Science* is run in conjunction with our primary partner schools and involves Primary school 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 improve learning

The school has a very good student to computer ratio which allows a high level of access to ICTs for students. Access is provided in the form of dedicated laboratories with 'pods' of computers in several classrooms throughout the school. The school Library also has networked computers for students to access research during their lunch time breaks or individual study plan time. Interactive whiteboards are used in conjunction with ICTs in classrooms across the school. All classrooms are wireless network capable allowing 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. ICTs 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 school program which provides support and encouragement for students. The program is based on a TAG (Town High Activity Group) and 'Reef' system.

Each TAG consists of up to 25 students from Year 7 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 7 Induction Program, the Year 11 Leaders Seminar, the Year 12 Leadership Camp and the 'buddy' system between Year 12 students and Year 7 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.

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	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	88%	91%	98%
this is a good school (S2035)	88%	91%	96%
their child likes being at this school (S2001)	82%	95%	96%
their child feels safe at this school (S2002)	82%	95%	98%
their child's learning needs are being met at this school (S2003)	94%	89%	93%
their child is making good progress at this school (S2004)	82%	95%	93%
teachers at this school expect their child to do his or her best (S2005)	94%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	89%	86%
teachers at this school motivate their child to learn (S2007)	82%	87%	91%
teachers at this school treat students fairly (S2008)	88%	88%	94%
they can talk to their child's teachers about their concerns (S2009)	88%	94%	92%
this school works with them to support their child's learning (S2010)	82%	91%	88%
this school takes parents' opinions seriously (S2011)	82%	86%	88%
student behaviour is well managed at this school (S2012)	82%	89%	92%
this school looks for ways to improve (S2013)	94%	94%	94%
this school is well maintained (S2014)	71%	89%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	96%	94%
they like being at their school (S2036)	95%	87%	88%
they feel safe at their school (S2037)	94%	85%	88%
their teachers motivate them to learn (S2038)	95%	93%	92%
their teachers expect them to do their best (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work (S2040)	94%	98%	93%
teachers treat students fairly at their school (S2041)	87%	83%	81%
they can talk to their teachers about their concerns (S2042)	86%	81%	74%
their school takes students' opinions seriously (S2043)	90%	84%	81%
student behaviour is well managed at their school (S2044)	82%	66%	74%
their school looks for ways to improve (S2045)	97%	90%	90%
their school is well maintained (S2046)	91%	81%	85%
their school gives them opportunities to do interesting things (S2047)	92%	94%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	94%	91%	96%
they feel that their school is a safe place in which to work (S2070)	94%	92%	94%
they receive useful feedback about their work at their school (S2071)	74%	85%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	76%	84%	81%
students are encouraged to do their best at their school (S2072)	98%	96%	99%
students are treated fairly at their school (S2073)	98%	93%	99%
student behaviour is well managed at their school (S2074)	80%	86%	90%
staff are well supported at their school (S2075)	71%	81%	85%
their school takes staff opinions seriously (S2076)	75%	80%	83%
their school looks for ways to improve (S2077)	91%	92%	94%
their school is well maintained (S2078)	68%	78%	85%
their school gives them opportunities to do interesting things (S2079)	78%	81%	89%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
 DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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. 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
2012-2013	772,083	255,259
2013-2014	602,966	315,263
2014-2015	641,039	18,532

*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.

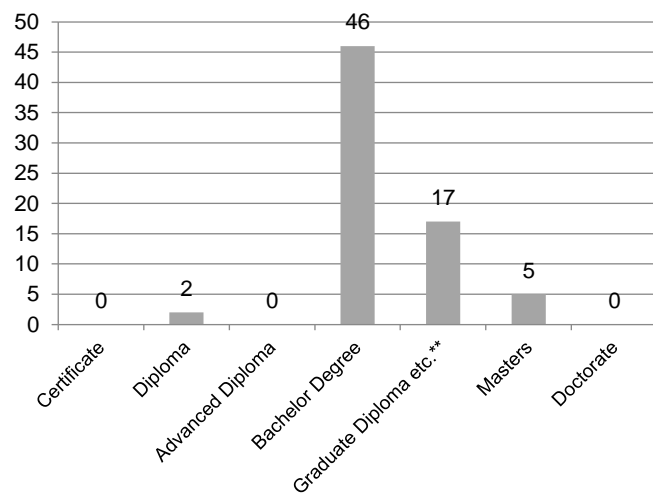
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	70	39	<5
Full-time equivalents	68	29	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	46
Graduate Diploma etc.**	17
Masters	5
Doctorate	0
Total	70



*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 2015 were \$48,529.

The major professional development initiatives are as follows:

- Junior Secondary
- QCAA Syllabuses
- Child Protection and Code of Conduct

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	86%	86%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	76%	80%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	85%	84%	84%	87%

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

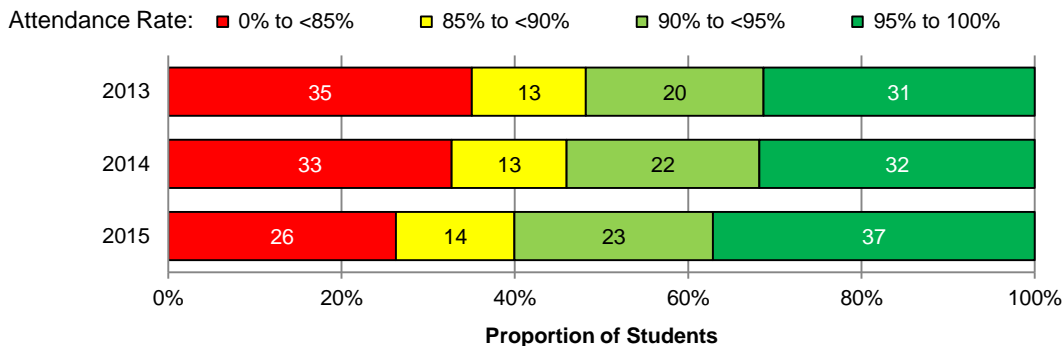
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									87%	87%	83%	85%	90%
2015								90%	87%	89%	87%	87%	92%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	72%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	71%	75%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	103	87	114
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	2
Number of students receiving an Overall Position (OP)	41	40	42
Percentage of Indigenous students receiving an Overall Position (OP)	24%	27%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	2	7	7
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	51	45	60
Number of students awarded an Australian Qualification Framework Certificate II or above.	29	40	59

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	81	77	112
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	94%	91%	100%
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.	49%	68%	69%
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%	92%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	94%	92%

As at 16 February 2016. 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
2013	4	9	7	11	10
2014	6	5	16	9	4
2015	3	13	13	13	0

As at 16 February 2016. 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
2013	29	29	0
2014	5	38	4
2015	2	56	4

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 or 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.