



Townsville State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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|                       |  |
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### School overview

Welcome to Townsville State High School. Being a member of the school community at Town High makes you a part of history. This great school has been proudly providing the young people of Townsville with a Secondary education since 1924. The school has been at its current location since 1964.

Our school has a rich history, and a proud tradition, but we aim to provide innovative and creative approaches to the curriculum delivery of educational services and programs. We are a school of achievers in every sense of the word. The performance of every student is important to us and the pursuit of excellence and intellectual quality across our curriculum is a key focus.

Our staff members are highly committed to supporting the individual learning needs of all of our students and achieving continuous improvement in student outcomes. All members of our school community are asked to take personal responsibility and accountability for learning outcomes. We recognise the importance of parents and carers as partners in all aspects of student learning. We have explicit, high-expectations of all learners; we expect and recognise success.

We highly value and focus on the Literacy and Numeracy needs of our students, believing these areas to be the building-blocks of success in all areas of schooling and throughout life.

Our school offers a range of opportunities for students, whether they be academic, sporting or cultural. Some of these opportunities include Aerospace Studies, Tropics Basketball and our school musical.

Our school values are:

*BE SAFE*

*LEARN*

*RESPECT*

We teach our students about our expectations through a program of Positive Behaviour for Learning.

Our school community is diverse in socio-economic and cultural background. Our students include a significant number who have Aboriginal and Torres Strait Islander heritage, as well as students who have English as an Additional Language or Dialect.

Our school motto *In Meliora Contende* means “Strive for Better Things”.

## School progress towards its goals in 2018

| Priority            | Strategy  | Status  |
|---------------------|---|---|
| Classroom Practices | Expand on the Instructional Coaching model already in use with particular teachers. The basis of this coaching is to be the QT&L regional program. All HODs to become Instructional Coaches.  | ✓   |
|                     | Implement an Observation and Walkthrough process, using Sharratt and Fullan's five questions, as well as SWPBL and Learning Walls. This is to gauge the next steps in professional learning, and student involvement in school expectations.  | ✓   |
|                     | Wherever possible, facilitate Team Planning in an effort to increase consistency across classrooms.   | ✓   |
| Building Literacy   | Implement a Literacy and Numeracy Plan, including teaching with a literacy focus and maintaining Reading strategies. Long-term focus is to ensure that our students are able to engage with external assessment appropriately.  | ✓   |
|                     | Implement strategies around improving "Sentence Structure" due to the multi-faceted skills involved. PD to be provided for teachers.  | ✓   |
| Achievement         | QCE / QCIA attainment via case management   | ✓   |
|                     | Use newly acquired software "Track Ed" to highlight the need for case management of students not achieving to potential. (Need to develop a sustainable method for tracking and responding to Junior Secondary results). This is to be used in conjunction with "data conversations" between teachers and HODs after each assessment item to investigate underperformance of students, and to collaboratively plan differentiation and/or intervention. | ✗<br><br>The software was not a good-fit for the processes the school was trying to implement. Strategy to be modified and continued in 2019. |
|                     | Create an Attendance Officer position to identify and track students with "at risk" attendance. Intervention as necessary. This is due to a correlation between poor attendance and poor LOA data.  | ✗<br><br>Data did not improve significantly. Strategy to be modified and continued in 2019.   |
|                     | Through direct teaching of behaviour expectations (SWPBL), targeted areas to show improved data. Need to review the Responsible Behaviour Plan for Students.  | ?<br><br>Targeted data showed improvement. Review not yet complete.   |
| Miscellaneous       | Engage a Professional Coach for the Admin. Team to build capacity in the implementation of the school improvement model.  | ✓   |
|                     | Principal to undertake something similar to 360 degree feedback to improve Leadership performance. Open invitation to Leadership Team.  | ?<br><br>Feedback was sought but not through named process.   |

## Future outlook

| Priority   | Targets   | Strategies  | Actions   |
|--|---|---|---|
| Every student succeeding through improving teaching and learning | <ul style="list-style-type: none"> <li>85% A - C data in each class</li> <li>30% A or B data in each class</li> <li>100% of staff involved in the full cycle of PDP</li> <li>Baseline data collected for all eight categories outlined in the Inclusive Education policy.</li> <li>Embed strategies for monitoring student learning, and use this evidence to plan the next steps for teaching and learning in all classrooms.</li> </ul> | Embedding a consistent approach to classroom practices in line with our pedagogical framework | Collaboratively review QT&L implementation plan including timelines, roles and responsibilities for all staff and success measures. Communicate the plan with all staff.              |
|  |   |   | Collaboratively develop whole-school curriculum plan that aligns with the AC including: whole of school expectations, scope and sequence both vertical and horizontal, unit planning. |
|  |   |   | Embed the use of the five questions as a tool for teachers to monitor individual student progress and as a tool for students to self-monitor and further their own progress.          |
|  |   | Improving the capability of all staff   | Strengthen feedback processes related to class observations and walkthroughs as they pertain to the professional growth of staff members.   |
|  |   |   | Continue the implementation of instructional coaching as a high impact strategy to develop professional knowledge and practice.   |
|  |   |   | Revise the PDP process to incorporate QA measures that ensure the entire process is purposeful and meaningful for teachers and has integrity and rigour.                              |
|  |   |   | Utilise PLCs as a format through staff meetings to encourage cross-faculty collaborations, learnings and feedback.  |
|  |   | Enacting the ideals and beliefs encompassed by the DoE policies on Inclusive Education        | Implement the school-identified differentiation strategies, rigorously monitor the enactment of the strategies and provide associated PD for staff                                    |

|  |   |  |  |
|--|---|--|--|
|  |   |  | members.   |
|  |   |  | Provide support and implement strategies to ensure higher achieving students are engaged, challenged and extended.   |
|  |   |  | Develop an action plan to embed the future considerations outlined in the 2018 Inclusive Education scan-and-assess.  |
|  |   | Using relevant data to review and inform teaching and learning and/or plan future actions  | Include targets and other measures for monitoring progress against all priority areas in order to gauge success at key junctures and regularly reinforce with all staff members. |
|  |   |  | Collaboratively review data collection and analysis processes and develop a comprehensive plan, including timelines, roles and responsibilities and QA measures.                 |
|  |   |  | Provide PD to staff members to build their data literacy skills and subsequently use the various available data sets to reliably inform teaching practice.                       |
|  |   |  | Formalise the collection of data to determine the success and ongoing viability of partnerships.   |
| Every student succeeding through improving Writing | <ul style="list-style-type: none"> <li>70% of Year 7 and Year 9 students to achieve NMS in NAPLAN Writing.</li> <li>6% of Year 7 and Year 9 students to achieve NAPLAN U2B in Writing.</li> </ul> | Ensuring our students can write to a standard that allows them to successfully demonstrate their curriculum understanding  | Develop and implement a clear plan for the explicit teaching of Writing across the school, including targets and QA measures to monitor impact on student outcomes.              |
|  |   | Teachers and Leaders build professional capacity to articulate what "Writing" across the 6/7 juncture emphasises, and what are the key areas of student learning that need to be unpacked and taught to foster high quality student outcomes | Liaise with local Primary schools to align "Writing" processes across the 6 / 7 juncture. Seek out appropriate professional development and provide to staff as necessary.       |

|  |   |   |  |
|--|---|---|--|
|  |   | Quality documentation drawing on the 'Writing Playbooks' that clearly maps out vertical alignment within curriculum and how this aligns with the literacy continua  | Liaise and plan vertical alignment with local primary schools and within this school. Incorporate strategies and plans from the 'Writing playbooks'. |
|  |   | Involve year 8 cohorts into the process to further the breadth of understanding of student transition and create rich data analysis, to identify key areas of work that need to be visited to increase student NMS outcomes | Plan for student success in NAPLAN Writing by extending plans and procedures beyond the 6 / 7 juncture to include Year 8.                            |
| Every student succeeding through improving engagement and behaviour              | <ul style="list-style-type: none"> <li>Attendance to be &gt;89.1%</li> <li>Students with less than 85% attendance to be &lt; 20%</li> <li>Short suspensions &lt; 85/1000</li> <li>Long suspensions &lt; 4/1000</li> <li>Exclusions &lt; 3.5/1000</li> </ul> | Design and implement a student engagement, attendance and wellbeing framework.  | Write and implement a school-wide Learning and Wellbeing plan, including lessons.  |
|  |   |   | Ensure the school's Attendance procedures are implemented.   |
|  |   |   | Re-write the school's Responsible Behaviour Plan for Students to reflect current practices and Departmental policies.                                |
|  |   |   | Lead the implementation of the 2019 PBL action plan  |
|  |   | Embed the seven essential features of SWPBL across the three tiers of action  | Collaboratively review and communicate clear behaviour management practices and procedures to ensure consistency across the school.                  |
|  |   |   | Further develop teacher capability and confidence in the use of the ESCM and restorative practice to ensure calm and engaging learning environments. |
| Design and implement a strategy to embed Restorative Practice across the school. | Collaboratively design and implement the school's Restorative practice procedures   |   |  |
| Every student succeeding through implementation of the new senior                | <ul style="list-style-type: none"> <li>100% of Year 12 students attaining a QCE or QCIA</li> <li>Staff</li> </ul>   | Data tracking, and individual student case management processes, are implemented to ensure timely   | Lead and manage HODs and RCAs to use appropriate software and other methods of tracking student progress. Ensure timely intervention or extension as |

|   |   |  |   |
|---|---|--|---|
| secondary curriculum  | <p>involvement in every SNLC for all subjects offered by our school</p> <ul style="list-style-type: none"> <li>A number of teachers are trained as assessors, endorsers or markers, and knowledge from these positions informs future planning</li> </ul> | intervention for students 'at risk' of not attaining their QCE or QCIA   | necessary   |
|   |   | Timely and individual guidance is given to all students when planning their Senior Secondary pathway, so as to provide the best opportunity for success  | Review current SET planning processes and implement changes to align to the processes for the new QCE               |
|   |   | Appropriate professional development, including involvement in the necessary SNLCs, is provided to staff to ensure that they are implementing and reviewing the new Senior Secondary units of work | Manage staff access to SNLCs, and ensure that knowledge gained is shared appropriately through faculties            |
|   |   |  | Provide support for staff to engage with Marker, Endorser, Confirmer and Writer training as requested.              |
|   |   | Backward mapping the QCAA cognitive verbs to ensure that all of them are explicitly taught from Year 7 to Year 12.   | Work with a PLC to design an explicit teaching program at the appropriate times in the Junior Secondary curriculum. |
| Embed the QCAA cognitive verbs into all subject areas, and ensure alignment with the Australian Curriculum. | Ensure the QCAA cognitive verbs are included in curriculum unit planning, and being explicitly taught in classrooms.  |  |   |

## Our school at a glance

### School profile

|                                    |                  |
|------------------------------------|------------------|
| <b>Coeducational or single sex</b> | Coeducational    |
| <b>Independent public school</b>   | Yes              |
| <b>Year levels offered in 2018</b> | Year 7 - Year 12 |



## Student enrolments

Table 1: Student enrolments at this school

| Enrolment category                 | 2016 | 2017 | 2018 |
|------------------------------------|------|------|------|
| Total                              | 727  | 758  | 788  |
| Girls                              | 314  | 316  | 338  |
| Boys                               | 413  | 442  | 450  |
| Indigenous                         | 123  | 129  | 157  |
| Enrolment continuity (Feb. – Nov.) | 88%  | 87%  | 87%  |

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

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

Table 2: Average class size information for each phase of schooling

| Phase of schooling | 2016 | 2017 | 2018 |
|--------------------|------|------|------|
| Prep – Year 3      |      |      |      |
| Year 4 – Year 6    |      |      |      |
| Year 7 – Year 10   | 21   | 22   | 22   |
| Year 11 – Year 12  | 18   | 18   | 17   |

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- Students are supported to actively choose their own learning pathway in consultation with their REEF curriculum adviser though years 7-10 of their learning program.
- 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.
- Science activities 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.

### Co-curricular 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 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

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

#### 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 which allows a high level of access to ICTs for students. Access is provided in the form of dedicated laboratories with 'pods' of laptop computers in several classrooms throughout the school. The school Library also has networked computers for students to access research during their lunch 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 an NBN connection. ICTs form an integral part of teaching and learning and as such are continually being embedded across the curriculum.

## Social climate

### Overview

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 vertical TAG system 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 program involves assemblies, guest speakers, study options, sport, assignment work and selected activities operates Friday Period 2.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

| Percentage of parents/caregivers who agree# that:                    | 2016 | 2017 | 2018 |
|--|------|------|------|
| • their child is getting a good education at school (S2016)          | 100% | 89%  | 90%  |
| • this is a good school (S2035)                                      | 100% | 94%  | 85%  |
| • their child likes being at this school* (S2001)                    | 98%  | 91%  | 88%  |
| • their child feels safe at this school* (S2002)                     | 95%  | 90%  | 90%  |
| • their child's learning needs are being met at this school* (S2003) | 95%  | 93%  | 83%  |
| • their child is making good progress at this school* (S2004)        | 95%  | 85%  | 88%  |

| Percentage of parents/caregivers who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • teachers at this school expect their child to do his or her best* (S2005)                              | 98%  | 97%  | 98%  |
| • teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 93%  | 92%  | 93%  |
| • teachers at this school motivate their child to learn* (S2007)   | 93%  | 89%  | 88%  |
| • teachers at this school treat students fairly* (S2008)   | 92%  | 91%  | 85%  |
| • they can talk to their child's teachers about their concerns* (S2009)                                  | 95%  | 94%  | 97%  |
| • this school works with them to support their child's learning* (S2010)                                 | 92%  | 91%  | 92%  |
| • this school takes parents' opinions seriously* (S2011)   | 95%  | 89%  | 86%  |
| • student behaviour is well managed at this school* (S2012)  | 88%  | 86%  | 85%  |
| • this school looks for ways to improve* (S2013)   | 95%  | 95%  | 90%  |
| • this school is well maintained* (S2014)  | 93%  | 88%  | 87%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

| Percentage of students who agree# that:   | 2016 | 2017 | 2018 |
|---|------|------|------|
| • they are getting a good education at school (S2048)                               | 96%  | 84%  | 88%  |
| • they like being at their school* (S2036)  | 90%  | 79%  | 83%  |
| • they feel safe at their school* (S2037)   | 93%  | 81%  | 83%  |
| • their teachers motivate them to learn* (S2038)                                    | 96%  | 83%  | 85%  |
| • their teachers expect them to do their best* (S2039)                              | 100% | 91%  | 93%  |
| • their teachers provide them with useful feedback about their school work* (S2040) | 94%  | 81%  | 87%  |
| • teachers treat students fairly at their school* (S2041)                           | 82%  | 61%  | 74%  |
| • they can talk to their teachers about their concerns* (S2042)                     | 74%  | 61%  | 69%  |
| • their school takes students' opinions seriously* (S2043)                          | 83%  | 64%  | 67%  |
| • student behaviour is well managed at their school* (S2044)                        | 79%  | 48%  | 55%  |
| • their school looks for ways to improve* (S2045)                                   | 94%  | 82%  | 84%  |
| • their school is well maintained* (S2046)  | 91%  | 70%  | 72%  |
| • their school gives them opportunities to do interesting things* (S2047)           | 90%  | 79%  | 88%  |

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

| Percentage of school staff who agree# that:  | 2016 | 2017 | 2018 |
|--|------|------|------|
| • they enjoy working at their school (S2069)   | 91%  | 70%  | 78%  |
| • they feel that their school is a safe place in which to work (S2070)   | 92%  | 86%  | 78%  |
| • they receive useful feedback about their work at their school (S2071)  | 79%  | 56%  | 60%  |
| • they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 82%  | 80%  | 82%  |

| Percentage of school staff who agree# that:                              | 2016 | 2017 | 2018 |
|--|------|------|------|
| • students are encouraged to do their best at their school (S2072)       | 92%  | 80%  | 91%  |
| • students are treated fairly at their school (S2073)                    | 93%  | 78%  | 89%  |
| • student behaviour is well managed at their school (S2074)              | 84%  | 69%  | 64%  |
| • staff are well supported at their school (S2075)                       | 72%  | 56%  | 52%  |
| • their school takes staff opinions seriously (S2076)                    | 67%  | 51%  | 58%  |
| • their school looks for ways to improve (S2077)                         | 84%  | 67%  | 69%  |
| • their school is well maintained (S2078)                                | 76%  | 54%  | 56%  |
| • their school gives them opportunities to do interesting things (S2079) | 84%  | 65%  | 68%  |

\* Nationally agreed student and parent/caregiver items.

# '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 during Terms 1 and 3. School reports are issued to parents four times per year, with comments only included on the end of semester reports. Parents are encouraged to contact the school if they wish to discuss 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 are discussed and supported to ensure students maximise their learning opportunities.

## Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

### **Personal Development and Leadership (PDL):**

- Every student at Townsville State High School participates in a program of personal development with a focus on the development of positive behaviours which centre on effective relationships and resilience.
- Positive peer involvement and interaction promote the development of responsible citizens. Topics range from the individual, to the individual as an effective member of a group to the individual as a decision maker facing changing responsibilities, relationships and preparing for life beyond school.
- Teachers actively model and promote positive behaviours.
- Students are equipped with a printed copy of the school Expectations Matrix in their school diary.
- The multi-age group in TAG, and the fact that teachers remain with the TAG over several years, enhance the values of care and compassion.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

| Type of school disciplinary absence | 2016 | 2017 | 2018 |
|-------------------------------------|------|------|------|
| Short suspensions – 1 to 10 days    | 211  | 278  | 264  |
| Long suspensions – 11 to 20 days    | 8    | 17   | 33   |
| Exclusions                          | 13   | 14   | 20   |
| Cancellations of enrolment          | 5    | 10   | 4    |

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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.

Table 7: Environmental footprint indicators for this school

| Utility category  | 2015–2016 | 2016–2017 | 2017–2018 |
|-------------------|-----------|-----------|-----------|
| Electricity (kWh) | 595,032   | 608,223   | 797,232   |
| Water (kL)        | 8,273     | 94,508    | 4,802     |

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

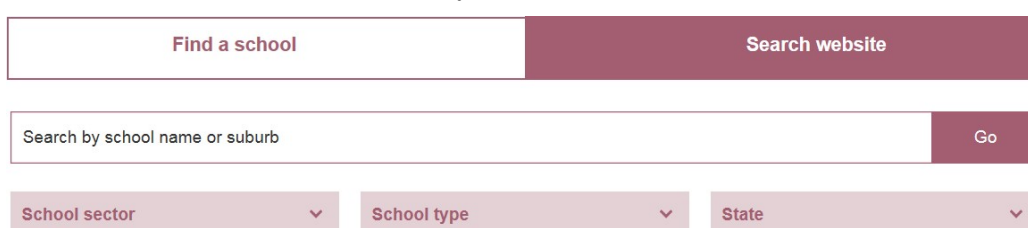
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

| Description           | Teaching staff* | Non-teaching staff | Indigenous** staff |
|-----------------------|-----------------|--------------------|--------------------|
| Headcounts            | 76              | 43                 | 7                  |
| Full-time equivalents | 74              | 33                 | 6                  |

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

| Highest level of qualification | Number of qualifications |
|--------------------------------|--------------------------|
| Doctorate                      | 1                        |
| Masters                        | 11                       |
| Graduate Diploma etc.*         | 20                       |
| Bachelor degree                | 43                       |
| Diploma                        | 1                        |
| Certificate                    |                          |

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

### Professional development

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

The total funds expended on teacher professional development in 2018 were:

|                    |                     |
|--------------------|---------------------|
| Travel             | \$45,222.07         |
| Registrations etc. | \$67,149.42         |
| TRS                | \$61,461.87         |
| <b>TOTAL</b>       | <b>\$173,833.36</b> |

The major professional development initiatives are as follows:

- Child Protection and Code of Conduct
- QCAA Syllabuses
- Teaching with a Literacy focus
- Quality teaching and learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 97%  | 97%  | 97%  |

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

From the end of the previous school year, 92% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

| Description  | 2016 | 2017 | 2018 |
|--|------|------|------|
| Overall attendance rate* for students at this school     | 88%  | 87%  | 86%  |
| Attendance rate for Indigenous** students at this school | 80%  | 79%  | 76%  |

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Prep       |      |      |      |
| Year 1     |      |      |      |
| Year 2     |      |      |      |
| Year 3     |      |      |      |
| Year 4     |      |      |      |
| Year 5     |      |      |      |
| Year 6     |      |      |      |

| Year level | 2016 | 2017 | 2018 |
|------------|------|------|------|
| Year 7     | 91%  | 90%  | 89%  |
| Year 8     | 86%  | 87%  | 84%  |
| Year 9     | 86%  | 86%  | 86%  |
| Year 10    | 87%  | 84%  | 83%  |
| Year 11    | 88%  | 86%  | 86%  |
| Year 12    | 90%  | 90%  | 90%  |

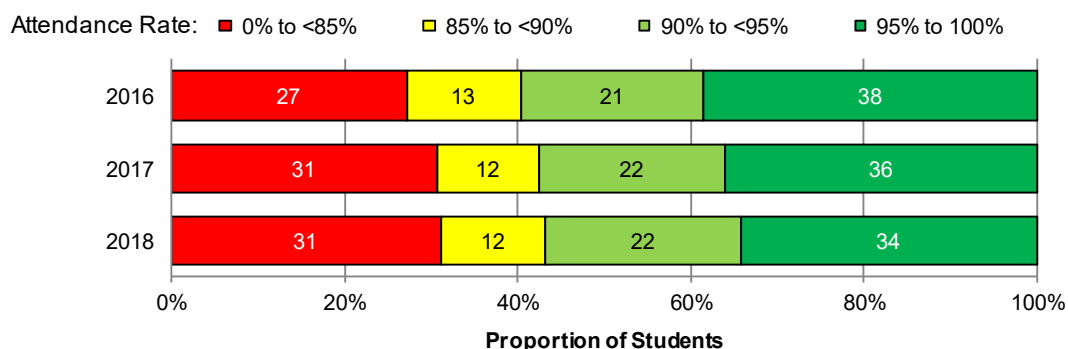
Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.



## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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. Students with unauthorised absences for the day will have a text message sent to their parent / carer. 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.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

| Description   | 2016 | 2017 | 2018 |
|---|------|------|------|
| Number of students who received a Senior Statement  | 103  | 129  | 96   |
| Number of students awarded a QCIA   | 0    | 1    | 3    |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12  | 103  | 128  | 93   |
| Percentage of Indigenous students awarded a QCE at the end of Year 12   | 100% | 94%  | 100% |
| Number of students who received an OP   | 45   | 61   | 41   |
| Percentage of Indigenous students who received an OP  | 31%  | 25%  | 30%  |
| Number of students awarded one or more VET qualifications (including SAT)   | 57   | 120  | 88   |
| Number of students awarded a VET Certificate II or above  | 42   | 46   | 41   |
| Number of students who were completing/continuing a SAT   | 5    | 9    | 3    |
| Number of students awarded an IBD   | 0    | 0    | 0    |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD   | 67%  | 74%  | 59%  |
| Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification | 100% | 100% | 99%  |
| Percentage of QTAC applicants who received a tertiary offer.  | 97%  | 98%  | 97%  |

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

| OP band | 2016 | 2017 | 2018 |
|---------|------|------|------|
| 1-5     | 10   | 7    | 3    |
| 6-10    | 8    | 18   | 10   |
| 11-15   | 12   | 20   | 11   |
| 16-20   | 14   | 14   | 16   |
| 21-25   | 1    | 2    | 1    |

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

| VET qualification        | 2016 | 2017 | 2018 |
|--------------------------|------|------|------|
| Certificate I            | 31   | 111  | 82   |
| Certificate II           | 41   | 44   | 41   |
| Certificate III or above | 1    | 2    | 1    |

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

| Description   | 2016 | 2017 | 2018 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort                       | 83%  | 77%  | 79%  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort | 68%  | 59%  | 50%  |

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Many of Townsville State High School's early leavers leave Townsville with their families. A small number 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.

## **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.townsvilleshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>