



Tully State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



## Contact Information

Postal address:	PO Box 240 Tully 4854
Phone:	(07) 4068 4555
Fax:	(07) 4068 4500
Email:	principal@tullyshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact Person:	Mr Richard Graham

## School Overview

Tully State High School provides a broad range of educational offerings for all students while assisting them to develop and grow to their full potential. Tully High values diversity; all members of the school community are challenged to be responsible, engaged, intrinsically motivated and innovative thinkers. Our curriculum offerings cater equally for students following academic and vocational paths. Some distinctive curriculum features include Agriculture (The school has Droughtmaster cattle), Media Studies, STEM programs and Hospitality using the School Café. There is a wide range of subjects for students to select in years 9 – 12. Extensive partnerships in the community has enabled the school to provide apprenticeships and work experience in many fields including: Engineering, Plumbing, Agriculture, Electrical, Fabrication, Hairdressing, Retail, Beautician and Office Administration. Student support is provided by year-level coordinators, home-group teachers, a nurse, a chaplain, a guidance officer and all staff. Our school has a major focus on the integration of Learning Technology, with the bulk of the school having wireless access. The newly refurbished Resource Centre boasts some of the most state of the art technology and learning spaces available. Our students are regularly recognised on a regional and state basis for success in academic, sporting, cultural and vocational fields. Tully State High School plays a significant role in the community, being the only high school in the cluster. The local community is very supportive of the school and its endeavours. In 2010, the Tully Multipurpose Centre, which is a fully air conditioned performance space with seating for over 600 that is also able to be used for sporting competitions was built. This significant space is a focal point of the school and community.

## Principal's Foreword

### Introduction

#### **School Progress towards its goals in 2016**

An emphasis in 2016 was developing the pedagogical framework for the school. The framework through consultation with staff was developed and will guide the school into the future. A comprehensive data program was developed to assist in long term planning. QCE data was again close to 100% and the Well Being HOD was established late in the year. 2017 goals will continue with a focus on pedagogy and preparation for 2019 changes.

#### **Future Outlook**

An emphasis on 2017 will be based on the two major areas of developing capacity of staff in their pedagogical and supportive school practices and engaging with impending curriculum changes.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	543	279	264	78	92%
<b>2015*</b>	621	312	309	92	93%
<b>2016</b>	647	313	334	112	94%

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.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

The school has close to 100% retention of students from the Cluster primary schools. The cluster meet together regularly to ensure that all students of the area are accommodated for their educational needs from P – 12. Students come from both rural and regional areas. The school has approximately 15% indigenous students and a range of other nationalities including and an increasing number of Cook Island students.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	21	21	21
Year 11 – Year 12	17	17	17

\*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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

The school has a range of VET and OP courses. Some classes in years 11 & 12 are intentionally smaller than regulation sizes to enable a broad spectrum of subjects available to students. The school has an increasing STEM focus along with a comprehensive Agricultural program.

### Co-curricular Activities

Students have a range of sporting and extra curricula programs available to them. Year level camps are held each year and a major 'Snowies' trip is held for year 12 students.



## How Information and Communication Technologies are used to Assist Learning

The school has developed a philosophy on STEM programs at the school. An emphasis in the coming years will be a replacement of fast outdated IT hardware and the development of Junior Digital programs leading into Digital Solutions courses in 2019.

## Social Climate

### Overview

The school has introduced a Well Being HOD to oversee the Positive Behaviour for Learning program at school. The program entails a rewards program as well as the teaching of expected behaviours. The Well Being program overseen by the Guidance Officer aims to develop the emotional needs of students – developing protective and independent management skills in all students.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	97%	97%
this is a good school (S2035)	95%	89%	94%
their child likes being at this school* (S2001)	92%	90%	94%
their child feels safe at this school* (S2002)	96%	92%	88%
their child's learning needs are being met at this school* (S2003)	94%	92%	94%
their child is making good progress at this school* (S2004)	94%	97%	91%
teachers at this school expect their child to do his or her best* (S2005)	99%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	95%	84%
teachers at this school motivate their child to learn* (S2007)	94%	92%	91%
teachers at this school treat students fairly* (S2008)	89%	84%	84%
they can talk to their child's teachers about their concerns* (S2009)	95%	97%	97%
this school works with them to support their child's learning* (S2010)	88%	95%	84%
this school takes parents' opinions seriously* (S2011)	79%	85%	90%
student behaviour is well managed at this school* (S2012)	82%	83%	84%
this school looks for ways to improve* (S2013)	91%	92%	94%
this school is well maintained* (S2014)	92%	95%	94%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	93%	92%
they like being at their school* (S2036)	93%	91%	90%
they feel safe at their school* (S2037)	97%	95%	93%
their teachers motivate them to learn* (S2038)	87%	87%	90%
their teachers expect them to do their best* (S2039)	99%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	85%	94%	91%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	77%	86%	75%
they can talk to their teachers about their concerns* (S2042)	75%	81%	72%
their school takes students' opinions seriously* (S2043)	76%	85%	74%
student behaviour is well managed at their school* (S2044)	78%	81%	77%
their school looks for ways to improve* (S2045)	93%	94%	91%
their school is well maintained* (S2046)	93%	96%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	85%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	95%	100%
they feel that their school is a safe place in which to work (S2070)	93%	98%	100%
they receive useful feedback about their work at their school (S2071)	78%	89%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	89%	79%
students are encouraged to do their best at their school (S2072)	97%	98%	94%
students are treated fairly at their school (S2073)	97%	98%	100%
student behaviour is well managed at their school (S2074)	82%	92%	92%
staff are well supported at their school (S2075)	80%	89%	92%
their school takes staff opinions seriously (S2076)	79%	86%	96%
their school looks for ways to improve (S2077)	95%	98%	98%
their school is well maintained (S2078)	95%	92%	86%
their school gives them opportunities to do interesting things (S2079)	90%	92%	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.

### Parent and community engagement

In 2016 – the school worked closely with experts in engaging with the school community. The school as a result introduced 'Learning Walks' whereby parents are involved at the grass roots level of the school. We continued with other activities such as Grandparents Day and Open nights for parents and the community. Indigenous students as part of a leadership program worked closely with indigenous parents through a variety of activities.

### Respectful relationships programs

Students were involved in programs that focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. This continues to be a component of the compulsory Well Being program held each week.

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

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016

Short Suspensions – 1 to 5 days	55	72	87
Long Suspensions – 6 to 20 days	4	2	5
Exclusions	4	2	3
Cancellations of Enrolment	2	0	2

\* 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.

## Environmental Footprint

### Reducing the school's environmental footprint

A plan for the reduction of electrical costs especially with regards to planned air conditioning usage and an awareness program for staff and students was instigated in 2016. This will be built upon in 2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	527,366	3,603
2014-2015	546,155	1
2015-2016	629,232	15,939

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.

## 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 <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

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Sector:

Government

Non-government

SEARCH

Where it states '**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.

## Our Staff Profile

### Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	60	34	<5
Full-time Equivalent	56	26	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	Nil
Masters	2
Graduate Diploma etc.**	22
Bachelor degree	60
Diploma	2
Certificate	12

\*Teaching staff includes School Leaders

\*\*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 2016 were \$46000

The major professional development initiatives are as follows:

- Behaviour Management
- Beginning Teacher mentor training
- QCAA training for new syllabi
- STEM programs
- Explicit Teaching training
- Essential Skills for Classroom Management

The proportion of the teaching staff involved in professional development activities during 2016 was 30%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2016.



# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	87%	87%

\*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

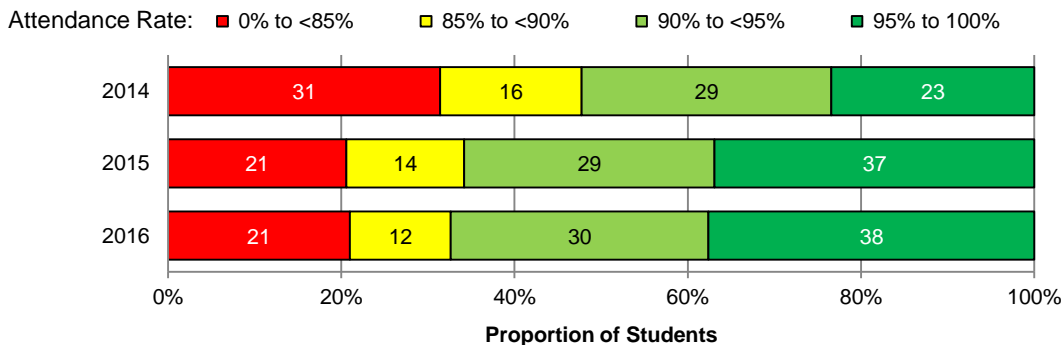
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	85%	86%	86%
2015								92%	93%	91%	90%	89%	89%
2016								91%	91%	92%	91%	89%	89%

\*Attendance rates effectively count 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.

- Teachers follow up attendances with students in classes. Extended periods of absence are followed up by year co-ordinators and Deputy Principals.
- Rewards program is in place for high attendance.
- Reports inform parents of absences and the school has an automatic dial up program in place for daily absences.

## NAPLAN

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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Where it states '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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	96	93	93
Number of students awarded a Queensland Certificate of Individual Achievement.	2	3	1
Number of students receiving an Overall Position (OP)	43	33	27
Percentage of Indigenous students receiving an Overall Position (OP)	14%	33%	12%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	11	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	69	62	69
Number of students awarded an Australian Qualification Framework Certificate II or above.	39	41	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92	90	92

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	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.	81%	70%	81%
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.	98%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	92%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	9	21	8	0
2015	7	6	10	8	2
2016	3	11	8	5	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	58	30	13
2015	50	32	11
2016	31	49	22

As at 3rd February 2017. The above values exclude VISA students.

VET programs are offered in Hospitality, engineering, recreation, childcare & business. The school has an e-learning centre which also offers some online VET programs

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	79%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	53%	86%	78%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

### Early leavers information

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



Students have a range of destinations after leaving school. The local area has a significant labor market and some students take up employment soon after leaving school. An increasing number of students are taking a gap year(s) and following up with University. Due to the distance from post school learning opportunities, students leave the area to follow University options in Cairns, Townsville or Brisbane. TAFE and VET programs are generally pursued in Cairns and Townsville.

