



Tully State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education

Contact information



Queensland
Government

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From the Principal

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 (cattle, food crops, poultry), Aquaculture, Sports excellence programs, Design and IT courses. Extensive partnerships in the community enable the school to provide apprenticeships and work experience in the following fields: Engineering, Plumbing, Agriculture, Electrical, Fabrication Engineering, Hairdressing, Retail, Beautician and Office Administration. Student support is provided by year-level coordinators, CEC, 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 and is a proud member of the Ulysses 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. This significant space is a focal point of the school and community.

School progress towards its goals in 2018

The school continued with its major focus on Curriculum & Capacity. Highlights include:

Significant planning has occurred to support new and beginning teachers.

Unit planning continues in the Junior secondary courses.

STEM and digital technologies programs have been produced and a cluster approach to ICT integration has seen the development of a common scope & sequence .

New courses for 2019 SATE implementation have been developed and appropriate PD support for teachers implemented.

The school in conjunction with the community developed an agreed vision and values.

Future outlook

- A future perspective will be adopted in 2019 with an emphasis on alignment of school curriculum and practices.
- The terminology of school processes and guidelines will be reviewed to incorporate the school vision and values.
- The development of the school curriculum framework and the exploration of suitable pedagogy will be undertaken in 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No



Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	647	669	687
Girls	313	324	320
Boys	334	345	367
Indigenous	112	125	126
Enrolment continuity (Feb. – Nov.)	94%	94%	93%

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

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 an increasing number of Cook Island students.

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	17	16	16

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

The school has a range of VET and OP/ATAR 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

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)	97%	96%	94%
• this is a good school (S2035)	94%	96%	91%
• their child likes being at this school* (S2001)	94%	100%	91%
• their child feels safe at this school* (S2002)	88%	96%	91%
• their child's learning needs are being met at this school* (S2003)	94%	92%	88%
• their child is making good progress at this school* (S2004)	91%	96%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	96%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	96%	86%
• teachers at this school motivate their child to learn* (S2007)	91%	88%	81%
• teachers at this school treat students fairly* (S2008)	84%	92%	79%
• they can talk to their child's teachers about their concerns* (S2009)	97%	96%	92%
• this school works with them to support their child's learning* (S2010)	84%	92%	86%
• this school takes parents' opinions seriously* (S2011)	90%	88%	80%
• student behaviour is well managed at this school* (S2012)	84%	88%	80%
• this school looks for ways to improve* (S2013)	94%	92%	91%
• this school is well maintained* (S2014)	94%	88%	99%

* 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)	92%	93%	94%
• they like being at their school* (S2036)	90%	85%	88%
• they feel safe at their school* (S2037)	93%	86%	97%
• their teachers motivate them to learn* (S2038)	90%	85%	87%
• their teachers expect them to do their best* (S2039)	95%	96%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	83%



Percentage of students who agree# that:	2016	2017	2018
• teachers treat students fairly at their school* (S2041)	75%	66%	66%
• they can talk to their teachers about their concerns* (S2042)	72%	53%	68%
• their school takes students' opinions seriously* (S2043)	74%	62%	73%
• student behaviour is well managed at their school* (S2044)	77%	65%	74%
• their school looks for ways to improve* (S2045)	91%	94%	90%
• their school is well maintained* (S2046)	90%	89%	94%
• their school gives them opportunities to do interesting things* (S2047)	85%	83%	90%

* 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)	100%	98%	93%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	90%	82%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	92%	89%
• students are encouraged to do their best at their school (S2072)	94%	93%	95%
• students are treated fairly at their school (S2073)	100%	98%	89%
• student behaviour is well managed at their school (S2074)	92%	93%	80%
• staff are well supported at their school (S2075)	92%	89%	88%
• their school takes staff opinions seriously (S2076)	96%	93%	92%
• their school looks for ways to improve (S2077)	98%	98%	89%
• their school is well maintained (S2078)	86%	98%	82%
• their school gives them opportunities to do interesting things (S2079)	88%	96%	89%

* 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. In 2018 we worked closely with local sporting groups in using facilities in a shared manner.

Respectful relationships education 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

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	87	125	190
Long suspensions – 11 to 20 days	5	13	18
Exclusions	3	1	4
Cancellations of enrolment	2	1	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

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 2017. This was further built upon in 2018.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	629,232	445,001	906,104
Water (kL)	15,939		3

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.

Find a school	Search website	
<input type="text" value="Search by school name or suburb"/>	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 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

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	63	31	<5
Full-time equivalents	60	23	<5

*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	Nil
Masters	2
Graduate Diploma etc.*	22
Bachelor degree	60
Diploma	2
Certificate	12

*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 \$70 000

The major professional development initiatives are as follows:

- Unit planning
- 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 2018 was 75%.

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.	96%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	91%	89%	89%
Attendance rate for Indigenous** students at this school	87%	84%	83%

* 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			

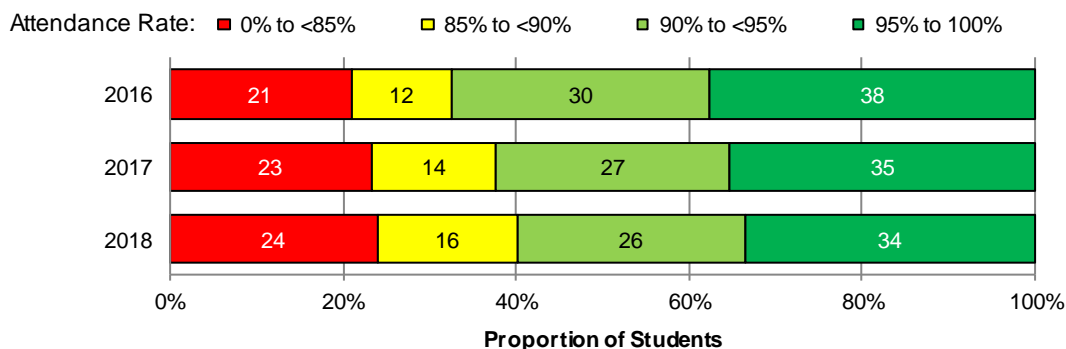
Year level	2016	2017	2018
Year 7	91%	91%	91%
Year 8	91%	90%	87%
Year 9	92%	89%	87%
Year 10	91%	90%	88%
Year 11	89%	88%	90%
Year 12	89%	90%	89%

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.

- 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 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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	93	94	94
Number of students awarded a QCIA	1	1	4
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	92	93	89
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	92%	100%
Number of students who received an OP	27	38	45
Percentage of Indigenous students who received an OP	12%	15%	33%
Number of students awarded one or more VET qualifications (including SAT)	69	70	66
Number of students awarded a VET Certificate II or above	59	61	53
Number of students who were completing/continuing a SAT	16	16	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	81%	71%	71%
Percentage of Year 12 students who were completing or completed a SAT or	100%	99%	100%



Description	2016	2017	2018
were awarded one or more of the following: QCE, IBD, VET qualification			
Percentage of QTAC applicants who received a tertiary offer.	100%	97%	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	3	5	4
6-10	11	10	12
11-15	8	12	16
16-20	5	8	13
21-25	0	3	0

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	40	38
Certificate II	49	48	48
Certificate III or above	22	24	19

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).

Students access Engineering programs through TAFE. The school also offers VET programs in Recreation, Business & hospitality.

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	87%	90%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	78%	88%	59%

Notes:

- 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%).
- 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.

Students take a variety of options after leaving school. Increasing numbers of students are taking up gap year(s). Around one-third of students go to university while overall approximately 50% go onto further study. A significant number find employment predominately in the local area or Cairns or Townsville.

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.tullyshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

