



Townsville Central State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	4 Warburton Street North Ward Townsville 4810
Phone	(07) 4722 6333
Fax	(07) 4721 5991
Email	principal@townsvillecentralss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	The Principal - Mr Damien Tillack



From the Principal

School overview

Townsville Central State School has dedicated and experienced staff, thoughtful and positive students and active and involved parents. The school proudly fosters a very strong, inclusive and positive community. Our focus areas this year are (i) develop assessment literate learners, (ii) develop a whole-school coaching and modelling culture, (iii) improve NAPLAN reading and writing results through targeted support and (iv) embed Essential Skills in Classroom Management strategies into the everyday classroom program to promote a safe and supportive learning environment. We have approximately 245 students.

Townsville Central is 150 years old in 2019, and is the oldest school in Townsville. Planned celebrations include a huge weekend of events in May – a civic reception, a reunion lunch and a fete with an extensive historical display of the school through the last fifteen decades. Other planned events include the construction of an historical walkway and commemorative wall with plaques available for purchase, the internal repainting of our 150-year-old administration block and other improvements in the school grounds. The school is located on the site of the original Townsville Gaol, giving us a strong sense of history. Situated in North Ward and within walking distance of the Strand, Queens Gardens, Castle Hill, Townsville Sports Reserve and the CBD - we believe this gives us the best location for a school in Townsville.

We have an extensive Instrumental Music program, and run many clubs and programs for students for a holistic education. Some of our clubs include Choir, Science, Hot Ropes (Skipping) and STEAM.

We have an Early Years Levelled Reading Program for Prep to Year 2, three mornings a week. We are a Positive Behaviour for Learning (PBL) school and our current whole-school activities include The Resilience Project (GEM: Gratitude, Empathy and Mindfulness)

Here at Townsville Central, we want all children to do their best, far surpassing what we perceive as their potential. The school has one full computer lab and one mini lab. Sustainability has, for a long time, been an embedded practice in our school. We operate a variety of recycling programs and classes are also encouraged to be conscious of their electricity usage.



School progress towards its goals in 2018

The school made progress with its goals. This was able to be managed with the departure of the school principal, Mr Craig Homer, during Term 1, who was acting in a role in South east Queensland. He was later appointed principal at that school at the end of 2018. This led to a number of acting principal contracts with Ms Amanda Lester in the role of acting principal for these contracts for the rest of the year:

- (i) develop assessment literate learners: 83.5% of students achieved an A, B or C in Semester 2 reporting, and 50% of students achieved an A or B in Semester 2 reporting;
- (ii) develop a whole-school coaching and modelling culture: teachers participated in instructional coaching on a rotation basis
- (iii) improve NAPLAN reading and writing results through targeted support: our Learning Wall pedagogy continues to assist students to build skills. Good first teaching is required and almost all teachers are ranked as Senior Teachers or Experienced Senior Teachers.



- (iv) embed Essential Skills in Classroom Management strategies into the everyday classroom program to promote a safe and supportive learning environment: this is in the implement stage.

Future outlook

Mr Damien Tillack was appointed as principal in December 2018 to commence in 2019. Mr Tillack was previously principal at Vincent State School. The school has an upward trend in expected enrolments in 2019.

Improvement priorities in 2019 will be (i) improving students' reading, (ii) improving students' writing, and (iii) improving students' wellbeing. Positive Behaviour for Learning (PBL) will be a significant focus to improve school community confidence in providing a safe and supportive learning environment. The school will also undertake its next Full School Review in Term 2, 2019, followed by its Quadrennial School Review (Four year Strategic Plan) with a review of its Responsible Behaviour Plan for Students and a review of its Pedagogical Framework in Semester 2, 2019.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	250	230	233
Girls	91	93	112
Boys	159	137	121
Indigenous	47	41	43
Enrolment continuity (Feb. – Nov.)	87%	85%	88%

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's ICSEA rank is in the high 900s, with approximately 25% of students coming from high, wealthy socio-economic backgrounds, approximately 50% coming from medium-level socio-economic backgrounds, and approximately 25% of students coming from low and disadvantaged socio-economic backgrounds.

The school has a growing population of 20% of students who identify as Aboriginal and/or Torres Strait Islander. Approximately 4% of students have a diagnosed and verified disability. Approximately 6% of our students have a Language Background other than English (LBOTE) and over 10% of students are new to Australia or are first or second generation Australians. A number of students born overseas have temporary enrolments while their parents work in Australia.



Many of the students who do not live in the catchment area have parents who work in the Townsville Central Business District or near the school. Our students access our Outside School Hours Care facility, on either a regular or casual basis.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	24
Year 4 – Year 6	28	25	21
Year 7 – Year 10			
Year 11 – Year 12			

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

Provide an outline of your school's approach to curriculum delivery including a dot point list of the main curriculum offered by your school and a description of your pre-Prep programs, if applicable.

The school's pedagogical framework is based around the use of Learning Walls, making learning visible for literacy. Most teachers create Learning Walls for each unit of English, Maths and Science, plus specialist subject teachers often have one for their subject area.

Teachers use Sharratt and Fullan's Five Questions for Students and Five Questions for Teachers, as well as 'nimble' planning using the three circles, seeing which students have 'got it' (+), 'mostly got it (-) and need further instruction (x), as the class work through the phases of the units of work. All units have explicit learning intentions and success criteria displayed on the Learning Walls.

Visual supports are also used extensively to provide alternate avenues of comprehension and to also provide additional interventions and supports for students with disabilities or difficulties.

Co-curricular activities

- Athletics Carnival
- Choir
- Townsville Eisteddfod
- Instrumental Music
- School Band
- ANZAC Day March
- Cross Country Carnival
- Interschool carnivals
- Sporting Schools term-by-term programs
- Hot Ropes (skipping) schools tour
- QAMT Interschool Maths Competition
- Opti-Minds
- STEAM Club
- JCU Languages
- Readers Cup
- Year 5-6 Camp
- Wellbeing Garden activities

How information and communication technologies are used to assist learning

The school has two technology labs, one a min-lab. Students with disabilities and difficulties also have access to assistive technologies such as ipads and laptops. Classrooms have data projectors and other sight-enhancing



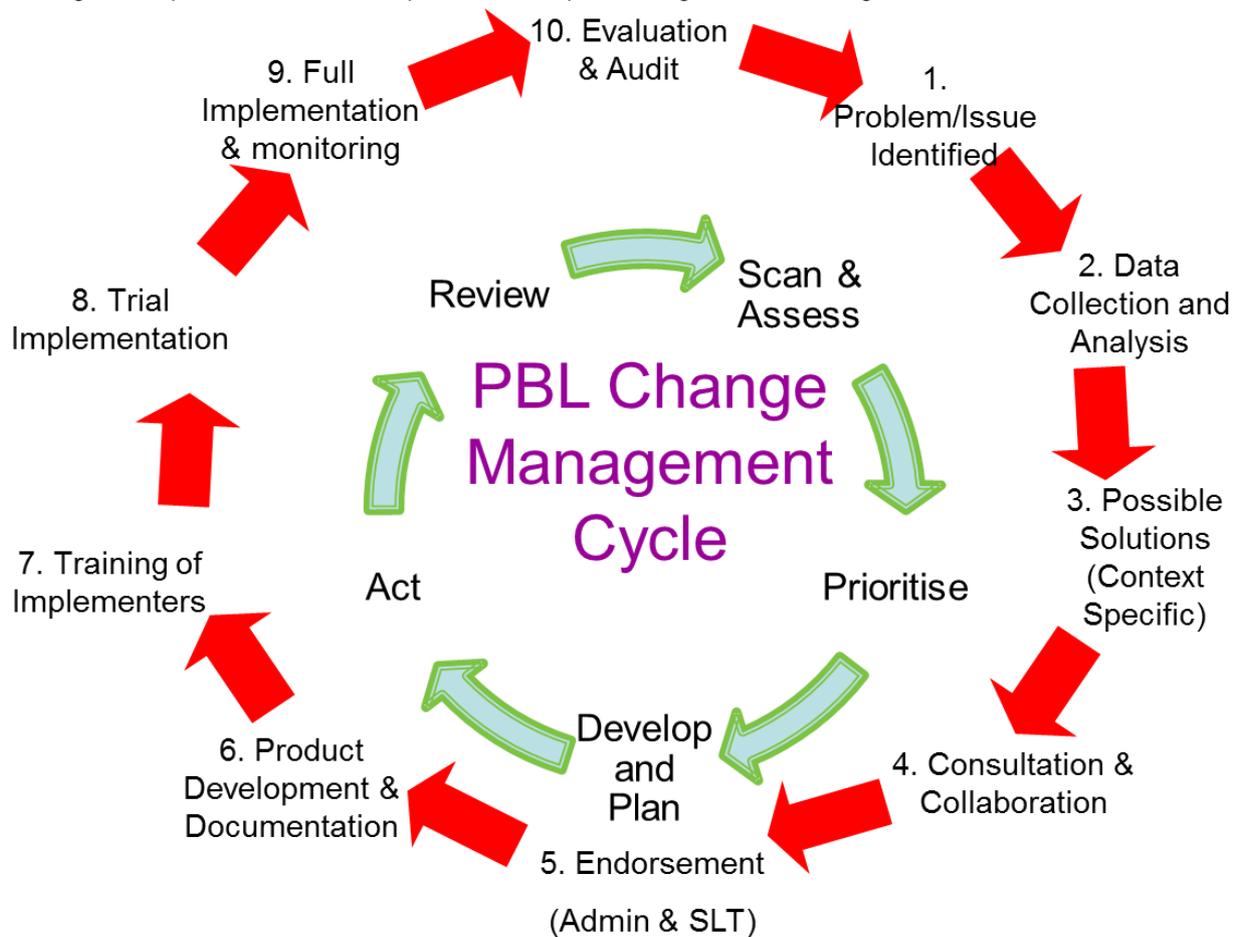
technologies. Our STEAM Club and Science Club are additional clubs, events and programs that extend our students' Science, Technology, Engineering (Design) and Maths capabilities. Our Technologies curriculum will also be upgraded in 2019.

Social climate

Overview

The school creates and maintains a safe, supportive and disciplined learning environment through its implementation of the Positive Behaviour for Learning (PBL) framework. This includes its work on student wellbeing that is led by the school's Wellbeing Teacher.

This diagram helps to summarise the process for implementing and embedding PBL:



The school is a member of the Belgian Gardens Special Education Program Cluster. The Student Support Services Team manages referrals and supports for students with disabilities and difficulties.

Our Wellbeing garden is the focus of wellbeing activities, and the school has a term-by-term program for 2018: Term 1: Choose Kind. Term 2: Gratitude. Term 3: Mindfulness. Term 4: Resilience. The Resilience Project will continue in its full format in 2019 and the Wellbeing program will also be extended.

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%	85%	100%
• this is a good school (S2035)	100%	85%	100%
• their child likes being at this school* (S2001)	100%	90%	100%
• their child feels safe at this school* (S2002)	92%	75%	100%
• their child's learning needs are being met at this school* (S2003)	96%	85%	92%
• their child is making good progress at this school* (S2004)	96%	85%	92%
• teachers at this school expect their child to do his or her best* (S2005)	96%	90%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	83%	92%
• teachers at this school motivate their child to learn* (S2007)	100%	79%	100%
• teachers at this school treat students fairly* (S2008)	96%	75%	92%
• they can talk to their child's teachers about their concerns* (S2009)	96%	95%	100%
• this school works with them to support their child's learning* (S2010)	96%	85%	92%
• this school takes parents' opinions seriously* (S2011)	92%	75%	91%
• student behaviour is well managed at this school* (S2012)	78%	53%	77%
• this school looks for ways to improve* (S2013)	96%	90%	92%
• this school is well maintained* (S2014)	96%	80%	100%

* 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)	98%	100%	96%
• they like being at their school* (S2036)	97%	93%	100%
• they feel safe at their school* (S2037)	94%	87%	82%
• their teachers motivate them to learn* (S2038)	100%	93%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	98%	98%	98%
• teachers treat students fairly at their school* (S2041)	91%	88%	90%
• they can talk to their teachers about their concerns* (S2042)	86%	93%	96%
• their school takes students' opinions seriously* (S2043)	90%	88%	92%
• student behaviour is well managed at their school* (S2044)	78%	84%	71%
• their school looks for ways to improve* (S2045)	97%	97%	98%
• their school is well maintained* (S2046)	97%	93%	90%
• their school gives them opportunities to do interesting things* (S2047)	95%	93%	98%



Percentage of students who agree# that:	2016	2017	2018
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* 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)	95%	90%	81%
• they feel that their school is a safe place in which to work (S2070)	95%	90%	88%
• they receive useful feedback about their work at their school (S2071)	73%	80%	63%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	92%
• students are encouraged to do their best at their school (S2072)	95%	89%	94%
• students are treated fairly at their school (S2073)	91%	89%	94%
• student behaviour is well managed at their school (S2074)	77%	89%	75%
• staff are well supported at their school (S2075)	68%	80%	81%
• their school takes staff opinions seriously (S2076)	71%	90%	75%
• their school looks for ways to improve (S2077)	95%	100%	100%
• their school is well maintained (S2078)	95%	90%	88%
• their school gives them opportunities to do interesting things (S2079)	82%	100%	75%

* 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

All classes have a parent representative (a 'parent rep'), who keeps in contact with the class teacher on class and school events, and helps to communicate this with other parents of students in the class. Parent reps meet regularly as well.

The P&C is very engaged in school life, writing and winning grants and fundraising for various projects. Some of these include a new playground and a bike education path with equipment to be constructed in 2019. AS well, there are the 150th Celebrations events and construction of a new front pathway to the school's 150-year-old Administration building with commemorative plaques.

Parents and community members are welcomed as volunteers in the classroom and library.

Respectful relationships education programs

One third of the school's Positive Behaviour for Learning framework is centred on 'Being respectful'.

Selected year levels have access to the Life van programs throughout the year.

This year, the school's Wellbeing Teacher has lead the 'Choose Kind' framework, with activities, lessons and school signage. Each term has had a particular focus and planning for the 'Resilience Project' was undertaken with surveys and orders for resources for 2019.

The school uses the Daniel Morecombe curriculum to teach students about the three Rs for personal safety: Recognise. React. Report.



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	14	8	27
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

Students learn about the environment and sustainability as part of the curriculum. In 2019, the school plans to take on a more involved approach to sustainability and recycling using school leaders with the Containers for Change program.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	132,691	148,049	120,199
Water (kL)	11,755	8,376	7,768

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	
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	19	13	<5
Full-time equivalents	15	9	<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	0
Masters	2
Graduate Diploma etc.*	3
Bachelor degree	8
Diploma	3
Certificate	0

*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 \$9985.

The major professional development initiatives are as follows:

- Mandatory training
- First Aid



- Specific health training related to individual student needs
- Trauma-informed Practice
- Instructional coaching cycle: Quality teaching and learning
- Teaching and learning framework
- Moderation
- Curriculum Maps
- The Arts familiarisation and implementation
- Technology
- Positive Behaviour for Learning
- The Resilience Project
- Colourful Semantics

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.	95%	94%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% 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 Primary schools was 92%.

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%	91%	91%
Attendance rate for Indigenous** students at this school	84%	83%	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	91%	91%	92%
Year 1	93%	92%	92%
Year 2	90%	89%	92%
Year 3	91%	90%	90%
Year 4	92%	89%	90%
Year 5	91%	91%	92%
Year 6	90%	92%	87%

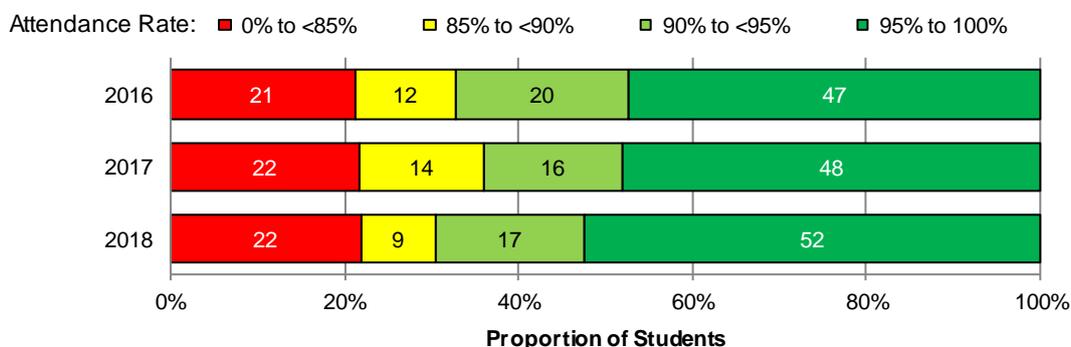
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

The school encourages high attendance with an excellent pedagogical framework – our way of teaching, as well as by providing students with many opportunities for interesting activities in and out of class time and school time.

Rolls are marked twice per day. The school uses an automatic SMS messaging program to notify parents via text message of the absence of their children in the morning. Parents and carers are expected to notify the office of student absences, but if this does not happen, parents are expected to respond to the automatic text message sent by the school with the absence reason. This is recorded on OneSchool.

Parents who would like to take their children on holidays during school time are expected to apply for exemption from schooling for that period of time through the Principal.



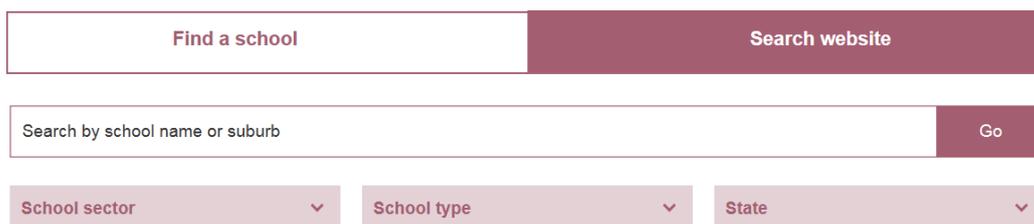
Extended unexplained absences may result in a number of actions. These actions may include home visits by school leadership staff, multiple phone calls and text messages, referral to the Department of Child Safety's Family Connect support agencies and letters notifying the parents and carers of their legal obligation to educate their children every day of the school semester in every school calendar year.

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.



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



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



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.

