



TOWNSVILLE GRAMMAR SCHOOL

**ANNUAL
REPORT
2020**

BONUS INTRA MELIOR EXI

INFORMATION ABOUT THE SCHOOL

Townsville Grammar School's 2020 combined enrolments of the Annandale Campus (Pre-Prep - Year 6), North Shore Campus (Pre-Kindy to Year 5) and the North Ward campus (Years 7 - 12) was 1226 students in total. Townsville Grammar School is a co-educational, day and boarding, non-denominational independent School.

School Sector: Independent

School Address: Annandale Campus (Pre-Prep to Year 6)

1 Brazier Drive, Annandale. QLD. 4814

North Shore Campus (Pre-Kindy to Year 5)

70-90 North Shore Boulevard, Burdell QLD 4818

North Ward Campus (Year 7 to Year 12)

45 Paxton Street, North Ward. QLD. 4810

Phone: (07) 4412 4800 (Annandale)

(07) 4412 6600 (North Shore)

(07) 4722 4900 (North Ward)

Email: tgs@tgs.qld.edu.au

Website: www.tgs.qld.edu.au

Total Enrolments: 1266 (Pre-Kindy to Year 12)

Year Levels Offered: Pre-Kindy to Year 12 (Boarding from Years 7-12)

Co-educational or Single Sex: Co-educational

Characteristics of the student body: Diverse culturally, approximately equal proportions of male and female students. There are approximately 130 boarders, equally split between genders.

Distinct curriculum offerings: International Baccalaureate Diploma
Junior School, Middle School, Senior School
Special Needs Programmes
Extension and Enrichment Programmes

Extra-curricular activities for 2020:

Senior Campus

Music – Bands, choirs, ensembles, orchestras, instrumental, dance

Sport – Club and Interschool

Clubs – Art, Chess, Coding, Dance, Discourse, Entrepreneur & Investment, Fencing, Fitness, Hospitality, Literary & Poetry, Toastmasters & Swimming

Community Service, Interact Club & Leadership

Competitions – Art, Chess, English, Information Technology, Languages, Mathematics & Science

Debating & Public Speaking

Duke of Edinburgh

Tours – Interstate, overseas & sporting

Junior School Campuses

Clubs – Art, Chess, Dance, Drama, Fitness, Homework, STEM & Swimming

Sport – Club and Interschool

Music – Bands, choirs & ensembles

SOCIAL CLIMATE

At Townsville Grammar School, pastoral care is not a separate area handled by one person - pastoral care of students is the domain of all staff at the School. This sense of community and an atmosphere of care and concern is one that many parents comment upon.

Pastoral care is integral to the educational philosophy at Townsville Grammar School and is delivered under the Positive Education Framework. In order for a student to achieve their personal best they need to be happy, contented and safe in their learning environment. Consequently, it is our stated objective to be overtly concerned about the social, physical, emotional and intellectual well-being and development of each student while they are at School. Our Positive Education is delivered via structured lessons at least twice each week. Students discover their own character strengths and learn to appreciate those of their peers.

We subscribe to a whole school approach to pastoral care, involving all form and subject teachers, a designated Year Level Co-ordinator, Heads of House, Assistant Heads of House, school counsellor, boarding house parents, school leadership, including the Co-ordinator of Student Wellbeing & Development as well as outside experts. The objective is to assure students that there are adults within and outside the School who do care.

PARENTAL INVOLVEMENT

Opportunities exist within the School for parents to be involved in the education of their child. These include:

- Parent/Teacher Interviews
- Parent Information Sessions (including Subject Selection Evenings)
- Boarder-Parents' Functions
- Ceremonial Events
- Classroom Assistance
- Parents Network Meetings and Functions
- Black and Gold Supporters
- Junior School - volunteer helpers (reading etc)
- Libraries - assistance with book covering
- Newsletters - Annandale Update, North Shore News, Sports Newsletters, Principal's Newsletter, Social Media, and Schoolzine App.

PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

A parent satisfaction survey was conducted in 2019. It is the latest in a series of longitudinal surveys so changes since the benchmark survey in 2010 can be tracked and changes noted.

CONTACT PERSON FOR FURTHER INFORMATION

Mrs Kristell Scott, the Director of Enrolments, for general information or Mr Connor Barrett, Acting Deputy Principal, for information on School policies.

SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

Please see the MySchool website - <http://www.myschool.edu.au>

STAFFING INFORMATION

The majority of the School's staff are full time. There are also a number of non-academic support staff, most of whom are full time-term time. The School is an equal opportunity employer - race, religion or gender is not a consideration when employing staff, each application is based on the merit of the candidate's skills and experience.

QUALIFICATIONS OF ALL TEACHERS:

Doctorate:	00.94%
Doctor of Philosophy:	02.85%
Masters:	16.19%
Bachelor Degree:	113.33% with some Academic Staff possessing more than one degree
Diploma:	53.33%
Certificate:	12.38% (AQF Level 5 and above only)

2020 Teacher Participation in Professional Development	Number of teachers participating in activity
ACER - General Capabilities Masterclass	2
Alina Dan Consultancy Training Workshop - Holistic Culture	4
Anglican Heads' Retreat and New Principal's Visit	1
Anxiety in the Classroom	1
Arrowsmith Program - Special Education	2
Boarding Staff Professional Learning Day - Pastoral & Operational	4
Bond University Beyond High School Conference	1
Child Protection - Schools 2020 - ISQ Connect & Learn - online	82
Coaching Exam Technique - Year 12 - Drs Moores & Welch	18
Community Auslan - Deaf Services	2
CRICOS: Compliance Update - K Scott	69
CRICOS: Compliance Update via online Teams - Junior School	30
CSML Unit 2 - Leading People & Schools	1
De-escalation Strategies for Students with disability - S Alloway	4
Developing a Growth Mindset/Looking into the Library	32
Developing Early Childhood Approaches for Children with Add. Needs	1
Developing Inclusive Strategies for Students on the Autism Spectrum	1
EAP Verification Portal Webinar	1
Early Career Teacher - Staff Inservice - Dr Paul Welch	6
Early Career Teacher Program	1
EEC - Child Protection Training - online course	4
Engineering is Elementary	1
Fire Safety Training 2020 - Urbane Hub online	81
First Aid - HLTAID001 Provide CPR, HLTAID003 Provide First Aid	92
First Aid Training - HLTAID001 Provide CPR	1
Global Teaching & Learning Summit	1
Heads of Department Networking Forums	1
History Teachers - Grappling with History in the Classroom - JCU	4
HLTAID001 Provide CPR/222300VIC Anaphylaxis/22282VIC Asthma Mgmt, Fire Safety	3
HLTAID003 First Aid/222300VIC Anaphylaxis/22282VIC Asthma Mgmt, Fire Safety	1
How to Adjudicate a Debate - Kelly McBean	11
Improving Maths Instruction through Feedback	1
In-House PD Session - North Ward - Pastoral Care 2020 - C Barrett & Y West	55
Introduction to the EAP Verification Portal Webinar	1
ISQ Big Ideas Summit	4
ISQ VET Workshop - online	2
JS - Learning Support & Assessment - Sarah Farmer & Chris Gray	28
JS Big Write & VCOP (Vocabulary, Connectives, Openers & Punctuation) - C Gray	25

JS High Intensity Teaching Strategies - Questioning - Dr Paul Welch
JS Teaching Staff - Differentiated Teaching - Dr Paul Welch
JS Teaching Staff - Questioning #2 Teaching Students to Ask Better Questions
Leadership Development - Paul Welch
Leading Change - Unit 1 CSML Harvard
NCCD - Evidence & Data Quality - Townsville
No Scaredy Cats for School Leaders
NW Academic Staff 'Questioning' - High Intensity Teaching Strategy - Dr Paul Welch
NW High Intensity Teaching Strategies (HITS) - Questioning - Dr Paul Welch
NW Staff Inservice - Behaviour Management Policy, School Framework Introduction
NW Teaching Staff - Differentiated Teaching - Dr Paul Welch
NW Teaching Staff - Differentiated Teaching - Questioning - Dr Paul Welch
NW Teaching Staff Inservice - Copyright - Helen Bourne
Positive Schools Conference
Pre School to Post School Social and Life Skills workshop - VI Students
PSMT (Problem Solving and Modelling Task) - Reflective Practice
QCAA Assessor (confirmation) Training Workshop
QCAA English & Languages HOD Forum 2020
QCAA External Exam External Marker Training
QCAA Heads of Dept Networking Forums - The Arts
QCAA Lead Confirmation Training
QCAA Marker Training
QCIA State Review
QTAC Insights Workshop
REACH Users Workshop
School & Curriculum Leaders Update
Science Reflective Practice
Semester 2, 2020 - Summary and Look Ahead to 2021 - Dr Paul Welch
Staff Inservice - Questioning #2 - Dr Paul Welch
Staff Inservice - Questioning #3 - Dr Paul Welch
Taking the Reins & and ABSA Boarding Meeting (National)
Teaching & Learning - Semester 2 - Dr Paul Welch
Teaching & Learning online, PLC Meetings & issues faced teaching online
Timetabling Solutions - Student Options, Timetable Development, Daily Organiser
Ukulele Manufacture and Design
Understanding Epilepsy & Admin of Midazolam Workshop
Universal Design Daily: Supporting All Students in the Diverse Classroom
Whole Teaching Staff Inservice - "Be You" Mental Health Program
Year 7 Teacher Laboratory Training - Bianca Battoraro
Total
Total number of teachers participating in at least one PD activity - 110

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
95.8	\$50 389	\$526

Expenditure on Professional Development:

The total funds expended on teacher professional development in 2020 was \$50 389

The major professional development initiatives are as follows: Australian Curriculum, Positive Education, Child Protection, Teaching & Learning Online.

The involvement of the teaching staff in professional development activities during 2020 was 100%.

Average staff attendance for the school, based on unplanned absences of sick & emergency leave periods of up to 5 days:

For permanent and temporary staff and school leaders the average staff attendance rate was 98% in 2020.

Proportion of teaching staff retained from the previous year:

From the end of 2019 to the commencement of 2020, 94.3% of teaching staff were retained.

Key Student Outcomes:

The average attendance rate as a percentage in 2020 was: 95.91%

Year levels	Average attendance rate for each year level as a percentage in 2020
Prep	95.86%
Year 1	96.22%
Year 2	97.28%
Year 3	96.79%
Year 4	96.84%
Year 5	96.52%
Year 6	96.62%
Year 7	96.97%
Year 8	95.78%
Year 9	95.45%
Year 10	92.87%
Year 11	95.65%
Year 12	94.07%

A description of how non-attendance is managed by the school:

Parents telephone the School to advise that their child will be absent (for illness, travel, sports etc). In addition, if the child is known to be absent from class for a sporting, musical or other commitment, the teacher involved will advise the Front Office and this is recorded in the system with the reason for their absence. If the child is absent following the morning roll marking (and the absence is unexplained), the child's parents will be sent an SMS (or telephoned) to explain his or her absence and the system is updated to explain the child's absence.

Apparent retention rate:

Year 12 2020 student enrolment as a percentage of the Year 10 2018 cohort is 90.22%

Year 12 outcomes:

Outcomes for our Year 12 cohort 2020	
Number of students who received a Senior Education Profile (SEP)	131
Number of students awarded a Queensland Certificate of Education (QCE)	122
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA)	0
Number of students awarded an International Baccalaureate Diploma (IBD)*	0
Number of students receiving a Senior Statement only	9
Number of students awarded one or more VET qualifications	21
Number of students who are completing/completed a school-based apprenticeship or traineeship (SAT)	11
Number of students awarded a VET qualification:	
Certificate I	1
Certificate II	11
Certificate III	8
Certificate IV	0
Diploma	1
Advanced Diploma	0

Outcomes for our Year 12 cohort 2019	
Number of students awarded a Senior Education Profile	82
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students awarded a Queensland Certificate of Education at the end of Year 12	81
Number of students awarded an International Baccalaureate Diploma (IBD)	4
Number of students awarded one or more Vocational Education and Training (VET) qualifications	9
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students who received an Overall Position (OP)	71
Number of students awarded a Senior Statement only (SAT)	1
Percentage of Year 12 students who received an OP1-15 or an IBD	85%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, VET, SAT or IBD qualification	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

NAPLAN was not held in the 2020 School year due to COVID cancellation.

National Literacy & Numeracy Benchmark Data 2019

Benchmark results for Years 3, 5 and 7 and 9.

READING			
Year	Average Score (TGS)	Average Score (State)	% of students above Minimum National Benchmark*
Year 3	492	427	100
Year 5	558	503	100
Year 7	597	545	100
Year 9	625	576	98
WRITING			
Year	Average Score (TGS)	Average Score (State)	% of students above National Benchmark*
Year 3	447	413	100
Year 5	511	465	100
Year 7	550	504	99
Year 9	589	535	98
SPELLING			
Year	Average Score (TGS)	Average Score (State)	% of students above National Benchmark*
Year 3	463	411	100
Year 5	540	495	100
Year 7	592	544	100
Year 9	621	580	99
GRAMMAR AND PUNCTUATION			
Year	Average Score (TGS)	Average Score (State)	% of students above National Benchmark*
Year 3	497	433	100
Year 5	577	498	100
Year 7	601	542	99
Year 9	614	573	99
NUMERACY			
Year	Average Score (TGS)	Average Score (State)	% of students above National Benchmark*
Year 3	442	399	100
Year 5	537	493	100
Year 7	613	550	98
Year 9	635	589	99

*The benchmarks are National Benchmarks for Years 3, 5, 7 and 9 Testing. The Benchmark represents the minimum acceptable standard, without which a student will have difficulty making sufficient progress at school.

