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Principal's foreword

Introduction

Tully State High School aims to provide a broad range of educational offerings for students while assisting them to develop and grow to their full potential. Tully High values diversity, where all members of the school community are challenged to be responsible, engaged, intrinsically motivated and innovative thinkers.

The school continues to enjoy positive relationships and productive partnerships with parents and the wider community which has enabled shared ownership and understanding of the school's direction and achievements. This enables the school to be responsive to the needs of the local community and to provide multiple pathways for future learning or earning.

This report outlines our curriculum offerings, Co and extra curricular activities during the past year. It also gives an insight into our staff profile and their ongoing commitment to professional development.

2008 Tully State High School seniors once again proved that being from a rural town is no impediment to success. The OP eligible students did extremely well with more than half of the group scoring an OP between 1 – 10.

As in previous years our students have taken up a wide range of employment and study options within the local community, across the state and beyond. Some of the graduands from 2008 are currently enrolled in the following university courses:

Bachelor of Science Maths/Physics/Chemistry, Occupational Therapy, Australian Navy – Officer Training, Bachelor of Engineering, Double degree in Forensic Science & Criminal Justice, Bachelor of Commerce, Bachelor of Information Technology, Bachelor of International Hotel and Tourism Management (Event management)

Of course tertiary study is just one avenue for our students. Tully High again proved itself a regional leader in the VET (Vocational Education & Training) sector with 50 students being awarded a total of 70 certificates (27 Certificate I and 43 Certificate II). These came from a wide range of courses including: Hospitality, Music, Outdoor Recreation, Rural Operations, Furnishing and Public Safety.

Tully State High School enjoyed wonderful success on the sporting field. One student from Tully High was selected to represent Australia in soccer. Another student was selected for Queensland in 2 separate sports, Rugby League and Rugby Union. 17 students from Tully High School were selected for Peninsula to attend Queensland titles across a range of sports including Cricket, Golf, Athletics, Soccer, Touch Football, Rugby League and Rugby Union.

A year 11 student won First Prize in the Senior Division of the National Geoscience Australia Geology Short Film Competition, earning themselves a visit to Canberra. Another year 11 student was one of 16 students selected from across Australia to experience the National Art Gallery in Canberra for a week of intensive work with national exhibiting artists.

2008 also saw the fruition of a major community project across the cluster and guiding partnerships in the indigenous community – "Wishbone". Outcomes including a greater emphasis on indigenous perspective in the classroom and student pride have been significant.

Future outlook

The school will continue to place significant emphasis on the practice of teaching and learning in a supportive environment. Curriculum design will be a major focus with the Key learning Area – Essential Learning's and Scope and Sequence the guiding force in the junior school. The appointment of a dedicated Head of Department – Middle School will enable a dedicated focus on the very specific needs of the year 8 & 9 students including the juncture between the primary schools and the high school. Attendance will be a significant push with close partnerships enhanced with the local support agencies.

School Profile

Tully State High School is a coeducational school of 647 students from year 8 to 12. (64.93% of students in the Junior school (years 8 – 10) and 35.07% students in the Senior School)

Indigenous students make up 13.75% of the student population.

The School grounds cover 38 hectares, much of which is used by Agriculture. The school operates a Droughtmaster Stud and commercial banana production.

There are extensive sporting fields and an environmental plot, with a track system and replanting areas. There is also an Arboretum.

Specialist Facilities include: Agriculture and Aquaculture areas, six computer rooms (all networked and internet connected), Conference Centre, Resource Centre, Music Centre, Senior Machine Annexe, Catering Annexe and Gym. The school is fully wireless networked throughout.

The school has a 21 seat Toyota Coaster Bus which enables activities in the wider community to be easily accessed.

All classrooms are air conditioned (except for the Manual Arts workshops).

Curriculum offerings

Tully State High School provides a very broad curriculum range which caters equally for the Academic (University bound) students and the Vocational (Apprenticeships, Traineeship, work bound) students.

Some distinctive curriculum features include:

Agriculture – Cattle, Bananas, Aquaculture

ATSI Studies

Tissue Culture, water quality and environmental monitoring in Science

PKP – Personal Knowledge Pursuit, an extension program for gifted and talented students in Year 10 that is a self directed independent study with mentors

YAA – Young Achievers Awards program integrated into the Junior School curriculum

Data logging, robotics, pneumatic systems, CAD and CAM systems

Extensive ICT facilities and software, including GIS

Recognised in FNQ as a leader in English (KLA and Senior) development and delivery

Tutorial assistance and in class support for students who are academically challenged

QSA Trial School – English (KLA and Senior), Physics, Chemistry, Biology, Science 21

QCAR Trial School in English and Mathematics

Extensive partnerships in the community has enabled the school to provide 42 students with a total of 214 days Work Experience in 2008 plus 51 school based Apprenticeships in a range of fields –

Engineering

Plumbing

Agriculture

Electrical

Fabrication Engineering

Hairdressing

Retail

Beautician

Office Administration

Our school at a glance

Extra curricula activities:

Cattle Handling School and subsequent show competitions

Instrumental Music

Annual Musical

Lunch Time Sporting Competitions

Chess Club

Leadership Opportunities through senior committees, and student council

Radio Room

Sport – representative at District, Peninsula, State and National Level (sports including Cricket, Golf, Netball, Rugby League, Rugby Union, Soccer, Squash, Touch and Sailing)

Public Speaking, including Lions Youth of the Year

Writers' Workshops and Readers' Cup

Senior Leadership program

School Socials and Senior Committee Projects including Environmental Committee and Formal

Defensive Driving Program

And the list goes on and on! The school magazine "Waltykima" prepared by a student committee highlights all of the excitement of 2008.

The school views Computer Based Technology as an essential tool for use in all curriculum areas. The School is a member of the "One School Guiding Coalition". Staff and students make extensive use of presentation software, data logging and analytical software to display their work. The school has extensive animation and 3D software and is involved in a high level CAD/CAM project with Smithfield State High School where students produce their design in their classroom in Tully, email it to Smithfield where their design is manufactured and then returned to them. This software also allows virtual wind tunnel testing of their design.

Every teacher has their own laptop and regularly seeks opportunities to enhance the learning environment with Computer Based Technology. Students are encouraged to communicate their assessment tasks with their teachers via email for up to the minute drafting support.

Extensive professional development is provided and actively sought to ensure all staff are at the cutting edge of learning in this ever changing environment.

Social climate

We offer a pastoral care program with students reporting to a Home Group each morning. These groups are selected from students' houses and feed into our House Spirit Competition. Each group is made up of students from year 8 to year 12 and students remain in that group for their five years at Tully State High School.

In addition to this each year level has a Year Level Coordinator who specialises in that particular age group. The school is well serviced by a Guidance Officer (4 days/week), School Based Youth Health Nurse (2 days/week), School Chaplain (3 days/week), VPG support workers (2 days/week), CEC (5 days/week) and Indigenous Teacher Aides. This team of support personnel ensure that students and parents have positive relationships and good connections with the school.

The school enjoys a very close relationship with the neighbouring schools through the Tully Cluster of Schools and through this relationship close connections for students are forged. This includes local primary classes visiting the specialist facilities at Tully High such as the agriculture and science laboratories and aquaculture. High School students referee at primary school sporting carnivals while drama students visit primary schools to share performances. The high school annually runs a middle schools Maths competition and the Readers' Cup. This transition supports students and makes their initial high school experience in year 8 a more familiar environment.

The school actively seeks the support of outside agencies to provide a case management approach for those students who are highly at risk. Parents are a crucial element in this process and are actively encouraged to become involved.

Involving parents in their child's education.

Tully High is a learning organisation where parents and caregivers are valued for their contribution to the learning outcomes of their students. All staff appreciate and encourage parental and community involvement thus forming productive partnerships. We recognise that while this is an area of success it is also an area for continued development. Our challenge is to continue to forge these relationships especially within the wider Indigenous community.

Our P & C Association is extremely active and supportive of the school. Their leadership and continued advocacy for the Tully Community Multipurpose Centre to be built on the Tully High School Grounds is a prime example of the close relationship that parents and the school share.

Our P & C endorses all school planning and accountability documents and takes an active interest in the school community. They regularly hold working bees to assist with the development of the excellent facilities. The depth of extra curricular programs on offer at Tully High could not continue if it weren't for the close relationships with parents and the wider community. Their continued preparedness to open their facilities and support the students of Tully High is indicative of a rural community.

Tully High encourages open communication between Parents and the school. Mid and end of Semester reports are issued and parents are invited to discuss these with staff. A newsletter is produced fortnightly.

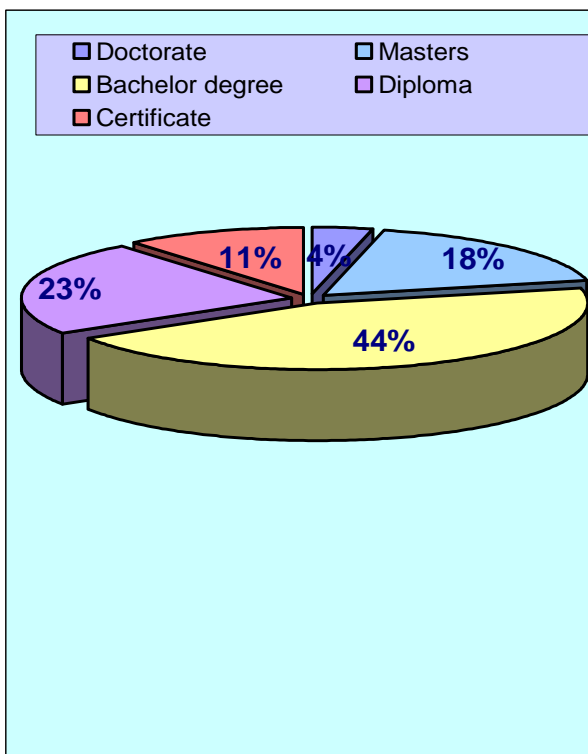
Tully High has strong relationships with the Tully Community with many employers involved in work experience and School Based Apprentice and Traineeship programs. Tully High staff and students strongly support community events including the ANZAC ceremonies in Tully and Cardwell, Tully Gum Boot Festival, Mission Beach Aquatic Festival and annual Tully Show.

Given these close partnerships it is no surprise that our school opinion survey indicated a high level of satisfaction, 85% of parents and caregivers indicated that Tully High is a good school.

Our staff profile

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	10
Bachelor degree	25
Diploma	13
Certificate	6



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$23,255.56 with 90% of teaching staff involved in professional development.

The major professional development initiatives are as follows:

- Indigenous Perspectives
- Class room profiling
- Innovative Education and Training
- Curriculum area professional development days
- First Aid Training
- Work Place Health and Safety
- Senior School and Vocational Education
- QCAR and KLA
- ICTs in the classroom
- Literacy and development of reading programs
- Leadership and Strategic planning

Our staff profile

Average staff attendance	
For permanent and temporary staff and school leaders the staff attendance rate was 97% in 2008.	
Proportion of staff retained from the previous school year.	
From the end of the 2007 school year, 93% of staff were retained by the school for the entire 2008 school year.	

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 87 %.

Key outcomes

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	NA	NA	NA	555
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard.	2008	NA	NA	NA
Writing	Average score for the school	NA	NA	NA	496
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard.	2008	NA	NA	NA
Spelling	Average score for the school	NA	NA	NA	543
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard.	2008	NA	NA	NA
Grammar and Punctuation	Average score for the school	NA	NA	NA	536
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard.	2008	NA	NA	NA
Numeracy	Average score for the school	NA	NA	NA	549
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard.	2008	NA	NA	NA

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort in 2006.

76 %

Performance of our students

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	88
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	55
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	63
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	16
Number of students receiving an Overall Position (OP).	42
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	76%
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.	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	92%

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Performance of our students

Value added

Our mission statement "Striving for Quality Education for All" is best encompassed in the incredibly wide range of opportunities afforded to our students provided by a highly dedicated and committed staff. Tully High endeavours to provide the broadest range of opportunities for all students in a rural community. Student progress is regularly mapped and celebrated while those who struggle are supported through the wide range of support mechanisms available.

Tully High has been recognised as providing significant multiple pathways for students via the Vocational Channels including School Based Apprenticeships and Traineeships. The number of these placements continues to grow each year which is evidence of attributed to the close links with our community.

Tully High places considerable emphasis on the development of the "whole" student and works within its community to enable their development. Students actively engage in their wider community to fund raise and implement change through their leadership. This continues to be an area for development and will be a focus over the coming years.

Parent, student and teacher satisfaction with the school

The following information was gathered as part of the Education Queensland School Opinion Survey that is conducted annually in every state school in August. These are the results of the 2007 survey:

80% of parents confirmed that their students were getting a good education at Tully High School

85% of parents indicated that Tully High was a good school

70% of students indicated that they are getting a good education from Tully High School

82% of staff said that Tully High is a good place to work in 2008

Clearly this is an area for development and focus. We have a wide range of excellent elements; however we need to develop cohesion and communication of these in order to form better perceptions in our school community.