

Wynnum State High School Queensland State School Reporting 2015 School Annual Report



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Principal's foreword

Introduction



Wynnum State High School has been proudly serving its community since 1942. Our curriculum is organised to allow for the study of core and electives in Years 7 to 10, with Years 11 and 12 students able to specialise and prepare for future careers and further education. A particular feature is the variety of alternatives in academic, vocational education and sport pathways. This program allows our senior students to access tutorials, independent study, enterprise programs, sports programs or part-time employment. Years 11 and 12 students also have the opportunity to undertake a school-based apprenticeship or traineeship, allowing them to work towards a nationally-recognised qualification while still completing their senior studies. Our students are keen participants in many extra-curricular activities and the school is recognised for its performing arts program with many different bands and ensembles. Other activities include public speaking, debating, sport and dance groups. The school is committed to promoting a culture of caring for the individual needs of students with a support team comprising year level (PROUD) coordinators, guidance officer, chaplain, learning support, work placement officer, youth health nurse and youth support coordinator.

We're Wynnum, We're PROUD

School progress towards its goals in 2015

Wynnum State High School has based our school culture around the PROUD mantra. 2015 was a year of tremendous growth and opportunity for the entire school community.

This was achieved through:

- Understanding, acknowledgment and valuing of cultural differences
- Using data to generate differentiation of student learning programs
- Student pathway planning and strategies
- Staff engagement with data for student improvement
- Schoolwide pedagogical framework – aligning under the Art and Science of Teaching
- Continuing the development of a new Reading Pedagogy – Reading to Learn
- Promotion of quality teacher and student support programs in Information Communication and Technologies
- Building and facilities improvements aimed at providing the best possible learning environment for students
- PROUD coordinators to support students to become positive contributors to improve school culture particularly attendance, uniform and social skills development
- Junior Secondary School priorities with the 2015 arrival of Year 7 into Secondary school. This involved community forums, transition activities and professional development of staff in cooperation with the WMSEA cluster of schools.

Future outlook

Introduce Reading to Learn as a literacy pedagogy and to 'close the gap' for students in classrooms. Staff will continue to develop expertise in Reading to Learn which aims to improve reading comprehension skills and writing skills.

Encouraging improved attendance, improving reading and aiming for 100% QCE achievement will continue to be a focus for the school community.

A new four year strategic plan 2016 – 19 was collaboratively developed during 2015.



Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	647	299	348	40	91%
2014	631	289	342	38	89%
2015	747	349	398	49	93%

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.

Characteristics of the student body:

Wynnum State High School has a diverse community. In 2015, our enrolments reflected over 30 different cultural backgrounds with approximately 7% of the student population identifying as Aboriginal or Torres Strait Islander. We recognise and celebrate our diverse community at events such as Harmony Day each year. Our families represent a range of diverse occupations with the highest employment fields including Administration, Health, Trades, Retail and Public Service. Approximately 39% of our students aspire towards university entrance whilst the remaining students seek prevocational training or employment.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	24	22
Year 11 – Year 12	18	15	18

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	165	133	176
Long Suspensions - 6 to 20 days	25	11	10
Exclusions	10	5	6
Cancellations of Enrolment	7	5	6

* 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.

Curriculum delivery

Our approach to curriculum delivery

- In 2015, we continued with the rollout of the Australian Curriculum units in English, Maths, Science, Geography and History. This was complimented with the QCAA curriculum offerings in the Study of Society and Environment, Languages, Technology, Health and Physical Education and the Arts. French and Japanese are the languages taught at our school.
- We offer Academic Excellence classes in the Junior Secondary along with Sports Development programs. We enjoy a close partnership with Royal Lifesaving to support our rigorous Lifesaving program.
- In addition to our diverse academic program in the Senior School, we provide a strong, credential-based vocational program for students which includes Certificate II courses in Hospitality, Business, Children's Services, Tourism, IT and Visual Art, Sport and Recreation and certificate programs in Construction and Engineering. Students studying Legal Studies are offered the opportunity to study Certificate IV in Justice Administration through the School of Distance Education.

Extra curricula activities

- Our Instrumental Music program is strongly supported by the school, students and community. Wynnum State High School is the community hub for instrumental music and hosts the cluster WAMMM camp and a range of events and showcase activities in our beautiful Star Theatre each year. We achieve success at Fanfare biennially and the program is available to all year levels. There is a Symphonic Band, Concert Band and Stage Band.
- Each year we field multiple debating teams and enter a range of public speaking competitions.
- Student Council operations grew with Junior and Senior Student Councils in place to ensure representation for all year levels. There are many committees who worked actively throughout the year to enrich school life and develop leadership density across the school. We have programs in place that support leadership in both the Junior Secondary and Senior School since 2011 we have welcomed Junior Secondary Captains to Wynnum State High School as part of the student leadership structure.
- Wynnum SHS joined the Bayside District sport zone in 2015 which provided a higher level of sport competition.
- 2015 saw Wynnum High students involved in a range of Science, Technology, Chemistry and Engineering competitions and challenges.
- A comprehensive Work Experience Program is made available to students in Years 10 and supported with a strong Careers program throughout the senior years.
- Our 'House of Champions' Dance Crew routinely competed in the state finals.
- "Grease the Musical" played four shows to sell out crowds and also played a community matinee for local primary students and residents from local Aged Care Facilities.

How Information and Communication Technologies are used to improve learning

Wynnum State High School recognizes the needs of the new generation of digital learners. All classrooms and student and community spaces at Wynnum State High School have wireless coverage. In 2011, the school introduced a 1:1 laptop program for Year 8s and extended the initiative into Years 9 and 10 in 2012. The entire school has had access to the 1:1 program from 2013. Our trial was highly successful and has been acknowledged by the Department of Education for its success. Our student take-up rate was over 95%. This program was extended to Year 7 in 2015 with strong support from families.

Teachers used a range of online tools and spaces to support students in researching, evaluating, peer reviewing, contributing, recording and sharing. Teachers gained the skills they needed to be able to develop virtual classrooms for every class across the school.

Mathletics (eLearning mathematics support tool) implemented across all Mathematics classes in 2014. In 2015, all students in the school were able to access Mathletics tutoring at no cost to them.

2015 saw an extension of our work on Cogmed and Jungle Memory. Online programs that test, develop and retest students working memory. Further development in the future is planned on this highly engaging and beneficial area.

Social Climate

Wynnum State High fully embraces the School-wide Positive Behaviour Support philosophy where PROUD (Positive, Respectful, On-task, Unified, Determined) behaviours are expected in all school settings and explicitly taught in our classes.

This has translated to notable improvements across the school as reflected in student behaviour data along with an obvious tone of orderly classrooms. Our PROUD mantra influences everything we do. The school has a strong non-tolerance for bullying as outlined in the 'Responsible Behaviour Plan for Students'. There are clear school rules, a published school dress code and a range of expectations to support the right of everyone to feel safe and be able to learn.

We support the 'community' and 'family' feel in place at Wynnum State High School through a range of specialist staff and programs and activities. Student assemblies were held each week where school information and student achievement could be shared and celebrated. We have a school chaplain, youth health nurse, youth support worker, indigenous teacher aide and a caring and supportive Learning Support Unit. Staff recognize the importance of building good relationships with students and this is a priority across the school.

There is a strong Student Council which operates annually to work for the betterment of the school community. In all, the social climate of Wynnum state High School is supportive and inclusive for students and staff.

Parent, student and staff satisfaction with the school

High expectations of our community drives all members of staff to seek areas for improvement. Our rigorous school-based staff professional development program was valued by staff. We continue to take their feedback on board but also note that, in 2015, the community's strong behaviour expectations and an unrelenting focus on learning and orderly classrooms may have influenced some of their responses.

Students identify that they feel safer, get useful feedback from teachers, can discuss their concerns with teachers and that their school looks for ways to improve. These affirmations are positive recognition from students that Wynnum High School is working with them to improve student outcomes by providing a learning culture in classrooms across the school.

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	88%	83%	88%
this is a good school (S2035)	94%	91%	88%
their child likes being at this school (S2001)	95%	88%	96%
their child feels safe at this school (S2002)	90%	92%	96%
their child's learning needs are being met at this school (S2003)	80%	81%	81%
their child is making good progress at this school (S2004)	85%	85%	85%
teachers at this school expect their child to do his or her best (S2005)	93%	92%	85%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	85%	87%	81%
teachers at this school motivate their child to learn (S2007)	75%	87%	85%
teachers at this school treat students fairly (S2008)	90%	87%	80%
they can talk to their child's teachers about their concerns (S2009)	95%	94%	92%
this school works with them to support their child's learning (S2010)	87%	84%	81%
this school takes parents' opinions seriously (S2011)	83%	84%	80%
student behaviour is well managed at this school (S2012)	83%	80%	76%
this school looks for ways to improve (S2013)	97%	89%	88%
this school is well maintained (S2014)	95%	98%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	95%	90%
they like being at their school (S2036)	91%	96%	90%
they feel safe at their school (S2037)	95%	95%	91%
their teachers motivate them to learn (S2038)	89%	93%	88%
their teachers expect them to do their best (S2039)	99%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	92%	93%	86%
teachers treat students fairly at their school (S2041)	84%	88%	78%
they can talk to their teachers about their concerns (S2042)	83%	87%	73%
their school takes students' opinions seriously (S2043)	81%	88%	76%
student behaviour is well managed at their school (S2044)	77%	77%	72%
their school looks for ways to improve (S2045)	94%	98%	95%
their school is well maintained (S2046)	97%	96%	89%
their school gives them opportunities to do interesting things (S2047)	94%	93%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	97%	97%
they feel that their school is a safe place in which to work (S2070)	94%	97%	94%
they receive useful feedback about their work at their school (S2071)	82%	86%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	89%	83%
students are encouraged to do their best at their school (S2072)	100%	99%	94%
students are treated fairly at their school (S2073)	98%	99%	93%
student behaviour is well managed at their school (S2074)	84%	90%	88%
staff are well supported at their school (S2075)	71%	93%	89%
their school takes staff opinions seriously (S2076)	77%	92%	86%
their school looks for ways to improve (S2077)	97%	97%	96%
their school is well maintained (S2078)	96%	97%	90%
their school gives them opportunities to do interesting things (S2079)	77%	90%	94%

[#] '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

We encourage the active participation of all of our families.

The key area of community support stems from our Parents' and Citizens' Association that meets monthly as does the Instrumental Music Parents' Support group. Parents use these meetings to provide support to the school and to also share thoughts and strategies in order to contribute to ongoing improvements.

Parent-Teacher evenings are held twice yearly to discuss student academic progress and achievement. All Year 12 students and their parents are interviewed at the beginning of Year 12 and students are asked to reflect on their previous SET Plan. They use this meeting to develop a new action plan in order to bring about strategies to generate success in their final year at school.

All Year 10 students entering the senior school are interviewed in September each year. Parents accompany their children to the interviews and a SET Plan is prepared for the senior school.

All students entering Years 7, 8 and Year 11 were interviewed with their parents in the year before their enrolment begins.

Subject selection nights are held for Year 8, Year 9 and Year 10 students and these nights are compulsory information evenings for students and their parents.

Parents receive either a hardcopy or electronic monthly newsletter called the "Wynnum Wire". We maintain an up-to-date website which allows parents to know what is going on at Wynnum High. Parent-friendly reports in plain English are produced each term and these are mailed home. Tours for new and prospective students and their parents are held regularly.

Start of preparations for 2016 included Meet the Principal sessions, school tours, information evenings and community forums.

Parents have access to staff email addresses through the website and we encourage parents to contact us and talk to us about their child's progress at all times.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

2015 has seen a further reduction in water use. This has been the result of significant infrastructural changes including new facilities and water tanks under the State Schools of Tomorrow project. The use of environmental infrastructure has led to decrease in the environmental footprint categories particularly electricity. We will continue to review our data and put strategies in place to address key areas.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	472,475	2,185
2013-2014	452,517	3,428
2014-2015	467,127	2,980

*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.

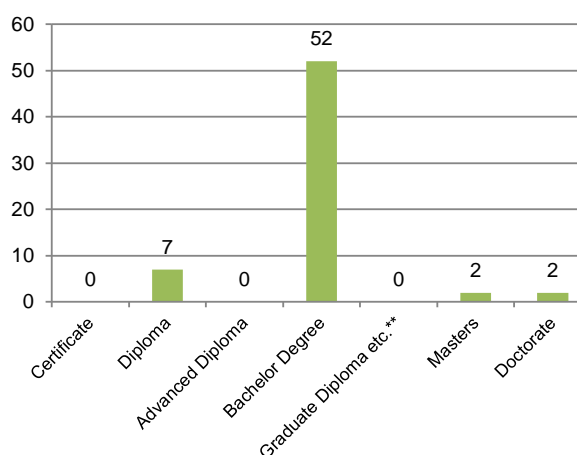
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	63	29	<5
Full-time equivalents	61	21	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	52
Graduate Diploma etc.**	0
Masters	2
Doctorate	2
Total	63



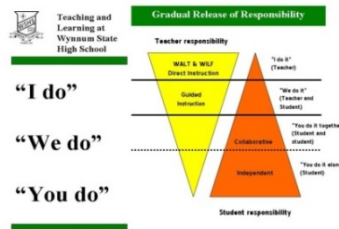
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$26,599.78.

The explicit teaching on a whole-of-school landscape was the key professional development it involved the use of the Direct Instruction model being delivered into every classroom. The model was built on students having clear knowledge of the classroom learning intentions (WALT – What we are learning today) that are linked to student focused success criteria (WILF – What I am looking for), ASOT. As outlined in model below:



Other professional development included significant time and funding to support the **School Wide Positive Behaviour Support** program and challenging the staff to engage in effective use of eLearning initiatives.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Sector:

Government

Non-government

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	83%	79%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

	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
2013									90%	89%	84%	89%	90%
2014									92%	89%	89%	87%	90%
2015								92%	91%	89%	86%	88%	86%

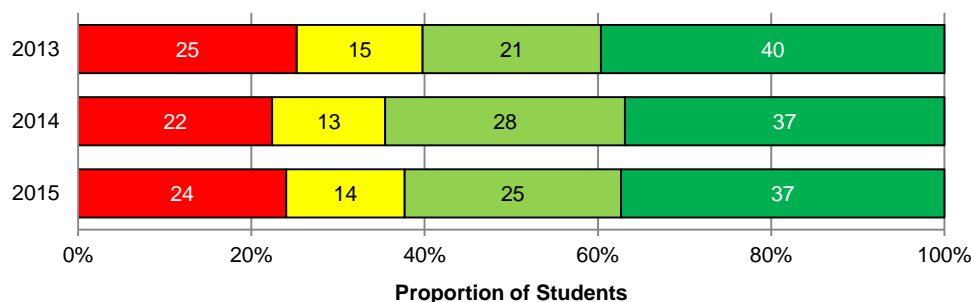
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

In 2015 at Wynnum State High School, a dedicated rolls administration officer managed the recording and following up of absences with the support of PROUD Coordinators and the Administration Team.

In 2015, rolls were marked each lesson using the ID Attend online system. Follow up occurred daily when a student had an unexplained absence. A text message alert system was used to notify parents. The introduction of PROUD Coordinators has impacted positively on school attendance as they will closely monitor attendance and directly notify parents of any extended unexplained lateness or absence.

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.

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

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	80%	65%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	88%	100%	30%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	110	84	70
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving an Overall Position (OP)	54	48	31
Percentage of Indigenous students receiving an Overall Position (OP)	71%	0%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	24	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	99	63	54
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	59	47
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100	81	69
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	86%	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.	52%	67%	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.	97%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	98%	96%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	2	11	15	22	4
2014	5	13	14	14	2
2015	3	10	12	6	0

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	47	91	30
2014	32	52	25
2015	34	45	11

As at 16 February 2016. The above values exclude VISA students.

2015 saw Wynnum State High offering the following Certificate Courses:

Certificate I Engineering and Certificate I in Construction; Certificate II in Hospitality; Certificate I and II in Information, Digital Media and Technology; Certificate II in Tourism; Certificate II in Business; Certificate II in Sport and Recreation and Certificate II in Visual Arts.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The majority of students who left Wynnum State High School prior to completing Year 12 in 2015 moved with their families to new destinations of some geographical distance from the school.

The school supports early leavers by providing them with information and support about options available outside of the school.

Students who have their enrolment cancelled are provided with information around external opportunities such as further training opportunities like Cert III guarantee. Parents are advised they can work with the Guidance Officer to access support.

Younger students who are disengaged are referred to such programs as Boystown or BABI and Youth Engagement Programs. Students are also linked to Metropolitan South Institute of TAFE for the Senior Studies program – allowing students to complete their Years 11 and 12 in a non-school environment. The school supports students in studying full-time Certificates II, III or IV at TAFE as well as pre-apprenticeship programs with Skills Tech Australia. Students are advised about full-time apprenticeship options. The school works with Wynnum employment agencies to support disengaged students as well as students with barriers to employment. Most students who are early leavers are linked with one of the programs mentioned, with a minority of students working full-time once they leave school.