

Wynnum State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 797 Wynnum 4178
Phone	(07) 3906 7333
Fax	(07) 3906 7300
Email	the.principal@wynnumshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Principal: Mr Phil Campbell

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 8 to 10, with Year 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. Year 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

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School progress towards its goals in 2013

Our primary focus areas and activities for 2013 and beyond relates to embedding our PROUD, Connected and Personalised Learning that will impact on student learning, school culture and community perception.

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
- School wide pedagogical framework – aligning under the Art and Science of Teaching
- Promotion of quality teacher and student support programs in information Communication and Technologies
- Building and facilities improvements
- Appointment of 5 PROUD coordinators (one per year level) to support students to become positive contributors to improve school culture

Future outlook

Introduce Reading to Learn as a literacy pedagogy and to ‘close the gap’ for students in classrooms. Staff will undertake 8 days of training of Reading 2 Learn which aims to improve reading comprehension skills and writing skills.

Use Great Results Guarantee funding to support and extend students as they strive for improved achievements.

Get Ready for Secondary School in preparation for the 2015 arrival of Year 7 into Secondary school. This involves community forums, transition activities and Professional Development of staff in cooperation with Cluster Primary Schools.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	632	310	322	90%
2012	607	305	302	89%
2013	647	299	348	91%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Wynnum State High School has a diverse community. In 2013, our enrolments reflected over 26 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, Retails and Public Service. Approximately 40% of our students aspire towards university entrance whilst the remaining students seek employment.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	23	24
Year 11 – Year 12	18	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	169	155	165
Long Suspensions - 6 to 20 days	31	31	25
Exclusions	6	11	10
Cancellations of Enrolment	13	4	7

Curriculum offerings

Our distinctive curriculum offerings

- In 2013, we continued with the rollout of the Australian Curriculum units in English, Maths, Science and History. This was complimented with the QSA curriculum offerings in the Study of Society and Environment, Languages, Technology, Health and Physical Education and the Arts. French is the language taught at our school and Japanese was added for the start of 2013.
- We offer Music and Academic Excellence classes in the Junior Secondary along with Sports Excellence programs. We offer a School of Excellence in rugby league which is a sports development program run in conjunction with the Wynnum Manly Leagues Club. Our partnership is strong and sponsored with scholarships and enthusiastic staff. Similarly 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/III courses in Hospitality, Business, Children's Services, Tourism, IT and Horticulture and certificate programs in General Construction and Engineering. Students studying Legal Studies are offered the opportunity to study Certificate IV in Justice Administration through the Metropolitan Training Unit.

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 annually and the program is available to all year levels. There is a Symphonic Band, Concert Band and Stage Band along with a school choir.
- Each year we field multiple debating teams and enter a range of public speaking competitions.
- A very strong Student Council operates throughout the school with representation in all year levels. There are seven committees who work 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.
- Sport always has a high participation rate for students. 2013 saw Wynnum High crowned Gateway District Champions in Swimming, Cross Country and Girls Track and Field.
- Interschool Sport was also successful in 2013 with many teams winning District Championships in Rugby League, Touch Football, Football, Netball and Basketball.
- 2013 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 make it to the state finals.

How Information and Communication Technologies are used to assist 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 will have 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%.

In order to build a culture of eLearning, a significant professional development program was undertaken to support the capacity of teachers to efficiently and effectively utilize technologies to support learning. This proved highly successful with all teaching staff gaining ICT certificates and an additional four staff gaining Digital Pedagogy licences. All members of the school leadership team undertook additional practicums to support the leading of teaching and learning with ICTs.

2013 saw teachers at Wynnum State High school develop their skills around software to support a range of learning activities e.g. brainstorming (StickyNotes), collecting and presenting data (Microsoft Excel), deconstructing and analysing text (Word), note taking and summarizing (OneNote), representing and composing (Paint.net, Photo story, PowerPoint) and publishing (Movie Maker) to name a few.

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 2013. All students in the school are able to access Mathletics tutoring at no cost to them.

Social climate

In 2013, Wynnum State High fully embraced 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 new '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.

2013 saw Wynnum State High School as one of the first schools in the State to undergo a Discipline Audit. This audit was a very strong validation of the school's commitment to creating a disciplined, structured and positive environment for teaching and learning to occur. The school also had a very successful Teaching and Learning Audit in 2013 which also acknowledged the steady improvement in all facets of Teaching and Learning. Both Audit reports are available for viewing on the school's website www.wynnumshs.eq.edu.au

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 and seven committees are formed annually to work for the betterment of the school community. These committees are: The Arts, Social, Welfare, Sport, Formal, Magazine and Environment. 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

Our 2013 opinion data shows continued improvements in community satisfaction. This kind of data provides us with a platform to seek out ways to build and celebrate our profile and achievements with the community. We continue to consult our school community and enact the new school 3 year Strategic Plan which focuses on three tiers of learning and growth - PROUD, PERSONALISED and CONNECTED learning.

High expectations of our community drives all members of staff to continued 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 2013, 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 Result 2013

Percentage of students satisfied that their child is getting a good education at school 95%

Percentage of students that would recommend the school to others 87%

Percentage of staff that are satisfied with school morale 85%

Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives 81%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	88%
this is a good school (S2035)	100%	94%
their child likes being at this school* (S2001)	94%	95%
their child feels safe at this school* (S2002)	94%	90%
their child's learning needs are being met at this school* (S2003)	94%	80%
their child is making good progress at this school* (S2004)	88%	85%
teachers at this school expect their child to do his or her best* (S2005)	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	85%
teachers at this school motivate their child to learn* (S2007)	84%	75%
teachers at this school treat students fairly* (S2008)	88%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%
this school works with them to support their child's learning* (S2010)	97%	87%
this school takes parents' opinions seriously* (S2011)	90%	83%
student behaviour is well managed at this school* (S2012)	88%	83%
this school looks for ways to improve* (S2013)	100%	97%
this school is well maintained* (S2014)	97%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	94%
they like being at their school* (S2036)	82%	91%
they feel safe at their school* (S2037)	87%	95%
their teachers motivate them to learn* (S2038)	93%	89%
their teachers expect them to do their best* (S2039)	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	88%	92%
teachers treat students fairly at their school* (S2041)	86%	84%
they can talk to their teachers about their concerns* (S2042)	74%	83%
their school takes students' opinions seriously* (S2043)	78%	81%
student behaviour is well managed at their school* (S2044)	66%	77%
their school looks for ways to improve* (S2045)	92%	94%
their school is well maintained* (S2046)	92%	97%
their school gives them opportunities to do interesting things* (S2047)	95%	94%



Our school at a glance

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	96%
they feel that their school is a safe place in which to work (S2070)	94%
they receive useful feedback about their work at their school (S2071)	82%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	98%
student behaviour is well managed at their school (S2074)	84%
staff are well supported at their school (S2075)	71%
their school takes staff opinions seriously (S2076)	77%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	96%
their school gives them opportunities to do interesting things (S2079)	77%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 Learning Pathways 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 Learning Pathways Plan is prepared for the senior school.

All students entering Year 8 and Year 11 are 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 fortnightly 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. Open Mornings and tours for new and prospective students and their parents are held regularly.

Start of preparations for 2015 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.

2013 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	519,829	4,732
2011-2012	253,152	2,757
2012-2013	472,475	2,185

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

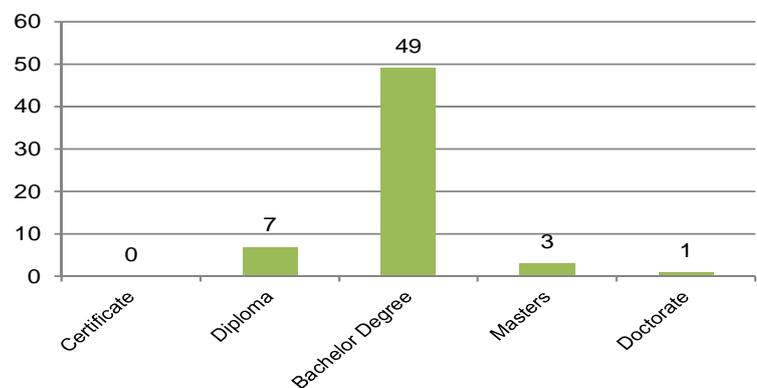
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	55	31	<5
Full-time equivalents	51	21	<5

Qualifications of all teachers

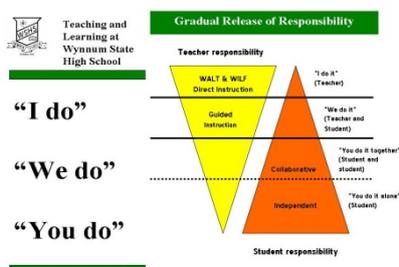
Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Bachelor Degree	49
Masters	3
Doctorate	1
Total	60



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$27,300 (21.5% of school grant).

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.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	89%	89%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

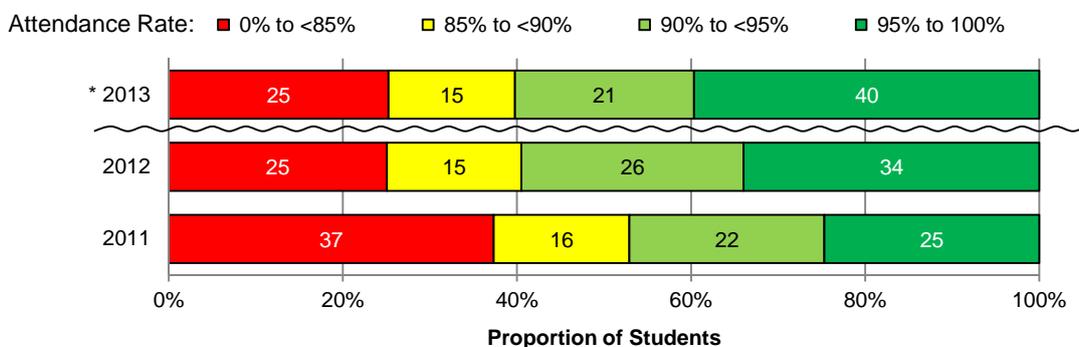
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								86%	84%	83%	88%	86%
2012								92%	84%	86%	90%	91%
2013								90%	89%	84%	89%	90%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 2013 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 2013, 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. A range of new proactive strategies were developed and introduced in 2013. 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. These efforts have seen a reduction in non-attendance that is expected to be carried forward into 2013.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which has a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which has a text input field, a "Sector" dropdown menu with "Government" selected, and a "Non-government" checkbox. Below these options is a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

A dedicated team at Wynnum State High School work to support our Indigenous students. 2011 data showed some improvements however we continue to access external support and put further strategies in place to 'close the gap' between Indigenous and non-Indigenous success at school. In 2012, the gap between Indigenous and non-Indigenous attendance had reduced significantly to such a point that they were nearly equal for Year 8 and Year 11 cohorts. This represented a significant improvement from previous years.

Cultural and Leadership teacher aide was employed to work directly with Indigenous students to support their attendance at school.

External agencies and school-based support staff also focused on addressing the large retention gap (10-12) between Indigenous and non-Indigenous students.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	71%	82%

Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	123	124	110
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	54	65	54
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	25	40
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	91	101	99
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	89	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	107	115	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.	69%	60%	52%
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.	93%	95%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	94%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	5	16	16	15	2
2012	9	13	17	21	5
2013	2	11	15	22	4

As at 5 May 2014. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2011	55	79	12

Performance of our students

2012	48	85	22
2013	47	91	30

As at 5 May 2014. The above values exclude VISA students.

2013 saw Wynnum State High offering the following Certificate Courses:

Certificate 1 Engineering: Certificate 1 in General Construction; Certificate 2 in Hospitality; Certificate 2 in Horticulture; Certificate 1 and 2 in Info Digital Media and Technology; Certificate 2 in Tourism; Certificate 2 in Business; Certificate 2 in Sport and Recreation; Certificate 2 in Visual Arts and Contemporary Craft; Certificate 2 in Aquatics

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 leavers information

The majority of students who left Wynnum State High School prior to completing Year 12 in 2011 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 "Get Set For Work". 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 for "Get Set For Work", "Youth Connections" or the "Access 10" (Year 10 at TAFE) program. Students are also linked to Alexandra Hills TAFE for the Senior Studies program – allowing students to complete their Year 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.