



Wynnum State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Wynnum State High School has been proudly serving its community since 1942. The school has had a very long and proud tradition of quality curriculum programs and student successes. We strive to provide quality teaching and learning experiences for each individual student in our school community. The mission of the school is Tradition, Community, Excellence – Proudly Building Futures Together. We are a school committed to excellence and continuous improvement and consistently engage in ongoing reflection, discussion and futures-planning. As our school mantra so aptly states, “We’re Wynnum, We’re PROUD”.

At Wynnum State High School, our curriculum aims to create a learning community where students are successful, both academically and for their future work lives, so they can perform as productive young citizens in their local and world communities. We offer English, Maths, Science, History and Geography as core subjects under the Australian Curriculum from Years 7 through to 10. This is complimented with curriculum offerings in Languages (French and Japanese), Technology, Business, Health and Physical Education and the Arts. We offer Academic Excellence classes in the Junior Secondary School along with Sports Excellence programs.

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/IV courses in Hospitality, Horticulture, Sport and Recreation, Community Recreation and Children’s Services and Certificate programs in General Construction and Engineering. A 1:1 Laptop program operates across Years 7-12 and has supported student achievement and engagement.

We offer an extensive range of activities to support the holistic development of the young person at Wynnum State High school. Our Instrumental Music program is second to none. Wynnum State High School is the community hub for instrumental music and hosts the cluster WAMM camp and a range of events and showcase activities in our beautiful Star Theatre each year. We have achieved 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.

The past two year cycle has been highly successful for Wynnum State High School and we have celebrated continued improvements in our academic outcomes and school satisfaction data (including our Year 12 exit data, our Year 7 & 9 NAPLAN data and our School Opinion Survey data.) Our dedicated work to support literacy and numeracy outcomes for students continues through various school-based programs, explicit classroom strategies and professional development for teachers. Recognizing the important role of the classroom teacher in influencing outcomes for the learner, a rigorous professional development program is facilitated for all teaching staff and an explicit teaching framework is in place across all classrooms along with a school-wide Positive Behaviour Support Program.

A 4 year Strategic Plan(2016-2019) is in place focusing on the 3 priorities of:

- High Expectations
- Quality Teaching and Learning
- Tracking Students for Success

School progress towards its goals in 2018

In 2018, we drove improvement in relation to our 2016-2019 Strategic Plan.

High Expectations:

- Positive behaviour for learning underpinning our practice to create a positive learning culture
- PROUD learning promoted through explicit instruction in PROUD behaviours and rewards process

Quality Teaching and Learning:

- Continued implementation of our school’s pedagogical framework, ASOT and explicit instruction in literacy via R2L.
- Professional learning, coaching and reflection opportunities for staff.

- Planning and providing the Australian curriculum with rigour, and preparatory work for the 2019 introduction of SATE.

Tracking Students for Success

- Targeted, high yield instructional strategies (literacy, numeracy) to support student improvement and achievement.
- Implementation of extension programs to develop U3B students.
- Continued development and implementation of data tracking tools and case management to support teaching and learning and strengthen student success.

In 2019 the school will capitalise on the improvements made to date to maximise student outcomes and continue to focus on improving in those areas previously identified.

Future outlook

Strategy: Continue to establish and embed a positive learning culture promoting high levels of student engagement and success.
<ul style="list-style-type: none"> • PBL team to provide professional development, monitor behaviour through data analysis and review processes to support all staff in using PBL strategies.
<ul style="list-style-type: none"> • Implement a traffic light system of attendance monitoring and intervention processes and practices to support improved attendance.
<ul style="list-style-type: none"> • Continued consolidation of a positive learning culture through explicit instruction in PROUD Behaviours.
Strategy: Engage in professional learning, development and growth linked to the schools EIA and staff APDP's.
<ul style="list-style-type: none"> • Lead professional development on coaching, peer observation and feedback linked to personal PD plan and pedagogical framework (ASOT) to be consolidated in practice.
<ul style="list-style-type: none"> • Deliver Essential Skills in Classroom Management to staff.
<ul style="list-style-type: none"> • Innovatively create opportunities for collaboration to support the teaching and learning process – R2L, U3B, Moderation practices.
<ul style="list-style-type: none"> • Establish and implement a rigorous support and capability development program for Beginning Teachers
Strategy: Continue to implement and develop teacher data literacy and capability to differentiate student learning and enable quality pathways for all students.
<ul style="list-style-type: none"> • Develop and implement a school literacy plan.
<ul style="list-style-type: none"> • Continuous implementation of U3B extension programs to develop U3B students.
<ul style="list-style-type: none"> • Use of strategies such as Tracked, data walls and student case management to monitor student progress against learning goals and designed targeted interventions to support student success.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	821	864	873
Girls	390	403	423
Boys	431	461	450
Indigenous	56	55	51
Enrolment continuity (Feb. – Nov.)	93%	95%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Wynnum State High School has a diverse and inclusive school community. In 2018, our enrolments reflected over 25 different cultural backgrounds with approximately 6.2% 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 35% of our students aspire towards university entrance whilst the remaining students seek prevocational training or employment.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	17	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Wynnum State High School, we 'proudly build futures together'. Our distinctive curriculum offerings include:

- Academic excellence program in Math, Science, English and History/Geography for years 7 to 10
- Sports enhancement program
- An extensive vocational pathway for senior students
- A strong academic tradition and authority choices for tertiary bound students
- A personalised and unique service delivery

Co-curricular activities

- Academic competitions including STEM program
- Cultural activities and acknowledgements
- Representatives in district, regional and state teams
- Performing Arts events which included band tour, local performances
- Instrumental music program supported by parents and community. There is a symphonic band, concert band and stage band
- Work experience program

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. All students have the opportunity to access the laptop program. This enables them to access the virtual learning classroom to extend their learning to 24/7. All other students have access to laptops during class time through classroom allocation and PCs are available in many classrooms across the school and in the library. The staff incorporate digital pedagogies into lessons. Additionally, *Mathletics*, and *Cogmed* are used to develop students working memories and inform future planning.

Social climate

Overview

Wynnum SHS community is PROUD of the safe and caring environment it provides. Through the programs provided students are taught resilience, ambition and general health and wellbeing that supports their academic programs and aids in the production of a holistic education. The school utilises heads of house, youth support coordinators, school based youth health nurse, chaplain, indigenous support staff and a guidance officer to provide guidance for decision making, careers and general health and wellbeing. Programs within the curriculum and additional to it are designed to be relevant to our students and their personal needs. The staff at Wynnum are highly committed to the students and go above and beyond in providing a range of extracurricular activities. Those offered include: motivational speakers, conferences, camps, class workshops, a morning check in process and more.

Student leadership is fostered with opportunities for students to work with their Heads of House and peers to deliver activities and experiences that foster this leadership capability. Camps or camp incursions are currently held along with other year level based challenge activities.

Wynnum SHS offers a school wide positive behaviour program across all year levels that promotes integrity, honesty, resilience, tolerance, pride, lifelong learning and respect. Students feel valued and supported as indicated in their SOS responses and this is felt within the school as students are friendly, welcoming and tolerant.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	92%	89%
• this is a good school (S2035)	96%	94%	91%
• their child likes being at this school* (S2001)	96%	96%	92%
• their child feels safe at this school* (S2002)	94%	96%	94%
• their child's learning needs are being met at this school* (S2003)	92%	88%	89%
• their child is making good progress at this school* (S2004)	94%	92%	85%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	95%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	91%	94%	86%
• teachers at this school treat students fairly* (S2008)	86%	94%	90%
• they can talk to their child's teachers about their concerns* (S2009)	92%	96%	94%
• this school works with them to support their child's learning* (S2010)	92%	94%	92%
• this school takes parents' opinions seriously* (S2011)	96%	94%	87%
• student behaviour is well managed at this school* (S2012)	86%	86%	82%
• this school looks for ways to improve* (S2013)	88%	94%	94%
• this school is well maintained* (S2014)	96%	94%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	96%	90%	92%
• they like being at their school* (S2036)	93%	87%	78%
• they feel safe at their school* (S2037)	95%	94%	91%
• their teachers motivate them to learn* (S2038)	98%	85%	85%
• their teachers expect them to do their best* (S2039)	100%	96%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	87%	88%
• teachers treat students fairly at their school* (S2041)	91%	71%	77%
• they can talk to their teachers about their concerns* (S2042)	89%	70%	68%
• their school takes students' opinions seriously* (S2043)	87%	75%	75%
• student behaviour is well managed at their school* (S2044)	79%	73%	65%
• their school looks for ways to improve* (S2045)	98%	88%	88%
• their school is well maintained* (S2046)	94%	92%	87%
• their school gives them opportunities to do interesting things* (S2047)	97%	88%	87%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	93%	97%
• they feel that their school is a safe place in which to work (S2070)	95%	98%	99%
• they receive useful feedback about their work at their school (S2071)	84%	85%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	82%	93%
• students are encouraged to do their best at their school (S2072)	96%	96%	100%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	95%	98%	96%
• student behaviour is well managed at their school (S2074)	90%	87%	94%
• staff are well supported at their school (S2075)	88%	87%	87%
• their school takes staff opinions seriously (S2076)	88%	87%	83%
• their school looks for ways to improve (S2077)	95%	93%	100%
• their school is well maintained (S2078)	94%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	88%	88%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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.

Additional opportunities to partner with parents in their students learning include, at several key junctures. 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 August each year. Parents accompany their children to the interviews and a SET Plan is prepared for the senior school. All students are interviewed with their parents in the year before their enrolment begins establishing positive, open and supportive relationships with our incoming parental community. Subject selection nights are held for students and these nights are compulsory information evenings for students and their parents.

Parents receive an 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, along with a Facebook page. 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.

In 2018 families had the opportunity to participate in 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.

Individual plans are developed for students requiring greater support. These are done in consultation with parents utilising key staff. These are targeted to ensure all students are set realistic and appropriate learning goals.

Respectful relationships education programs

As a PBL school, explicit lessons are delivered on the schools values PROUD (Positive, Respectful, On Task, Unified, and Determined). These lessons are targeted to teach and reinforce expectations of school and society in general. They are planned, reviewed and presented consistently for all students to access. In addition, pastoral care lessons are timetabled into the school week. These lessons target relationships and positive personal safety amongst other topics. The student diary provides a snapshot of information that supports the lessons taught and acts as an easy reference point. Student support personnel are available for one on one conversations, small group work and delivering relevant personal relationship programs. They support students both proactively and reactively so that the best possible outcome for all involved can be attained. The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	140	192	198
Long suspensions – 11 to 20 days	8	13	7
Exclusions	8	4	10
Cancellations of enrolment	5	6	9

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns. The school reviews its utilities usage annually and has in place strategies to minimize wastage. The newsletter and interim reports are offered electronically to families and on the website to reduce paper usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	467,877	494,693	449,980
Water (kL)	3,692	2,729	6,085

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface for My School. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a downward arrow.

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

A rectangular button with the text 'View School Profile' inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	76	30	<5
Full-time equivalents	72	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	2
Graduate Diploma etc.*	24
Bachelor degree	46
Diploma	4
Certificate	-

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 60,974

The major professional development initiatives are as follows:

- Capability development to support teacher adoption and implementation of the New QCE
- Reading to Learn literacy pedagogy
- Beginning Teachers induction and professional capability development

- Capability development in leading inclusive learning environments
- Mentoring and coaching
- Twilight professional learning
- Middle Leaders leadership capability development

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	87%
Attendance rate for Indigenous** students at this school	82%	82%	77%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

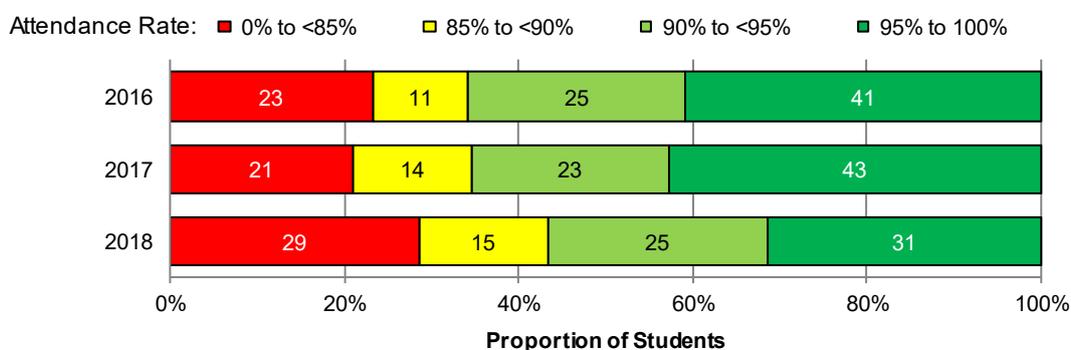
Year level	2016	2017	2018
Year 7	92%	91%	90%
Year 8	90%	90%	87%
Year 9	87%	88%	86%
Year 10	88%	89%	81%
Year 11	88%	91%	86%
Year 12	87%	92%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Student attendance is tracked through a morning roll mark each day and staff marking the class rolls electronically each lesson. Absences without an explanation are followed up with an SMS text message to parent. Teachers, Heads of House, Deputy Principals and our attendance officer oversee the absence of students. Parents are requested to contact the school for absences via the school absence telephone line, provide a note outlining the reason for the absence, or speaking directly to school administration. Parents are contacted by telephone and departmental letters are issued to manage absences. When a student has many absences, the Department of Education procedure of 'Letters of Absences' by the Principal commences. Interviews are then made with the Student, Parent, Principal/Deputy Principal and at times the Guidance Officer as a follow up for strategies to be put in place to ensure success for the student. Attendance has a high profile in the school. Our mantra is: "It is the Wynnum Way, to attend school every day, on time and ready to learn." Attendance boards for House Groups are prominently displayed around the school with averages read out on every assembly. There are rewards for students with 100% attendance, the best performing house group and roll class.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

- Click on the *My School* link <http://www.myschool.edu.au/>.
- Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	122	125	105
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	121	125	105
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	63	72	58
Percentage of Indigenous students who received an OP	20%	50%	29%
Number of students awarded one or more VET qualifications (including SAT)	88	83	69
Number of students awarded a VET Certificate II or above	71	69	64
Number of students who were completing/continuing a SAT	21	18	15
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	71%	76%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	98%	100%

Description	2016	2017	2018
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Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	5	17	12
6-10	28	17	16
11-15	14	17	16
16-20	15	20	13
21-25	1	1	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	50	36	20
Certificate II	67	48	48
Certificate III or above	26	33	28

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate courses offered in our school include: Engineering, Construction, Hospitality, Business, Fitness, Information Digital Media and Technology, Aquatics

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	78%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	60%	64%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers

and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways or the workforce.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.wynnumshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>