

QUEENSLAND STATE SCHOOL REPORTING - 2010

Wynnum State High School (2021)

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Principal's foreword

Introduction

Wynnum State High School is located in the Bayside district of Brisbane city. The school opened in 1942 and has had a very long and proud tradition of quality curriculum programs and student successes. It exists to provide quality teaching and learning experiences for each individual student in the school community.

The mission of the school is Tradition | Community | Excellence – Proudly Building Futures Together.

Our aim is to create a learning community where students are successful, both academically and for their future work lives and as young citizens of their local and world communities.

This report details a sample of achievements and results from Wynnum State High School in 2010. As a school committed to excellence and continuous improvement, we welcome all data presented in the report as a catalyst for ongoing reflection, discussion and futures-planning.

School progress towards its goals in 2010

2010 marked an exciting period of change and strategic planning for the school. Under the State Schools of Tomorrow Project, the final stages of a sixteen million dollar school refurbishment program were carried out providing the campus with complete wireless access and new state-of-the-art facilities supporting students across all curriculum areas.

In 2010, Wynnum State High School undertook a significant review and forward planning process and responded by adopting a new mission statement that supports our commitment to enhancing student academic outcomes and building student community values. Wynnum State High School is continually reviewing and making adjustments to meet the needs of the changing social economic, demographic and technological context. We will continue to see students as individuals who need an education which caters for the whole child.

All staff participated in literacy training as a part of the EQ Literacy initiative. Identified strategies for improvement were put in place as a part of the broad school goal for academic improvement. The Literacy training provided staff with the knowledge and skills to embed literacy teaching across the curriculum.

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A Homework Club was started two afternoons per week after school and continues to be well supported by staff and students.

We continued with the middle phase of learning strategies and professional development of our staff in these strategies. A dedicated Middle Schooling staff portfolio was created. We began to explore an evidence-based platform for student learning and committed to a whole school pedagogical framework.

Along with a strong academic program, we continued to provide a comprehensive vocational education and training program in the senior school and reviewed options as appropriate. We continued to employ a full time Work Placement and SATS Co-ordinator whose job it is to source work and training opportunities for eligible students.

We became a School Wide Positive Behaviour School and undertook necessary training. The School Wide Positive Behaviour Committee reviewed our school approach to supporting positive behaviours.

ICTs and eLearning continued to be a priority for staff training.

Our student results continued to impress and positioned us well in the district. We saw significant growth for the previous year in our Year 12 Outcomes data.

Future outlook

The future looks bright for Wynnum State High School with our new facilities providing us with a catalyst for embracing a futures-outlook and new technologies. In 2011, we will:

1. Continue to embed the School Wide Positive Behaviour Program to support school values, student engagement and participation. Review our school's "Responsible Behaviour Plan" to ensure alignment with this program.
2. Develop data-driven strategies to support continued student improvement, particularly in the Literacy and Numeracy domains.
3. Implement a whole school pedagogical framework.
4. Ensure curriculum alignment with current and emerging agendas including the National Curriculum. Maintain quality and breadth in our curriculum programs across the school.
5. Restructure student support programs in the school, including those for gifted and talented students.
6. Offer a rigorous Professional Development program for staff based on needs and school priorities.
7. Introduce a 1:1 Laptop program into Year 8 with subsequent planning for whole school 1:1 Engagement taking place.
8. Promote activities to build student international-mindedness

Our school at a glance

School Profile

Coeducational or single sex: Co-educational

Year levels offered: 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
709	346	363	82%

Characteristics of the student body:

Wynnum State High School has a diverse clientele. 6.5% of our students identify as Maori, 5.2% of the student population identify as Aboriginal and/or Torres Strait Islander. 4.5% of our students come from English as a second language background. Approximately half of our students aspire towards University entrance whilst the remaining half seek to move into vocational areas. Our programs and activities aim to respond to this rich and diverse clientele.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	23	98%	87%	12%	2%
Year 11 – Year 12	18	94%	85%	10%	6%
All Classes	21	97%	86%	11%	3%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	154
Long Suspensions - 6 to 20 days	19
Exclusions	3
Cancellations of Enrolment	11

Curriculum offerings

Our distinctive curriculum offerings

The school's curriculum offerings are based around the eight nationally agreed learning areas of English, Maths, Science, Study of Society and Environment, Languages Technology, Health and Physical Education and The Arts. French is the language taught at our school. In 2011, we will prepare for the rollout of the National Curriculum.

We offer a School of Excellence in Rugby League which is a sports development program within the HPE course. We offer Lifesaving in the Senior school and have strong business and community partnerships with Royal Lifesaving and Wynnum Manly Leagues Club because of these programs. We also offer a sports excellence program in the Middle School and Year 10.

We have a strong academic program in the Senior school and a strong vocational program. This includes:

Certificate II in Hospitality

Certificate III in Horticulture

Certificate II in Horticulture

Certificate I in General Construction and Certificate I in Engineering

Extra curricula activities

Interschool sport on Wednesday afternoon – we pride ourselves on being a very strong competitive school in sport.

A strong Instrumental music program is available to all year levels. There is a Symphonic Band, a Concert Band and a Stage Band. There is also a performance Vocal Ensemble.

Debating and public speaking .Each year we field multiple debating teams in Years 8 – 11 and place contestants in all public speaking competitions.

Work Experience

Young Achievement Australia – YAA

Bring It on Dance Crew – in 2010 our Dance Crew came 3rd in the state in this competition.

French Trips to Noumea and Paris

Science and Engineering Challenge as well as various curriculum-specific competitions

A very strong Student Council operates throughout the school with representation in all year levels. Year 11 and Year 12 students act as senior leaders on the Student Council. There are seven committees of the Student Council and each committee reports annually to the school community at Awards Night.

How Information and Communication Technologies are used to assist learning

The State Schools of Tomorrow project has marked a significant increase in the school's ICT capacity. By the end of the project, all classrooms will have wireless coverage. In 2010, the school also undertook initial planning to enable the introduction of a 1:1 Laptop program for Year 8 in Semester 2, 2011.

Computers are used to enhance student learning outcomes. Students have access to Information Technology in all subject areas. Five computer laboratories with 28 computers each exist in the school as well as an Electronic Research Centre of 28 computers in the Resource Centre. Additionally, there are seven mini-labs, consisting of up to 16 computers each, for speciality areas such as Film and TV, Art, Graphics, and Food Technology, to name a few.

Our computer to student ratio is 1:2.2 (as at December, 2010).

Professional development to support the capacity of teachers to efficiently and effectively utilize new Information Communication Technologies (ICTs) has been a focus in 2010 and will continue extensively

Our school at a glance

in 2011.

Social climate

Wynnum State High School has a positive social climate. Each year level is supported by one Year Co-ordinator and two HODYLs. A HODYL is a Head of Department with responsibility for that year level. Year Co-ordinators deal with student and class attendance issues and support students on welfare issues. They work with the HODYL to ensure that student needs are supported individually and as a whole school community. All year levels have a year parade weekly, where student birthdays and student achievements are celebrated on these parades.

There is a full school parade held each Monday, the purpose of which is to promote the community spirit of our school. It is a time for individual and group recognition of academic, sporting, cultural and community achievements.

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 2010, we embraced the School Wide Positive Behaviour Support program which reinforces positive behaviour. This has resulted in a new school mission statement and the PROUD mantra which influences everything we do- Positive, Respectful, On-task, Unified, Determined. The school has a strong non-tolerance for bullying as outlined in the Responsible Behaviour Plan for Students. There are clear school rules and a published School Dress Code. These can all be found in the Responsible Behaviour Plan for Students.

We have a School Chaplain, the services of a Youth Health Nurse twice weekly, an Indigenous Teacher Aide, a youth worker from BABI and a caring and supportive Learning Support Unit.

In 2010, Students feel safe at school and feel they are treated fairly. They are able to get involved in school activities and report that they are happy to go to this school.

In all, the social climate of Wynnum High is supportive and inclusive for students and staff.

Our school at a glance

Parent, student and teacher satisfaction with the school

Our data provides us with a platform to continue to seek out ways to build and celebrate our profile and achievements with the school community. We continue to consult our school community with regards to whole school improvement strategies. This includes working with staff to provide tailored professional development opportunities.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	69%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	63%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	46%

Involving parents in their child's education.

Parents are involved in a number of ways at Wynnum High. There is a Parents and Citizens' Association which meets monthly and an Instrumental Music Parents' Support group which also meets monthly. 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 Learning Pathways Plan. A new plan is prepared for their 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 October of 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 hardcopy or electronic weekly newsletters. 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 each term.

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.

The school employs a School Community Liaison Officer who works ten hours per week. This position is funded jointly by both the P & C Association and the school.

The school prides itself on having a welcoming atmosphere and readily invites parents to contact the school personally, by phone or email.

Our school at a glance

Reducing the school's environmental footprint

During 2010, Wynnum State High School has built school community awareness around methods to reduce our environmental footprint, particularly in relation to electricity, heat and water. We will continue to review our data and put strategies in place to address this key area.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterK L	GasM J
2010	\$87,087	\$59,332	\$15,882	\$5,269	\$6,116	\$0	\$488	323,486	2,596	0
2009										
% change 2009 - 2010										

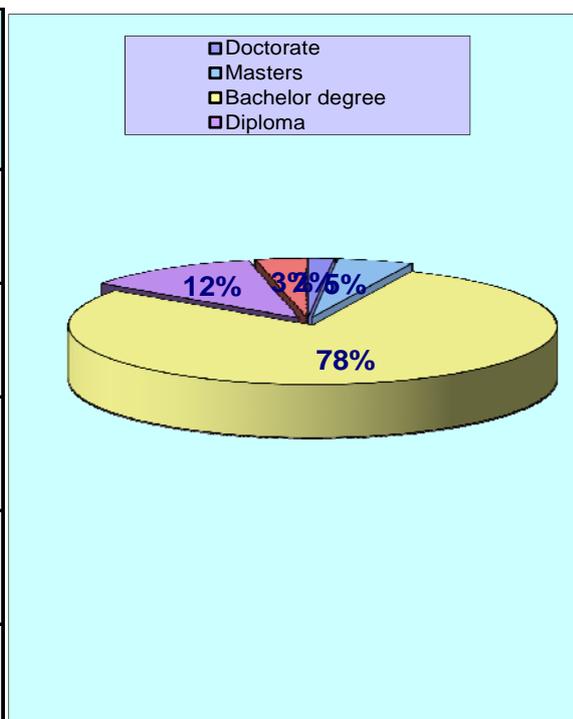
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	60	31	<5
Full-time equivalents	56	21	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	47
Diploma	7
Certificate	2



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$26507.

The major professional development initiatives are as follows:

Literacy training, School wide Positive Behaviour, ICTs and ELearning, Subject-specific development.

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 87%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							89%	86%	85%	88%	89%

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 2010, rolls were marked each lesson. Follow up occurs daily when a student has an unexplained absence. A text message alert system was also trialled.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool 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 includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and an orange "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. 2010 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 the core subjects of English, Maths and Science, year 9 and 10 Indigenous students performed in the mid-upper quartile of the state, however Year 8s were targeted for further support based on their positioning in the mid-lower quartile of the state. The school has strategies in place to address the noticeable gaps in attendance and apparent retention overall including establishment of new targets, dedicated programs, the employment of an indigenous Cultural and Leadership teacher aide, along with further engagement with the Trackers program.

The following sections refer only to schools with Senior Secondary students. Please delete if not applicable.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	111
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	55
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	84
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	85
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	62%
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%

Performance of our students

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%
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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
5	11	18	15	6

Vocational Educational Training qualification (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
48	62	18
Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.		

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, <i>Next Step – Student Destination Report</i> for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information
Wynnum SHS supports early leavers by providing them with information and support about options available outside of the school. Students who have their enrolment cancelled are posted information on further training opportunities such as "Get Set For Work" or a phone call is made to the home to offer support. Parents are advised they can work with the Guidance Officer to access support. Younger students who are disengaged are linked with 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 SkillsTech Australia. Students are advised about full-time apprenticeship options. The school is working with Wynnum employment agencies Max Employment for disengaged students and with Advanced Personnel Management for 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.