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Contact Person	Ms Julie Warwick, Principal

## 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. In 2012, we celebrate our 70<sup>th</sup> year. Wynnum State High School exists 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.

Our aim is 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.

This report details a sample of achievements and results from Wynnum State High School in 2011. 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. As our school mantra so aptly states, "We're Wynnum, We're PROUD".



### School progress towards its goals in 2011

2011 was a highly successful year for Wynnum State High School where we celebrated continued improvements in our academic outcomes and school satisfaction data (including our Year 12 exit data, our Year 9 NAPLAN data and our School Opinion Survey data.) An audit of our Teaching and Learning Practices saw the school move forward in five of eight domains.

Feedback included:

- Significant work has been done to narrow and focus the attention of the whole school on the core priorities of pedagogy, data and positive behaviour.
- The principal and other school leaders clearly articulate their belief that reliable data on student outcomes are crucial to the school's improvement agenda.
- Comprehensive whole of school literacy and numeracy programs have been developed and have commenced
- Discussion about differentiated classroom learning is common amongst staff and professional development has been provided to all teaching staff.
- School leaders are clear about their desire to see effective teaching occur throughout the school.
- The explicit instruction techniques used in the WALT and WILF teaching practices have been widely enacted by teacher.
- There is evidence that school leaders have led professional learning activities focused on building teachers understandings of effective teaching practices.

Our dedicated work to support literacy and numeracy outcomes for students continued through various school-based programs, explicit classroom strategies and professional development for teachers. Our improvement was noted in our 2011 NAPLAN outcomes which saw us performing at state level in all domains and being noted as one of Metropolitan region's "most-improved schools" (*Courier Mail*, September, 2011).

Recognising the important role of the classroom teacher in influencing outcomes for the learner, a rigorous professional development program was facilitated for all teaching staff. We subsequently introduced an explicit teaching framework across all classrooms grounded in Bloom's hierarchy of higher order thinking.

A 1:1 Laptop program was introduced in Year 8 which was highly successful and well supported by our school community. The school continues to be recognised for its best practice in this area and the program was continued into Years 9 and 10 in 2012 with plans for

## Our school at a glance

whole school engagement in 2013. Again, this was supported through extensive professional support for teachers.

Wynnum State High School continued to embrace the School-wide Positive Behaviour Support Program with an external audit commending its programs and practices in supporting positive behaviour. A new Responsible Behaviour Plan mirrored our PROUD (Positive, Respectful, On-Task, Unified, Determined) mantra and reflected our focus on orderly classrooms and every minute of learning counting.

The school continued to build student international-mindedness through developing a partnership with the Suwon Academy of Foreign Languages in South Korea and trialling the High Resolves global citizenship program.

A 3 year Strategic Plan was collaboratively developed and endorsed by our community which clearly articulates our strong improvement agenda and commitment to student outcomes based on 3 tiers – PROUD, PERSONALISED and CONNECTED Learning.

### Wynnum State High School embraces the National Secondary School Computer Fund

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A Brisbane school is crediting the National Secondary School Computer Fund with helping it's staff and students 'move the school forward' and embrace technologies.

To view this video you will require the Flash or QuickTime player. If you don't already have either of these programs, you may download the latest versions from the [Adobe](#) and [Apple](#) websites.

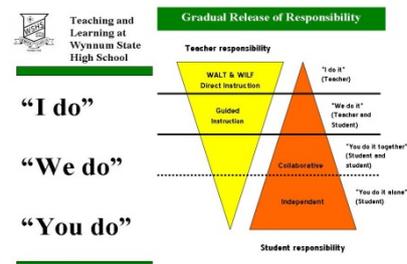
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## Future outlook

The future looks bright for Wynnum State High School with a Strategic Plan and the necessary preconditions in place to drive ongoing success and improvement. In 2012, we will:

1. Fully implement a consistent instructional teaching model across the school.
2. Support our strong focus on outcomes for students through the appointment of school literacy and numeracy mentors along with three Teaching and Learning Heads of Department across the school.
3. Appoint three PROUD Coordinators across the school who will focus specifically on student uniform and attendance.
4. Offer a rigorous professional development program for teachers focusing on their classroom pedagogy and eLearning.
5. Enact a range of strategies to support the outcomes and attendance of indigenous and non-indigenous students.
6. Ensure support teams are in place to utilize a data driven approach to monitor, track and support student attainment. Appoint a data coach to support this practice.
7. Implement the Australian Curriculum in English, Maths and Science from Years 8-10. We will engage with the OneSchool program for all curriculum planning and recording.
8. Implement the WOW (Watching Others Work) Program as a means to support collegial observation and reflection.
9. Celebrate our 70<sup>th</sup> anniversary and continue to recognise our proud history through the building of a strong alumni presence across the school.
10. Continue to focus on the development of school leadership with a focus on school improvement and instructional strategies.
11. Support all teachers completing Individual Development Plans to support their own reflection and professional growth.
12. Develop a Junior Secondary strategy to support the transition of Year 7s into high school in the future.
13. Continue to build an Asian literacy perspective across our curriculum and foster international links through hosting study tours and a student tour to Korea.



# Our school at a glance

## School Profile

Coeducational or single sex: Co-educational

Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
632	310	322	90%

Characteristics of the student body:

Wynnum State High School has a diverse clientele. In 2011, our enrolments reflected over 26 different cultural backgrounds with 7.5% 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 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 2011

Phase	Average Class Size
Prep – Year 3	NA
Year 4 – Year 10	22
Year 11 – Year 12	18.3
All Classes	20.2

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	169
Long Suspensions - 6 to 20 days	31
Exclusions	6
Cancellations of Enrolment	13

## Curriculum offerings

Our distinctive curriculum offerings -

\*In 2011, we prepared for the rollout of the Australian Curriculum by trialling units in English, Maths and Science. This was complimented with 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.

\*We offer Academic Excellence classes in the Middle School 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 specialist 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 in Year 11 were offered the opportunity to study Certificate IV in Justice Administration through the Metropolitan Training Unit.

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Extra curricula activities -

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 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.

\*In 2011, we won the state-wide Reader's Cup Challenge competition.

\*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 Middle School and Senior School and, in 2011 we welcomed Middle School Captains to Wynnum State High School.

\*We pride ourselves on being a very competitive school in sport and in 2011 experienced district success in a range of sports including swimming, athletics and cross country. We compliment this with a range of alternate sports and activities for students not wishing to compete at inter-school level. In 2011, this included trampolining, table tennis, Zumba, bowls, and sound and technical support.

\*Each year we compete in the Science and Engineering Challenge and in 2011, we were also successful in the Opti-Minds competition.

\*A comprehensive Work Experience Program is made available to students in Years 10 and supported with a strong Careers program throughout the Senior years.

\*In 2011, students travelled to our sister schools in France and we enjoyed great success in the World Languages Competition.

\*Our 'Bring It On' Dance Crew again made it to the state finals.

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How Information and Communication Technologies are used to assist learning -

Wynnum State High School recognizes the needs of this 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 with plans to extend this to Years 9 and 10 in 2012 and the entire school 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%.

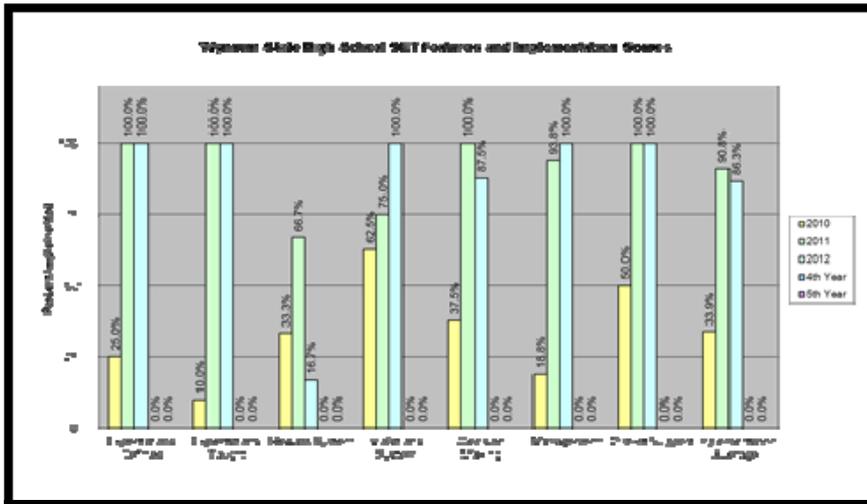
In order to build a culture of eLearning, a significant professional development program was undertaken to support the capacity of teachers to efficiently and effectively utilize technologies to support learning. This proved highly successful with all teaching staff gaining ICT certificates and an additional 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.

In 2011, teachers at Wynnum State High school used software to support a range of learning activities e.g. brainstorming (Sticky Notes), collecting and presenting data (Microsoft Excel), deconstructing and analyzing 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 students and, by year's end, the school was positioned to offer virtual classrooms to all classes in Years 8 to 10 and many Senior classes.

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## Social climate



In 2011, 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. The graph above shows how an external audit showed us to be working at 100% in nearly all categories required for full school implementation of this philosophy which builds on positive behaviours and is supported with a range of professional development programs for staff. 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.

Our school community have welcomed the positive school climate where learning is the priority. This was reflected in parent satisfaction data for 2011.

Are you satisfied that your child is safe at school?	90.3% satisfied or very satisfied
Are you satisfied that your child is treated fairly at school?	87.1% satisfied or very satisfied
Are you satisfied that your child is happy to go to this school?	87.1% satisfied or very satisfied

We support the 'community' and 'family' feel in place at Wynnum State High School through a range of specialist staff and programs and activities. In 2011, this included Heads of Year Level and Year Coordinators. 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.

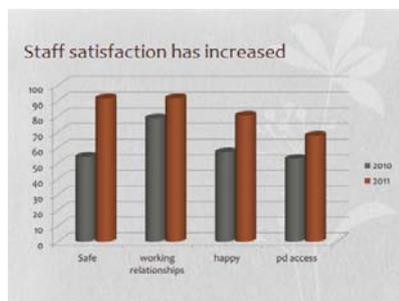
There is a strong Student Council which operates and seven committees are formed annually to work for the betterment of the school community. These committees are: The Arts, Social, Welfare, Sport, Formal, Magazine and Environment. In all, the social climate of Wynnum state High School is supportive and inclusive for students and staff.

## Parent, student and teacher satisfaction with the school

Our 2011 satisfaction data showed marked 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.

Our rigorous school-based staff professional development program was valued by staff and we reported a 15% increase in satisfaction in this area. The new tone and direction also led to a pleasing improvement of 35% in staff morale. We also noted an 18% increase in parent satisfaction with the school. Our young people remain our toughest critics. We continue to take their feedback on board but also note that, in 2011, the community's strong behaviour expectations and an unrelenting focus on learning and orderly classrooms may have influenced some of their responses.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	70%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	68%
Percentage of staff members satisfied with morale in the school	



81%

## Involving parents in their child's education

Parents are involved in a number of ways at Wynnum State High School. We encourage the active participation of all of our families. 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 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. Our local primary schools are also provided with a School Update publication each term. 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.

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. 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.

## Reducing the school's environmental footprint

2011 marked significant infrastructural changes including new facilities under the State Schools of Tomorrow project and wireless capacity across the school. These, in turn, led to increases in some environmental footprint categories particularly electricity. We will continue to review our data and put strategies in place to address key areas. In Semester 2 of 2011, we trialled a whole school black-out program at night which was successful. We also investigated ways to build school community awareness around methods to reduce our environmental footprint. This included a push to work in a more 'paperless' environment.

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

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	519,829	4,732
2010	323,486	2,596
% change 10 - 11	61%	82%

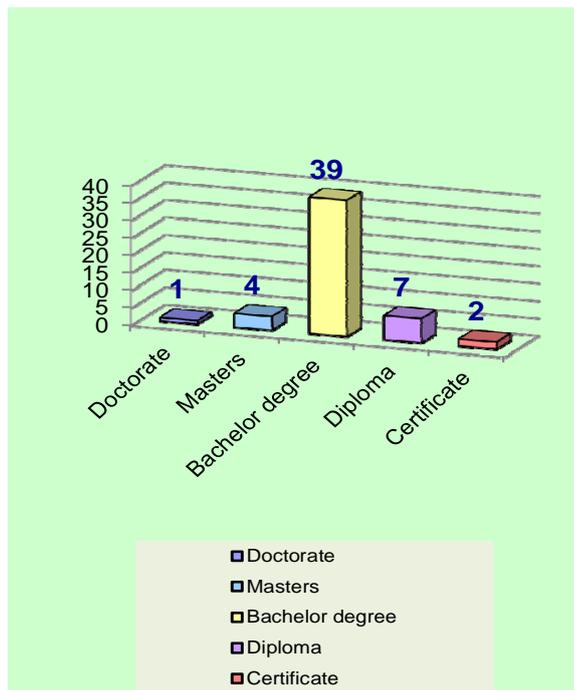
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	29	<5
Full-time equivalents	52	20	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Bachelor degree	39
Diploma	7
Certificate	2



### Principal

Julie Warwick

M. App. Ling, B.A. .Grad.Dip.Teach.

### Deputy Principal

Elizabeth Williams

B.A, Dip.Ed.

### Deputy Principal

Kim Hutchinson

B.Ed., Dip.T.

### Heads of Departments

English

Jenny Cosmo

B.A Dip. Ed.

Mathematics

Peter Wilson

B.Sc., Grad. Dip.T.

Science (Acting)

Nathan Maddox

B.Sc., Post Grad. Dip.Ed.

Social Science

Kaye Schwede

BA, Dip.Ed. ,B.Ed.St.

Vocational Education & Training

Marina Williams

B.Com., B.Ed.

Health & Physical Education (Acting)

Benjamin Ward

M.ED, B.Bus, Cert IV TAA

The Arts

Catherine McCarthy

B M.ED., Grad. Dip.E.C.E

Technology

Roslyn Richards

B.Ed.St., Dip.T.

Guidance Officer

Melissa Huestis

M. Ed. (Guid & Couns). Grad.Dip.Ed.  
(Career Dev), B. IT, Grad.Dip.Ed.

## Our staff profile

### Teaching Staff:

Melissa Abel	Dip.T.
Domnic Aguiar	B.ED, B.HMS
Ken Allison	B.Sc, Dip.Ed.
John Amarandos	B.Sc., B.Ed., B.Ed.St., Grad.Dip.Clin.Bioch., M. Sc., Grad. Dip. Theology, MTh (Distinction)
Peter Bekiros	B.H.M.S.(Ed.)
Lorraine Buchan	Dip. Visual Art, Cert in Teaching
Janette Cameron	B.Ed.T., Dip.EC.Special Needs, B.A., B.Nursing
Albert Cipollone	B.Ed (Social Science)
Eric Cornes	Cert.Ed.
David Dennis	Cert.T.
Cathie Duffy Masters	B.A., Dip.Ed.
Dr Brian Eadie	PhD. B.A. (Hons.) Grad.Dip.Ed.
Janet Evans	B.Ed., Grad.Dip.T.L.
Elizabeth Forster	B.Ed., Dip.T
E'lisa Greenhill	Dip.T., J.P.(C.Dec.)
Karen Gribben	B.Ed.
Joelle Guillon	B.A., Dip.Ed.
Ruth Harvey	B.A.(Illus), Grad Dip.Ed., M.Training & Dev.
Michele House	B.Sc.(Hons), Dip.Ed.
Ben Ingersole	B.Ed. B. Sport Management
Annette Kennedy	B.Ed.
Ray Lambley	B.Sc.(Hons), Dip.Ed.
Rachel Lax	B.Ed.
James Look	Dip.T., B.Ed., Trade qualifications
Tenielle Lumsdale	B.Ed.
Steve MacPherson	B.S.A., B. App Sci (Chemistry), Dip.Ed.
Chris Metcalf	B.Ed.
Peter Miller	G.D.H.E., Dip.T.(PE)
Patricia Pollard	B.Ed., Grad Cert. Bus., B.Arts
Alicea Perry	B. Arts, B. Ed
Michael Rander	Dip.T.
Angela Rees	B.Ed.
Steven Robinson	B.Ed.
Jayne Rogers	B.ED, Cert TESOL
Dave Seeley	Dip.T. (Cert in Manual Arts)
Joel Sheppard	Double degree Tourism Enterprise Management, Grad. Dip.
Naomi Skilton	B.A.(Hons.), B.Ed.Sec.
Rella Taylor-Byrne	B.Ed.(Hons), B.App.Sc. (Human Movement Studies)
Suong Vu	B.Sc, Grad.Dip.Ed, B.Pharm.Sc
Ben Weeks	B.Ed. (Hons)
Tahnee White	B. Creative Industries (Drama); Grad. Dip. Sec.Ed

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$48,078.36.

The major professional development initiatives are as follows:

- \*eLearning (utilizing online tools, software, building digital classrooms, virtual learning, licence acquisition)
- \*Pedagogy (explicit teaching, literacy development, instructional leadership)
- \*Subject-specific development (Australian Curriculum, vocational certification, curriculum development)
- \*School-wide Positive Behaviour (microskills, tier training)

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

### Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.

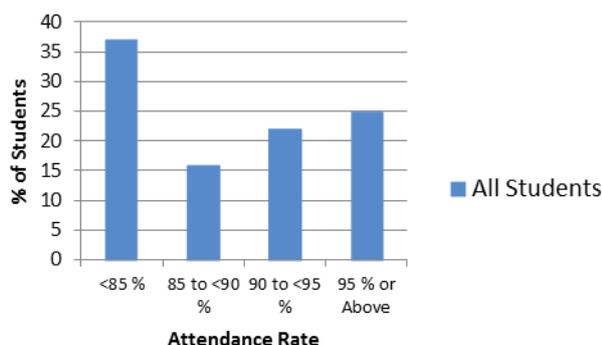
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

### Student attendance rate 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
N/A	86%	84%	83%	88%	86%						

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with 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 2011 at Wynnum State High School, a dedicated rolls administration officer managed the recording and following up of absences with the support of Year Coordinators and administration.

In 2011, 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 in 2011 for introduction in 2012. This included the introduction of PROUD Coordinators who closely monitor attendance and directly notify parents of any 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.

## Performance of our students

**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 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 2011, the gap between Indigenous and non-indigenous attendance rates was 9%. An Indigenous 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.

In 2011, we undertook the necessary training to become recognized as "Trackers School" supporting the following creed:

"We believe in working in partnerships with families and communities and in having a collective commitment to holding high expectations of Aboriginal and Torres Strait islander children and young adults and to foster learning environments that are both culturally safe and supportive."

## Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 77%

## Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	123
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	54
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	19
Number of students awarded one or more Vocational Educational Training qualifications.	91
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	82
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	107
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	69%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%

## 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	16	16	15	2

## Performance of our 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
55	79	12

N.B. Certificate I in General Construction and Certificate 1 in Engineering were offered to students.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

The strong 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 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.