

Wynnum State High School (2021) Queensland State School Reporting 2012 School Annual Report



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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. In 2012, we celebrated our 70th 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 2012. 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".



Queensland State School Reporting

Wynnum SHS 2012 School Annual Report



School progress towards its goals in 2012

2012 was a very special year for Wynnum State High School as it celebrated its 70th year of operation. Past families and students enjoyed seeing the significant rebuilding program that has given the school a future focussed learning environment but one that also allows for the respect of the school's traditions. The school has seen continued improvement in its operations based on positive data from School Opinion Surveys. The Annual Implementation Program focuses on the three key areas of: PROUD learning and Personalised Learning and Connected Learning. This work has resulted in:

- Key staff engaging and sharing in classroom observation professional development: Watching Others Work (WOW) program
- The whole staff have adopted the School Wide Positive Behaviour Support Program Tier 1
- Data has shown improvement in classroom engagement and behaviour
- Our 2012 NAPLAN data has remained fairly consistent with our 2011 data
- We have our highest student take-up of our laptop program.
- We have seen significant growth in enrolment in the junior school.

2012 has seen the school continue to use individual, class and cohort data to build effective strategies to raise student performance standards. There has been a consistent effort at the school to raise the literacy and numeracy standards across the school.

Future outlook

Our primary focus areas and activities for 2013 and beyond relates to embedding our PROUD, Connected and Personalised Learning that will impact on school image and reputation, within our community.

This will be done 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 PROUD coordinators will see increased support for students and better promotion of our rules and routines.

We look forward to building on new initiatives including the new 2013 Cluster School Honours Band Program using highly talented students from Year 6 to Year 9. Excellence programs in areas of academic, sporting and music are also providing further differentiation.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	709	346	363	89%
2011	632	310	322	90%
2012	607	305	302	89%

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

Characteristics of the student body:

Wynnum State High School has a diverse community. In 2012, our enrolments reflected over 26 different cultural backgrounds with 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 half of our students aspire towards university entrance whilst the remaining half seek to move into vocational areas.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	23	22	23
Year 11 – Year 12	18	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	154	169	155
Long Suspensions - 6 to 20 days	19	31	31
Exclusions	3	6	11
Cancellations of Enrolment	11	13	4

Curriculum offerings

Our distinctive curriculum offerings

- In 2012, we continued with the rollout of the Australian Curriculum units in English, Maths and Science. 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 is to be added for the start of 2013.
- We offer Music and 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 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

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 strongly supported by the school, students and community. 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.
- 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 2012 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. This has included trampolining, table tennis, Zumba, bowls, and sound and technical support.
- Each year we compete in the Science and Engineering Challenge and 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.
- Our students travel to our sister schools in France and we enjoyed great success in the World Languages Competition.
- Our 'Bring It On' 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.

In 2012 has seen 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) is to implemented across all Mathematics classes in 2013.

Social climate

In 2012, 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

Our school at a glance

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 2012:

Are you satisfied that this is a good school? 100% satisfied or very satisfied
Are you satisfied that my child is getting a good education? 96.9% satisfied or very satisfied
Are you satisfied that this school provides my child with useful feedback? 90.3% 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. 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 2012 satisfaction 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.

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 2012, 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 2012

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 [#]
their child is getting a good education at school	96.9%
this is a good school	100.0%
their child likes being at this school*	93.8%
their child feels safe at this school*	93.8%
their child's learning needs are being met at this school*	93.8%
their child is making good progress at this school*	87.5%
teachers at this school expect their child to do his or her best*	93.8%
teachers at this school provide their child with useful feedback about his or her school work*	84.4%
teachers at this school motivate their child to learn*	84.4%
teachers at this school treat students fairly*	87.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	96.7%
this school takes parents' opinions seriously*	90.3%
student behaviour is well managed at this school*	87.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.9%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	95.7%
they like being at their school*	82.2%
they feel safe at their school*	87.3%
their teachers motivate them to learn*	93.0%
their teachers expect them to do their best*	98.3%
their teachers provide them with useful feedback about their school work*	88.0%
teachers treat students fairly at their school*	85.6%
they can talk to their teachers about their concerns*	73.5%
their school takes students' opinions seriously*	77.6%

Our school at a glance

student behaviour is well managed at their school*	65.5%
their school looks for ways to improve*	92.3%
their school is well maintained*	92.2%
their school gives them opportunities to do interesting things*	94.9%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	74.2%
with the individual staff morale items	85.8%

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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. 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.

Reducing the school's environmental footprint

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

2012 has shown significant reduction in use of water and power. 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
2009-2010	323,486	2,596
2010-2011	519,829	4,732
2011-2012	253,152	2,757

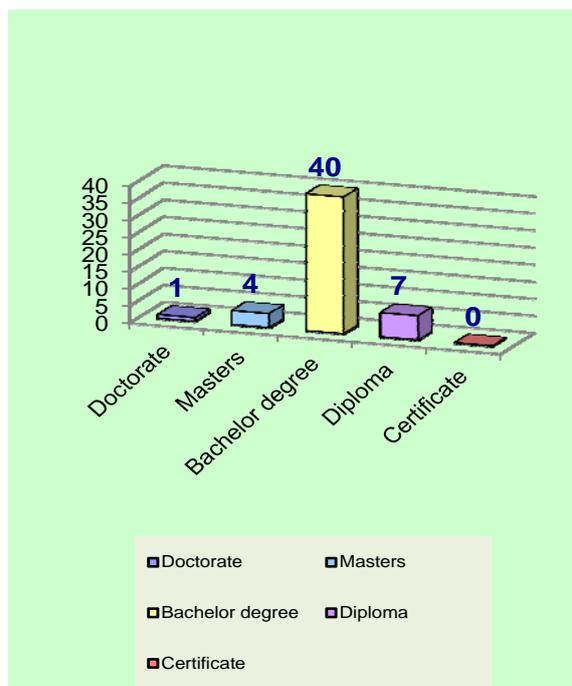
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	53	29	<5
Full-time equivalents	49.4	20.1	<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	40
Diploma	7
Certificate	0

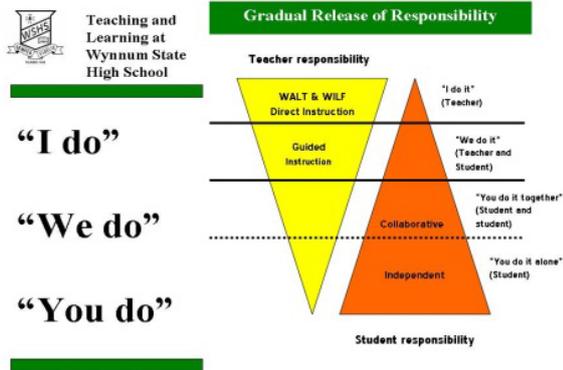


Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$29 500.

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). As outlined in model below:

Our staff profile



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.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96%	96.2%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.7% of staff was retained by the school for the entire 2012 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	89%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

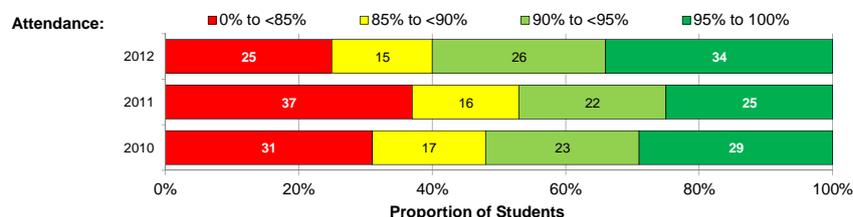
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	89%	86%	85%	88%	89%
2011	86%	84%	83%	88%	86%
2012	92%	84%	86%	90%	91%

DW = Data withheld to ensure confidentiality.

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 2012 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 2012, rolls are 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 introduction in 2012. 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 Year 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" with a text input field and a "GO" button. The second section is "Search by suburb, town or postcode" with a text input field. Below this is a "Sector" section with two radio buttons: "Government" (which is selected) and "Non-government". At the bottom of the second section is a "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	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	76%	71%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	111	123	124
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	55	54	65
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	19	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	84	91	101
Number of students awarded an Australian Qualification Framework Certificate II or above.	69	82	89
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84	107	115
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.	62%	69%	60%
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%	93%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	98%	96%

As at 2 May 2013. 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
2010	5	11	18	15	6
2011	5	16	16	15	2
2012	9	13	17	21	5

As at 2 May 2013. 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

Performance of our students

2010	48	62	18
2011	55	79	12
2012	48	85	22

As at 2 May 2013. The above values exclude VISA students.

2012 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 2012 Year 12 cohort's 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 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.