

Wynnum State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

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Department of Education

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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. In 2017, we offered English, Maths, Science and History under the Australian Curriculum from Years 8 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. 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/IV courses in Hospitality, Sport and Recreation, and Community Recreation 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. 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. A very strong Student Leadership operates throughout the school with representation in all school houses. We have programs in place that support leadership in both the Junior Secondary and Senior secondary phases. We pride ourselves on being a very competitive school in sport. We compliment this with a range of alternate sports and activities for students not wishing to compete at inter-school level. Each year we compete in the Science and Engineering Challenge and titration competitions. A comprehensive Work Experience Program is made available to students in Years 10 and supported with a strong Careers program throughout the Senior years. 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 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, The art and Science of Teaching, is in place across all classrooms along with a Positive Behaviour for Learning Program. A 4 year Strategic Plan(2016 - 19) is in place focusing on the 3 priorities of Quality Teaching and Learning, Tracking Students for Success and High Expectations.

## Principal’s Foreword

### Introduction

The report provides an overview of the 2017 year at Wynnum SHS. The outcomes demonstrated are a result of the ongoing commitment to improving student outcomes. Through this process the school has continued to reflect and refine programs, subject offerings and experiences for the students to ensure they may succeed in their chosen direction.

### School Progress towards its goals in 2017

By having clear strategic direction in 2017 the school saw an improvement across all 9 domains of the national school improvement tool. The school also continued to focus on literacy and numeracy improvements across all year levels with a particular focus on the junior years. The outcome of this has seen points of celebration in the 2017 NAPLAN outcomes. Wynnum SHS continues to offer a well-rounded program. In 2018 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. Initiatives of 2017 will continue to be embedded in teacher and learning practices of Wynnum.

## Future Outlook

| Actions   | Targets   | Timelines                       | Responsible Officers                 |
|---|---|---------------------------------|--------------------------------------|
| <b>Behaviour</b>  |   |                                 |                                      |
| PBL team will provide professional development, monitor behaviour through data analysis and review processes to support all staff in using PBL strategies                                     | 100% of teachers using PBL processes  | Ongoing                         | PBL team<br>All Staff                |
| <b>Uniform</b>  |   |                                 |                                      |
| All teachers will monitor uniform as per the High Expectations Policy and continue to use the uniform referral system and reinforce importance of staff consistency                           | 100% of students adhering to the uniform policy                               | Ongoing                         | All Staff                            |
| <b>Attendance</b>   |   |                                 |                                      |
| Use a 'traffic light system' to show students their attendance percentages<br>Use the school 'House' system as the vehicle for the tracking student attendance and do this on a weekly basis. | 95% attendance for all students<br><br>Reduce <85% attendance to <20%         | Term 1<br><br>Ongoing           | DP<br>Heads of House<br>All Teachers |
| <b>PROUD learning</b>   |   |                                 |                                      |
| Continue with explicit PROUD lessons and behaviours (stamps, postcards etc.   | 25% reduction in behaviour incidents  | Ongoing                         | PBL team<br>All teachers             |
| <b>Beginning teachers</b>   |   |                                 |                                      |
| Continue with induction program including buddy teachers, fortnightly meetings, observations and informal conversations to support and develop beginning teachers                             | 100% Beginning Teachers   | Term 1 to term 3<br><br>Ongoing | DP<br>HODs                           |
| <b>Coaching/Mentoring</b>   |   |                                 |                                      |
| Lead professional development on coaching, peer observation and feedback linked to personal PD plans to be consolidated in practice   | Greater than 90% total agreement with regard to PD access as indicated in SOS | Ongoing                         | P<br>DP<br>HODs/Teachers             |
| <b>Pedagogy/curriculum/essential skills</b>   |   |                                 |                                      |
| Advertise and articulate the school's pedagogical (ASOT) and curriculum frameworks  | 100% of staff can articulate the frameworks                                   | ongoing                         | P DP HODs<br>All teachers            |
| Continue with the review of the junior secondary curriculum and assessment practices as well as preparatory work for SATE introduction  | Front-ended assessment;75% staff undertaken external PD QCAA                  | Ongoing                         | P<br>DP<br>HOD/Teachers              |

|  |   |                        |  |
|--|---|------------------------|--|
| Deliver 10 Essential Skills PD to staff  | 100% staff engaged  | Semester 1             | Essential skills profiler                |
| <b>School wide reading development</b>   |   |                        |  |
| Explicit teaching of R2L to support students literacy capability including collaborative planning and implementation of strategies with a distinct focus– U3B and cyclic moderation processes and across all faculties | 100% staff participation  | 2017                   | Reading Coach<br>P<br>DP<br>HOD/Teachers |
| <b>Targeted data analysis</b>  |   |                        |  |
| Ongoing review and use of data including Track Ed data, A-E, other school based data including behaviour and discuss at regular HOD and faculty meetings to inform planning and PDPs                                   | All faculties prioritise and include these as agenda items at every faculty meeting | Ongoing                | All staff                                |
| <b>Senior data</b>   |   |                        |  |
| Continued tracking and monitoring of student results including Subject selection process   | 100% QCE  | Term 1<br>Ongoing      | DP<br>HOD/Teachers                       |
| <b>Junior data including literacy and numeracy</b>   |   |                        |  |
| Develop and Implement a School Literacy Plan which includes Ongoing professional development in literacy (including R2L)   | All HODs invested in improving Literacy in their Faculties                          | Term 1 Ongoing         | HODS<br>DPs<br>Reading Coach             |
| Introduce numeracy processes including whole school and subject specific strategies to improve numeracy capabilities of all students   | >30% NAPLAN scores (U3B)  | Ongoing                | All teachers                             |
| <b>A – E data</b>  |   |                        |  |
| Continuation/implementation of extension programs to develop the U3B students  | Increase of A standard students   | End of each semester   | HODS<br>Teachers                         |
| Continue to moderate tasks at the end of each term   | Accurate marking and effective review of assessment tasks                           | End of each term       | HODS<br>Teachers                         |
| All teachers engage with their Data Placemats and Track Ed data to target students for improvement.  | 20% improvement in A-C in all subjects and year levels                              | Term 2<br>Ongoing      | Teachers<br>HODs<br>DPs                  |
| <b>Improved assessment practices</b>   |   |                        |  |
| Continued review and improvements of assessment and units to align with ACARA  | 100% alignment of curriculum to ACARA in Yrs 7,8 and 9                              | Term 2 2018<br>Ongoing | HOD<br>Teachers                          |
| Establish an expert assessment group to calibrate assessment tasks in all faculties and develop a common understanding of the principles of assessment.  | A representative of each faculty to be a member of the assessment group             | Term 1 Ongoing         | Reading Coach<br>DPs<br>HOD/Teachers     |
| <b>Social and emotional</b>  |   |                        |  |
| Increased education of wellbeing in PC lessons to support students organisational capabilities to deal with school and work/sport commitments and reduce stress.   | 100% of staff delivering developed programs   | Term 1<br>Ongoing      | HOH<br>HOD JS                            |
| Develop a staff welfare committee (separate from the social club) to develop and implement a wellbeing framework   | Elect representative  | Term 1                 | All staff                                |

## Our School at a Glance

### School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Year 7 - Year 12  
**Student enrolments for this school:**

|             | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| <b>2015</b> | 747   | 349   | 398  | 49         | 93%                              |
| <b>2016</b> | 821   | 390   | 431  | 56         | 93%                              |
| <b>2017</b> | 864   | 403   | 461  | 55         | 95%                              |

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

In 2017, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

### Characteristics of the Student Body

#### Overview

Wynnum State High School has a diverse community. In 2017, our enrolments reflected over 25 different cultural backgrounds with approximately 7% of the student population identifying as Aboriginal or Torres Strait Islander. We recognise and celebrate our diverse community at events such as Harmony Day each year. Our families represent a range of diverse occupations with the highest employment fields including Administration, Health, Trades, 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

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES |      |      |      |
|---------------------|------|------|------|
| Phase               | 2015 | 2016 | 2017 |
| Prep – Year 3       |      |      |      |
| Year 4 – Year 6     |      |      |      |
| Year 7 – Year 10    | 22   | 24   | 24   |
| Year 11 – Year 12   | 18   | 17   | 17   |

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include:

- Academic excellence program in math, science, English and History 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, mathematics, 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 as well as other additional activities. Students participate across disciplines and encourage and support each other in their endeavours. The skill level of the staff both in and out of the classroom ensure that program delivery and extracurricular opportunities are delivered in a well informed and nurturing landscape. 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

In 2017, parents of Wynnum have indicated similar levels of satisfaction to previous years. Of significance is 96% of parents feel their child is in a safe and supportive environment. Similar numbers of teachers also identified motivation and expectation to do their best. Teacher responses also identified they enjoyed working at Wynnum, it is a safe work environment and students are treated fairly.

### Parent opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:      | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016)          | 88%  | 90%  | 92%  |
| this is a good school (S2035)                                      | 88%  | 96%  | 94%  |
| their child likes being at this school* (S2001)                    | 96%  | 96%  | 96%  |
| their child feels safe at this school* (S2002)                     | 96%  | 94%  | 96%  |
| their child's learning needs are being met at this school* (S2003) | 81%  | 92%  | 88%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parents/caregivers who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| their child is making good progress at this school* (S2004)  | 85%  | 94%  | 92%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 85%  | 96%  | 98%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 81%  | 90%  | 94%  |
| teachers at this school motivate their child to learn* (S2007)   | 85%  | 91%  | 94%  |
| teachers at this school treat students fairly* (S2008)   | 80%  | 86%  | 94%  |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 92%  | 92%  | 96%  |
| this school works with them to support their child's learning* (S2010)                                 | 81%  | 92%  | 94%  |
| this school takes parents' opinions seriously* (S2011)   | 80%  | 96%  | 94%  |
| student behaviour is well managed at this school* (S2012)  | 76%  | 86%  | 86%  |
| this school looks for ways to improve* (S2013)   | 88%  | 88%  | 94%  |
| this school is well maintained* (S2014)  | 100% | 96%  | 94%  |

### Student opinion survey

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048)                               | 90%  | 96%  | 90%  |
| they like being at their school* (S2036)  | 90%  | 93%  | 87%  |
| they feel safe at their school* (S2037)   | 91%  | 95%  | 94%  |
| their teachers motivate them to learn* (S2038)                                    | 88%  | 98%  | 85%  |
| their teachers expect them to do their best* (S2039)                              | 95%  | 100% | 96%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 86%  | 94%  | 87%  |
| teachers treat students fairly at their school* (S2041)                           | 78%  | 91%  | 71%  |
| they can talk to their teachers about their concerns* (S2042)                     | 73%  | 89%  | 70%  |
| their school takes students' opinions seriously* (S2043)                          | 76%  | 87%  | 75%  |
| student behaviour is well managed at their school* (S2044)                        | 72%  | 79%  | 73%  |
| their school looks for ways to improve* (S2045)                                   | 95%  | 98%  | 88%  |
| their school is well maintained* (S2046)  | 89%  | 94%  | 92%  |
| their school gives them opportunities to do interesting things* (S2047)           | 91%  | 97%  | 88%  |

### Staff opinion survey

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069)   | 97%  | 92%  | 93%  |
| they feel that their school is a safe place in which to work (S2070)   | 94%  | 95%  | 98%  |
| they receive useful feedback about their work at their school (S2071)  | 81%  | 84%  | 85%  |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83%  | 82%  | 82%  |
| students are encouraged to do their best at their school (S2072)   | 94%  | 96%  | 96%  |



| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:                | 2015 | 2016 | 2017 |
| students are treated fairly at their school (S2073)                    | 93%  | 95%  | 98%  |
| student behaviour is well managed at their school (S2074)              | 88%  | 90%  | 87%  |
| staff are well supported at their school (S2075)                       | 89%  | 88%  | 87%  |
| their school takes staff opinions seriously (S2076)                    | 86%  | 88%  | 87%  |
| their school looks for ways to improve (S2077)                         | 96%  | 95%  | 93%  |
| their school is well maintained (S2078)                                | 90%  | 94%  | 93%  |
| their school gives them opportunities to do interesting things (S2079) | 94%  | 88%  | 88%  |

\* 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.

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. Subject selection nights are held for students and these nights are compulsory information evenings for students and their parents.

Parents receive either a hardcopy or 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. 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 2017 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 programs

As a PBL school, explicit lessons are delivered on the school's values PROUD (Positive, Respectful, On Task, Unified, 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES     |      |      |      |
|----------------------------------|------|------|------|
| Type                             | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 176  | 140  | 192  |
| Long Suspensions – 11 to 20 days | 10   | 8    | 13   |
| Exclusions                       | 6    | 8    | 4    |
| Cancellations of Enrolment       | 6    | 5    | 6    |

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. 2017 has seen a sustainability in water use. This has been the result of significant infrastructural changes including new facilities and water tanks. The use of environmental infrastructure has led to decrease in the environmental footprint category of water. However, electricity has increased with a growth in student population and electrical devices available for use across the school. We will continue to review our data and put strategies in place to address key areas.

| ENVIRONMENTAL FOOTPRINT INDICATORS |                    |             |
|------------------------------------|--------------------|-------------|
| Years                              | Electricity<br>kWh | Water<br>kL |
| 2014-2015                          | 467,127            | 2,980       |
| 2015-2016                          | 467,877            | 3,692       |
| 2016-2017                          | 494,693            | 2,729       |

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

## 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 <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

Sector:

☒ Government

☒ Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION |                |                    |                  |
|----------------------------|----------------|--------------------|------------------|
| Description                | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts                 | 72             | 32                 | <5               |
| Full-time Equivalents      | 68             | 24                 | <5               |

#### Qualification of all teachers

| TEACHER* QUALIFICATIONS        |   |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate                      | 1   |
| Masters                        | 3   |
| Graduate Diploma etc.**        | 21  |
| Bachelor degree                | 45  |
| Diploma                        | 4   |
| Certificate                    | -   |

\*Teaching staff includes School Leaders

\*\*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 2017 were \$21 327.

The major professional development initiatives are as follows:

- Mandatory training
- Positive Behaviour for Learning
- QCAA - SATE
- Reading to Learn
- Art and Science of Teaching

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

### Staff Attendance and Retention

#### Staff attendance

| AVERAGE STAFF ATTENDANCE (%)   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 97%  | 96%  |

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017   |      |      |      |
|---|------|------|------|
| Description   | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 89%  | 89%  | 90%  |
| The attendance rate for Indigenous students at this school (shown as a percentage).   | 79%  | 82%  | 82%  |

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

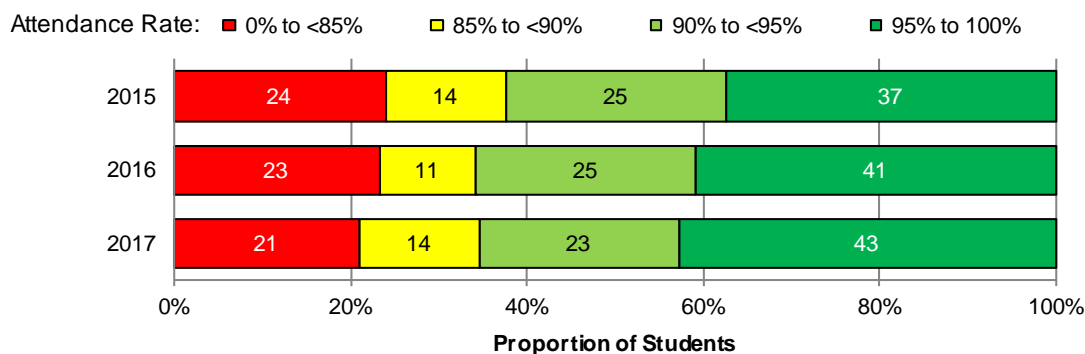
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL |      |        |        |        |        |        |        |        |        |        |         |         |         |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level   | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015   |      |        |        |        |        |        |        | 92%    | 91%    | 89%    | 86%     | 88%     | 86%     |
| 2016   |      |        |        |        |        |        |        | 92%    | 90%    | 87%    | 88%     | 88%     | 87%     |
| 2017   |      |        |        |        |        |        |        | 91%    | 90%    | 88%    | 89%     | 91%     | 92%     |

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 the 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.

In 2017 Wynnum State High School, a dedicated rolls administration officer managed the recording and following up of absences with the support of Heads of House and the Administration Team.

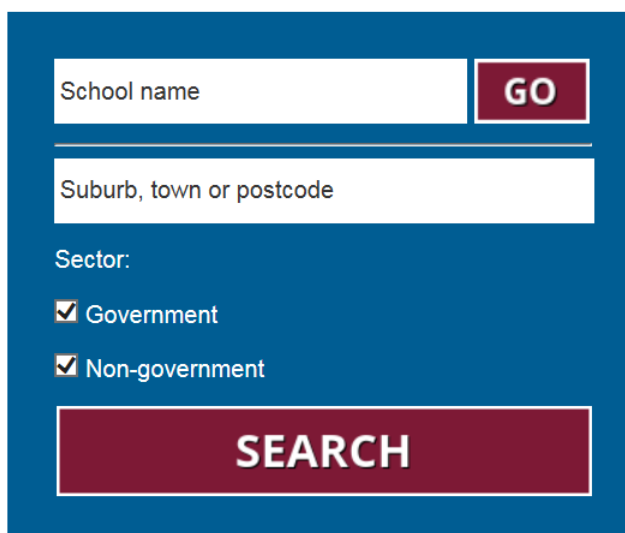
In 2017, rolls were marked each lesson using the ID Attend online system. Follow up occurred daily when a student had an unexplained absence. A text message alert system was used to notify parents. The introduction of Heads of House being involved in attendance tracking has impacted positively on school attendance, especially increasing attendance of students within the 80 – 95% range. Each fortnight, Heads of House would meet with the Administration team to track and identify any at risk students. Students at risk were then aligned to Support Services, who would employ a number of support strategies such as phone calls home, home visits and links to key internal and external support services. Twice a term, Attendance Meetings would be primarily focused on tracking and providing support for our Indigenous students.

## NAPLAN

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.

### Find a school



Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

| OUTCOMES FOR OUR YEAR 12 COHORTS   |      |      |      |
|--|------|------|------|
| Description  | 2015 | 2016 | 2017 |
| Number of students receiving a Senior Statement                                | 70   | 122  | 125  |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0    | 0    | 0    |
| Number of students receiving an Overall Position (OP)                          | 31   | 63   | 72   |

| OUTCOMES FOR OUR YEAR 12 COHORTS  |      |      |      |  |
|---|------|------|------|--|
| Description   | 2015 | 2016 | 2017 |  |
| Percentage of Indigenous students receiving an Overall Position (OP)  | 33%  | 20%  | 50%  |  |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 18   | 21   | 18   |  |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  | 54   | 88   | 83   |  |
| Number of students awarded an Australian Qualification Framework Certificate II or above.   | 47   | 71   | 69   |  |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 69   | 121  | 125  |  |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.                                    | 100% | 100% | 100% |  |
| Number of students awarded an International Baccalaureate Diploma (IBD).  | 0    | 0    | 0    |  |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD.  | 81%  | 75%  | 71%  |  |
| 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. | 100% | 100% | 100% |  |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | 96%  | 100% | 98%  |  |

As at 3rd February 2017. The above values exclude VISA students.

| OVERALL POSITION BANDS (OP)                   |        |         |          |          |          |
|---|--------|---------|----------|----------|----------|
| Number of students in each band for OP 1 - 25 |        |         |          |          |          |
| Years   | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2015  | 3      | 10      | 12       | 6        | 0        |
| 2016  | 5      | 28      | 14       | 15       | 1        |
| 2017  | 17     | 17      | 17       | 20       | 1        |

As at 14th February 2018. The above values exclude VISA students.

| VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)  |               |                |                          |
|--|---------------|----------------|--------------------------|
| Number of students awarded certificates under the Australian Qualification Framework (AQF) |               |                |                          |
| Years  | Certificate I | Certificate II | Certificate III or above |
| 2015   | 34            | 45             | 13                       |
| 2016   | 50            | 67             | 26                       |
| 2017   | 36            | 48             | 33                       |

As at 14th February 2018. The above values exclude VISA students.

Wynnum State High offered the following Certificate Courses: Certificate 1 Engineering and Certificate 1 in 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 and Certificate 2 in Visual Arts; Certificate 3 in Aquatics; Certificate 1 in Furnishing

## Apparent Retention Rate – Year 10 to Year 12

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12   |      |      |      |  |
|--|------|------|------|--|
| Description  | 2015 | 2016 | 2017 |  |
| Year 12 student enrolment as a percentage of the Year 10 student cohort.                       | 65%  | 86%  | 78%  |  |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 30%  | 50%  | 60%  |  |

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12 |      |      |      |
|--|------|------|------|
| Description                                  | 2015 | 2016 | 2017 |

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below:

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 include part and fulltime work, and early entry to TAFE. The school has a proud tradition of continuing to support students beyond their departure date. Many students access the guidance officer for additional support when they have already transitioned from school to their next destination. Likewise, the school follows students of particular concern to offer ongoing support as necessary.