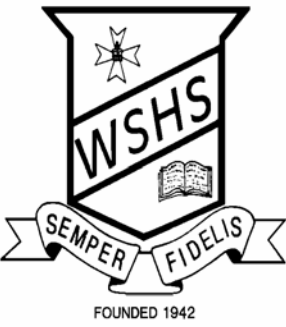


Our school at a glance

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Principal's foreword

Introduction

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

The mission of the school is Tradition | Community | Excellence – Building a Gateway to Your Future.

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

Future outlook

Wynnum High will continue to provide an education which mirrors our school mission statement. We will continue to adopt strategies which enhance student academic outcomes and build student community values. Wynnum High is continually reviewing and making adjustments to meet the needs of the changing social economic, demographic and technological context. We will continue to see students as individuals who need an education which caters for the whole child.

Particularly we will continue to teach Literate Practices in the middle school, a program which explicitly teaches reading and provides scaffolding for literacy skills. We will continue with the middle phase of learning strategies and professional development of our staff in these strategies. We will continue to provide a comprehensive vocational education and training program in the senior school and expand this program as appropriate. We will continue to employ a full time Workplacement and SATS Co-ordinator whose job it is to source work and training opportunities for eligible students.

School Profile

Total student enrolments for your school: June 2009 – 740

Year levels offered: Year 8 -12

Coeducational or single sex: Co-educational

Curriculum offerings

Our distinctive curriculum offerings

Our school at a glance

The school's curriculum offerings are based around the eight nationally agreed learning areas of:

English, Mathematics, Science, Study of Society and Environment, Languages, Technology, Health and Physical Education and The Arts. French is the language taught at our school.

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

We have a strong academic program in the senior school and a strong vocational program. This includes expanding our vocational offerings to include the recent additions of:

- Certificate II in Hospitality (Operations)
- Certificate III in Children's Services

Extra curricula activities

- Interschool sport on Wednesday afternoon – we pride ourselves on being a very strong competitive school in sport. The Year 8 Rugby League team participates in the Steve Renouf Cup and the Year 9 Rugby League team participates in the Michael Hancock Cup of the Broncos Challenge.
- A strong Instrumental music program is available to all year levels. There is a Symphonic Band, a Concert Band and a Stage Band. There is also a performance Vocal Ensemble.
- Debating and public speaking – each year we field multiple debating teams in Years 8 – 11 and place contestants in all public speaking competitions.
- Young Achievement Australia – YAA
- A very strong Student Council operates throughout the school with representation in all year levels. Year 11 and Year 12 students act as senior leaders on the Student Council. There are seven committees of the Student Council and each committee reports annually to the school community at Awards Night.

How computers are used to assist learning

Computers are used to enhance student learning outcomes. Students have access to technology in all subject areas and all computers are linked to the internet. Seven (7) computer laboratories exist in the school as well as an Electronic Research Centre of 28 computers in the Resource Centre. The Media Centre has a computer pod of 14 computers and this is a dedicated computer area for the creative arts.

Our computer to student ratio is 1:2.4

Social climate

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

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

There is a strong Student Council which operates and seven committees are formed annually to work for the betterment of the school community. These committees are: The Arts, Social, Welfare, Sport,

Our school at a glance

Formal, Magazine and Environment.

There is a reward system which operates for exemplary behaviour and each term certificates are sent to students and parents with the term reports. The school has a strong non-tolerance for bullying as outlined in the Responsible Behaviour Plan for Students. There are clear school rules and a published School Dress Code. These can all be found in the Responsible Behaviour Plan for Students.

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

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

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

Involving parents in their child's education.

Parents are involved in a number of ways at Wynnum High. There is a Parents and Citizens' Association which meets monthly and an Instrumental Music Parents Support group which also meets monthly. Parent-Teacher evenings are held twice yearly to discuss student academic progress and achievement.

All Year 12 students and their parents are interviewed at the beginning of Year 12 and students are asked to reflect on their Learning Pathways Plan. A new plan is prepared for their success in their final year at school. All Year 10 students entering the senior school are interviewed in September each year. Parents accompany their children to the interviews and a Learning Pathways Plan is prepared for the senior school. All students entering Year 8 are interviewed with their parents in October of the year before their enrolment begins.

Subject selection nights are held for Year 8, Year 9 and Year 10 students and these nights are compulsory information evenings for students and their parents.

Parents receive weekly newsletters through various methods, for example, taken home by student, by email or by accessing the Secure Section of the school Webpage. We maintain an up to date website which allows parents to know what is going on at Wynnum High. Parent friendly reports in plain English are produced each term and these are mailed home. Open Mornings and Tours for new and prospective students and their parents are held each term.

Parents have access to staff email addresses through the website and we encourage parents to contact us and talk to us about their child's progress at all times.

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

Parent, student and teacher satisfaction with the school

Parent satisfaction with the school was higher than "Like" schools in *Curriculum, Pedagogy, and School Climate*. As well, Parent satisfaction with the school was higher than "State" schools in *Student Outcomes, Learning Climate and School Community Relations*. Similarly parent satisfaction was higher than "Like" and "State" schools in additional items and in the 'overall ratings for all questions.'

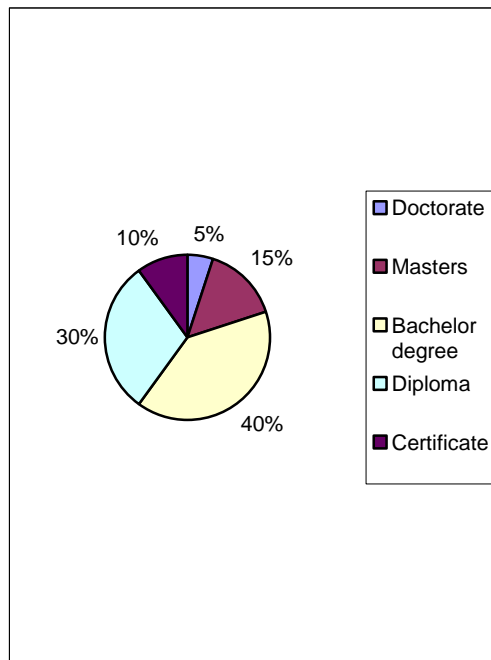
Student satisfaction with the school was comparable with "State" Schools in most of the above categories. It was above is *Student Outcomes*, especially with request to computer technology skills learnt at school.

Staff responses were comparable with "Like" schools, particularly in *Relationships, School Operations, Support, Resources and Training, Work Roles and Work value and Recognition*.

Performance of our students

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	5
Masters	15
Bachelor degree	40
Diploma	30
Certificate	10



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$17089.51.
- The major professional development initiatives were as follows: Professional development relating to syllabus implementation, implementing ETRF initiatives, implementing teaching strategies for adolescents in the middle school, professional standards for teachers and skilling staff for VET qualifications
- The involvement of teaching staff in professional development activities during 2008 was 92%

Average staff attendance

- For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2008 school year, 98% of staff were retained by the school for the entire 2007 school year.

Student attendance

The average attendance rate as a percentage in 2008 was 87%.

Performance of our students

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.	
Year 12 student enrolment as a percentage of the Year 8 student cohort.	74 %

Outcomes for our Year 12 cohort of 2008	
Number of students awarded a Senior Statement.	150
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	102
Number of students awarded an International Baccalaureate Diploma (IBD).	n/a
Number of students awarded one or more Vocational Education and Training (VET) qualifications	98
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	20
Number of students receiving an Overall Position (OP).	81
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	51%
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.	85%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	89%

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 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 posted to our website by early September.

Other Key Outcomes

Value added

Two of our 2008 Year 12 Vocational Education and Training students were awarded the Australian Vocational Education Student Prize of \$2000.00 each.

Two of our Year 12 Vocational Education and Training students were awarded the Australian Vocational Education Student Prize of \$2000.00 each every year since inception in 2005.

36 French students from Year 9 – 12 participated in a trip to Noumea, along with 3 staff and 3 parents.

45 Instrumental Music students and 5 teaching staff participated in an eight day band tour of the Cairns District.

Performance of our students

Students completed qualifications as Pool Life Guards.

We won 12 championships in summer and winter sports in the Gateway District.

Parent, student and teacher satisfaction with the school

Parent satisfaction with the school was comparable with “Like” and “State” schools with parents rating student outcomes, curriculum, pedagogy, learning climate and school-community relations and resources as higher than “Like” schools. Parents were satisfied that their child was safe and happy at school and 80% of parents confirmed that Wynnum State High School is a good school.

Student satisfaction with the school was comparable with the “State” ranking and student satisfaction with teachers helping them to do their best was above the “State” ranking.

Staff satisfaction in school operations, morale, work roles, work value and recognition and relationships were all above “Like” schools.