



Toowoomba State High School – Wilsonton Campus

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

The information contained in this annual report is specific to Toowoomba State High School – Wilsonton Campus. 2016 was the last year of operation of this school as a campus of Toowoomba State High School.

Principal's Foreward

Introduction

Future Outlook

Toowoomba State High School – Wilsonton Campus changed to be Wilsonton State High School as at the 23rd of January 2017.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: 7 - 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	691	328	363	96	86%
2015*	775	387	388	130	83%
2016	722	374	348	131	87%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	21	20	20
Year 11 – Year 12	17	17	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Social Climate

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	91%	100%	93%
this is a good school (S2035)	93%	93%	91%
their child likes being at this school* (S2001)	96%	90%	95%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child feels safe at this school* (S2002)	93%	93%	91%
their child's learning needs are being met at this school* (S2003)	89%	97%	91%
their child is making good progress at this school* (S2004)	91%	97%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	93%	89%
teachers at this school motivate their child to learn* (S2007)	89%	97%	84%
teachers at this school treat students fairly* (S2008)	89%	87%	77%
they can talk to their child's teachers about their concerns* (S2009)	93%	100%	95%
this school works with them to support their child's learning* (S2010)	87%	93%	91%
this school takes parents' opinions seriously* (S2011)	90%	93%	83%
student behaviour is well managed at this school* (S2012)	89%	82%	87%
this school looks for ways to improve* (S2013)	93%	90%	89%
this school is well maintained* (S2014)	98%	87%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	92%
they like being at their school* (S2036)	90%	94%	90%
they feel safe at their school* (S2037)	87%	86%	88%
their teachers motivate them to learn* (S2038)	91%	97%	84%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	89%	79%
teachers treat students fairly at their school* (S2041)	85%	77%	63%
they can talk to their teachers about their concerns* (S2042)	75%	79%	70%
their school takes students' opinions seriously* (S2043)	83%	78%	70%
student behaviour is well managed at their school* (S2044)	68%	67%	64%
their school looks for ways to improve* (S2045)	94%	92%	87%
their school is well maintained* (S2046)	82%	76%	74%
their school gives them opportunities to do interesting things* (S2047)	91%	85%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	91%	92%	93%
they feel that their school is a safe place in which to work (S2070)	91%	89%	93%
they receive useful feedback about their work at their school (S2071)	79%	76%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	81%	84%	94%

Performance measure			
Percentage of school staff who agree [#] that: (S2114)	2014	2015	2016
students are encouraged to do their best at their school (S2072)	97%	94%	96%
students are treated fairly at their school (S2073)	97%	89%	91%
student behaviour is well managed at their school (S2074)	71%	71%	89%
staff are well supported at their school (S2075)	79%	71%	87%
their school takes staff opinions seriously (S2076)	82%	82%	73%
their school looks for ways to improve (S2077)	91%	94%	100%
their school is well maintained (S2078)	97%	92%	93%
their school gives them opportunities to do interesting things (S2079)	85%	82%	82%

* 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.

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	142	135	110
Long Suspensions – 6 to 20 days	9	19	12
Exclusions	6	16	8
Cancellations of Enrolment	7	20	4

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014		
2014-2015		
2015-2016		

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	63	32	0
Full-time Equivalent	59	23	0

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$34392.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.			96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	81%	84%

*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 2016 for all Queensland schools was 90%.

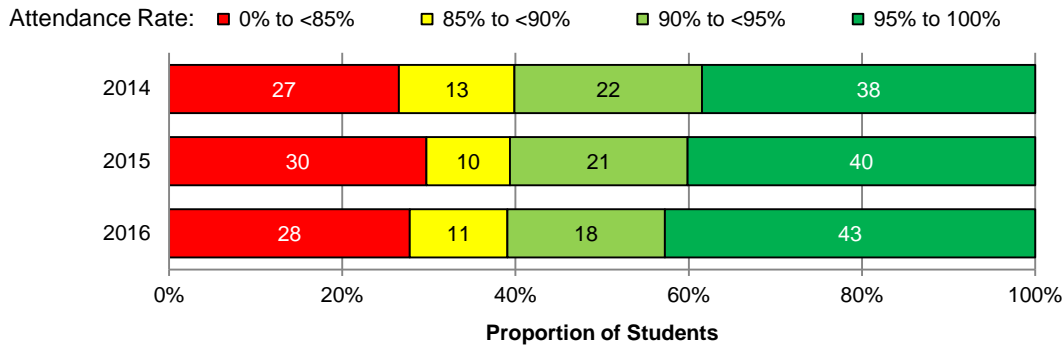
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	87%	88%	90%	91%
2015								90%	91%	85%	86%	88%	90%
2016								91%	88%	87%	84%	87%	92%

*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 DET 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.

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

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 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	2014	2015	2016
Number of students receiving a Senior Statement	88	103	117
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	21	35	34
Percentage of Indigenous students receiving an Overall Position (OP)	9%	33%	8%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	19	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	57	70	88
Number of students awarded an Australian Qualification Framework Certificate II or above.	37	50	69
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	79	95	111
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	73%	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.	76%	91%	68%
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.	94%	95%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	96%	92%

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
2014	4	4	8	4	1
2015	8	12	12	3	0
2016	3	10	10	9	2

As at 3rd February 2017. 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
2014	35	32	5
2015	45	47	8
2016	48	60	18

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	56%	72%	69%

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	57%	60%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

