



Wilson State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

2017 was the first year of operation for Wilsonton State High School. Wilsonton State High School delivers a quality secondary education for students in Years 7 – 12. Our school strives to create opportunities for our students so that each individual can discover and develop their academic and extracurricular strengths.

Principal's Foreword

Introduction

At the heart of Wilsonton State High School is our motto, 'Stand Strong, Stand Proud, Stand Together.' This motto helps us shape our school environment where we believe that success and excellence should be sought after and practised. At Wilsonton State High School, we have high expectations of ourselves and our students. Our staff take great pride in ensuring that the curricular and extracurricular aspects delivered are of a very high standard and we believe that the quality of our educational opportunities is second to none. The staff at Wilsonton State High School are not only passionate and dynamic but also innovative in their approach to teaching and learning.

School Progress towards its goals in 2017

- Establishment of Wilsonton State High School following the separation from Toowoomba State High School.
- Successful rebranding, the establishment of sporting and formal uniforms and establishment of the Parents and Citizens Association.
- Establishment of Wilsonton State High School as a Registered Training Organisation (RTO).
- Establishment of school values and saturation of these – Respect, Resilience, Responsibility and Commitment.

- Consolidation of showcase winning reading program – BLAST and FLI.
- Coaching and Feedback opportunities for students and staff.
- Consolidation of Pedagogical Framework, Responsible Behaviour Plan for Students.
- Opportunities for all students.
- Establishment of Wilsonton State High School Clontarf Academy.
- 100% of indigenous students and students with a verified disability receiving their Queensland Certificate of Education.
- Consolidation of VET offerings in the Senior Secondary years.
- Consolidation of SBT and SAT opportunities for students.
- Implementation of Senior Secondary Non Completion Withdrawals.
- Review of timetabling to ensure that students are given maximum opportunities for success.

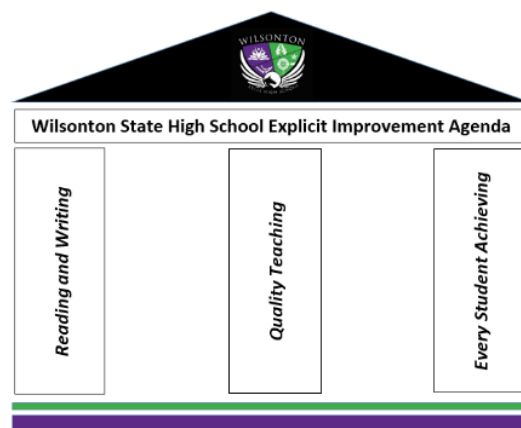
Future Outlook

In 2018, Wilsonton State High School will continue in its pursuit of excellence by continuing to implement our explicit improvement agenda. Our school has an explicit improvement agenda based on three pillars of excellence - these being Quality Teaching, Reading and Writing, and Every Student Achieving.

Quality Teaching - provide quality engaging lessons that address the six critical functions of teaching to ensure that all teachers cater for the diversity of every student's learning style and needs

Reading and Writing - every student being able to achieve the required benchmarks for achievement in reading and writing

Every Student Achieving - provide our students with outstanding opportunities to experience successful outcomes and achievements



Key strategies to enhance the attainment of our Explicit Improvement Agenda include:

- Development of Professional Learning Teams (PLTs).
- Coaching and Feedback driven by individual staff need following conversations as part of PLT process.
- Belief in high expectations of student achievement, effort, attendance and behaviour.
- Introduction and consistent application of Pedagogical Minimum Expectations.

- Implementation of key pedagogical initiatives such as Learning Goals and Success Criteria.
- Implementation of new timetable structure to allow students to attain success, e.g. Students in Year 7 study 5 x 70-minute lessons of English each week.
- Implementation of MACQLIT as an additional opportunity within our reading program.
- Implementation of Literacy Coaches to further support “Reading and Writing” Pedagogy in the classrooms.
- Establishment of the “Beyond the Broncos” Academy within our school to cater for indigenous female students.
- Establishment of the “Rugby League” Academy and further consolidation of “Hockey” Academy.
- Consolidation of Positive Behaviour Learning strategies and rewards structures.
- Consolidation of Case Management structures throughout the school.
- First ever musical “Sing It All Away”.
- School-wide preparedness for the new QCE being implemented from 2019.
- Implementation of STYMIE.
- Strategic Plan developed for 2018 – 2021.

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)
2017	678	351	327	144	87%

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

Average Class Sizes

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

Phase	2017
Year 7 – Year 10	20
Year 11 – Year 12	17

Curriculum Delivery

Our Approach to Curriculum Delivery

Wilsonton State High School is innovative in its implementation of study programs in both Junior and Senior Secondary to ensure that students have access to a full range of curriculum opportunities and that our students are challenged to not only reach, but exceed their potential. The curriculum allows for student progression based on student's career objectives. Wilsonton State High School caters to the individual needs of students and provides opportunities for success for all students.

Co-curricular Activities

- Instrumental Music Program
- Human Powered Vehicles
- School Musical
- Visual and Performing Arts
- Homework club
- School camps in Year 7, 9 and 11.
- Clontarf Academy
- Beyond the Broncos Academy
- Rugby League Academy

- Hockey Academy
- Students have the opportunity to participate in an extensive range of sporting activities including team sports and individual competitions.
- NAIDOC celebrations
- Student Representative Council (SRC)
- School leadership structure and committee structure
- Strong sense of community
- Academy One
- STEM opportunities
- Primary Feeder school sporting and cultural events

How Information and Communication Technologies are used to Assist Learning

The school's technology facilities continue to develop with wireless networks operating across all buildings within the school. A range of computer banks are integrated across all curriculum areas. School robotic kits, drones etc. are embedded as part of the curriculum. The school employs an ICT assistant to provide ongoing technical support.

Social Climate

Overview

Wilsonton State High School is a safe, friendly and caring community where students, parent groups, community members and staff work together to achieve positive learning and employment outcomes. The rights of each form the basis of our behaviour expectations that are built on respect and acknowledgement of responsibility. Our four school values of Respect, Resilience, Responsibility and Commitment are essential to our school as we promote and strive to develop positive relationships between all members of the school community.

A valued Support Team which includes Guidance Officer, School Chaplain, School Based Youth Health Nurse, Community Education Counsellor, Engagement Officer, Youth Support Coordinator, School Based Police Officer, Clontarf and Beyond the Broncos staff, ensure that all students are well supported through all facets of secondary education.

Wilsonton State High School is proud of our community and as a school, provides opportunities for all students academically and culturally as well as social and emotional supports. At Wilsonton State High School, some of the opportunities available include:

- SRC free dress days to donate funds towards such organisations as McGrath Foundation and local charity organisations
- Participation by the school in many days such as "Say No to Bullying", "Day for Daniel", "Harmony Day", "National Reconciliation Week", "Sorry Day" and NAIDOC celebrations to name just a few.
- Life Skills program
- Year Level Coordinators support each year level.

Wilsonton State High School provides support in many ways. In 2018 our school will partner with "STYMIE" to provide an anonymous reporting opportunity regarding Cyberbullying etc. for our students.

Parent, Student and Staff Satisfaction

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017
their child is getting a good education at school (S2016)	93%
this is a good school (S2035)	96%
their child likes being at this school* (S2001)	91%
their child feels safe at this school* (S2002)	87%



Percentage of parents/caregivers who agree# that:	2017
their child's learning needs are being met at this school* (S2003)	93%
their child is making good progress at this school* (S2004)	96%
teachers at this school expect their child to do his or her best* (S2005)	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%
teachers at this school motivate their child to learn* (S2007)	89%
teachers at this school treat students fairly* (S2008)	89%
they can talk to their child's teachers about their concerns* (S2009)	91%
this school works with them to support their child's learning* (S2010)	88%
this school takes parents' opinions seriously* (S2011)	88%
student behaviour is well managed at this school* (S2012)	80%
this school looks for ways to improve* (S2013)	93%
this school is well maintained* (S2014)	93%

Student opinion survey

Percentage of students who agree# that:	2017
they are getting a good education at school (S2048)	91%
they like being at their school* (S2036)	79%
they feel safe at their school* (S2037)	77%
their teachers motivate them to learn* (S2038)	89%
their teachers expect them to do their best* (S2039)	96%
their teachers provide them with useful feedback about their school work* (S2040)	88%
teachers treat students fairly at their school* (S2041)	71%
they can talk to their teachers about their concerns* (S2042)	67%
their school takes students' opinions seriously* (S2043)	74%
student behaviour is well managed at their school* (S2044)	65%
their school looks for ways to improve* (S2045)	91%
their school is well maintained* (S2046)	79%
their school gives them opportunities to do interesting things* (S2047)	91%

Staff opinion survey

Percentage of school staff who agree# that:	2017
they enjoy working at their school (S2069)	93%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%
students are encouraged to do their best at their school (S2072)	99%
students are treated fairly at their school (S2073)	91%
student behaviour is well managed at their school (S2074)	92%

Percentage of school staff who agree# that:	2017
staff are well supported at their school (S2075)	88%
their school takes staff opinions seriously (S2076)	85%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	82%

Parent and community engagement

As a school, we value the input and contributions provided to us by the parents and caregivers of our students. Parents and caregivers are encouraged to participate in the school as members of the P and C and other committees.

The school recognises the importance of parental involvement and holds a range of information sessions to encourage parents into the school to build productive working relations between all levels of the partnership of education for students.

Parental engagement is valued and we acknowledge parents for engagement in their student's school life through events such as parent/teacher interviews, volunteering in tuckshop, participation at information sessions etc. Parents involved in these events/activities are issued entries into a prize voucher draw (provided by the P & C). There are two draws per year.

Our school is a welcoming school and provides a very supportive transition program for students from Primary School to Secondary School. As a part of this transition program, students with individual diverse learning needs and their parents are invited to attend and an individual case manager fosters these relationships throughout the secondary years.

Respectful relationships programs

Wilsonton State High School delivers the Respectful Relationships curriculum through an established Lifeskills program that is delivered to all students - years 7 to 12 - in a weekly 70-minute lesson. These sessions are augmented by participation in a range of workshops, seminars and community events that cover a broad spectrum of topics including Domestic Violence, Sexual Health, Mental Health, Leadership, Career Development, Goal Setting, Positive Relationships, Drug Education, Driver Education, Safe Partying, Cyberbullying and RUOK Day. This Lifeskills program is delivered by school staff including Teachers, Guidance Officer, Industry Placement Officer, Chaplain, Youth Support Coordinator, School Based Police Officer; with involvement from external providers who host activities associated with particular Government and community awareness raising initiatives. By implementing the Respectful Relationships Education Program, students are given the opportunity for social and emotional learning regarding self-awareness, self-management, social awareness and social management. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They examine the nature of their relationships and reflect on the personal and social skills needed to maintain a positive lifestyle and community outlook.

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.

Type	2017
Short Suspensions – 1 to 10 days	125
Long Suspensions – 11 to 20 days	21
Exclusions	20
Cancellations of Enrolment	4

Environmental Footprint

Reducing the school's environmental footprint



ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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2016-2017

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	69	37	0
Full-time Equivalents	66	28	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	5
Graduate Diploma etc.**	20
Bachelor degree	41
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 \$38739.82

The major professional development initiatives are as follows:

- Law Sense
- Bronze Medallion
- Steve Francis
- Positive Behaviour
- Timetabling
- Vocational Education
- Pedagogy – HIT
- WHS
- ASDAN
- MACQLIT
- Mental Health

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

Staff Attendance and Retention

Staff attendance

Description	2017
Staff attendance for permanent and temporary staff and school leaders.	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student attendance

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

STUDENT ATTENDANCE 2017

Description	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%

*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
2017								92%	89%	86%	88%	89%	90%

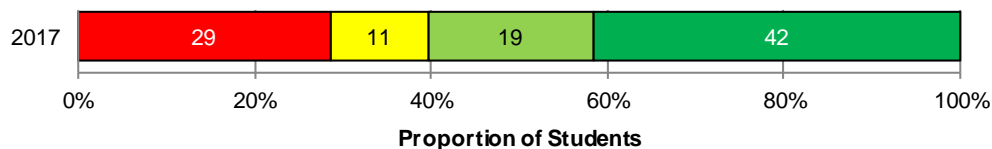
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



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.

Student attendance is recorded for each scheduled lesson each day. Parents and caregivers are informed of absences via an SMS service.

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

Description	2017
Number of students receiving a Senior Statement	111
Number of students awarded a Queensland Certificate of Individual Achievement.	0
Number of students receiving an Overall Position (OP)	34
Percentage of Indigenous students receiving an Overall Position (OP)	15%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	85
Number of students awarded an Australian Qualification Framework Certificate II or above.	61
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	107
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	56%
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.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%

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
2017	1	7	11	10	5

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
2017	51	52	15

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

Certificate 1

- Agrifoods
- Business
- Furnishings
- Manufacturing Pathways

Certificate 2

- Business
- Information, Digital Media & Technology
- Rural Operations
- Skills for Work & Vocational Pathways

Apparent Retention Rate – Year 10 to Year 12

Description	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%

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.wilsontonshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Summary of findings

In 2017, 45.4% of young people who completed Year 12 at Wilsonton State High School in 2016 continued in some recognised form of education and training in the year after they left school.

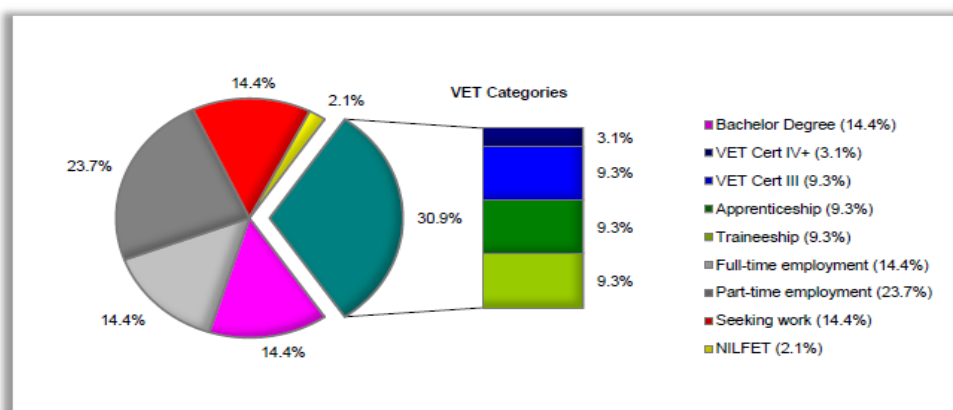
The most common study destination was Bachelor Degree (14.4%). The combined VET study destinations accounted for 30.9% of respondents, including 12.4% in campus-based VET programs, with 3.1% of Year 12 completers entering programs at Certificate IV level or higher.

18.6% commenced employment-based training, either as an apprentice (9.3%) or trainee (9.3%).

In addition to the above study destinations, a further 8.2% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

54.6% did not enter post-school education or training, and were either employed (38.1%), seeking work (14.4%) or not in the labour force, education or training (2.1%).

Figure 1: Main destination of Year 12 completers, Wilsonton State High School 2017



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.

Students that left the school prior to completing Year 12 in the senior secondary years have either gained employment or have been involved in individualised study options that have suited the individual needs.

Conclusion