

Wellington Point State High School Queensland State School Reporting 2014 School Annual Report



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Principal's foreword

Introduction

This Annual report documents the schools achievements on a range of outcome measures for the last twelve months at Wellington Point SHS (2014). Wellington Point SHS has a strong sense of community and is able to offer individual attention combined with a comprehensive range of academic, sporting, vocational and cultural opportunities. Wellington Point State High School enjoys an excellent reputation and has outstanding achievements across the academic, cultural, citizenship and sporting areas. We have outstanding staff who have contributed much to the lives of our students over the years. Wellington Point State High School provides you with many comprehensive and exciting opportunities for participation over your 6 years of high school. Wellington point State High School is a safe, disciplined and inclusive educational environment where young people can focus on achieving excellence in a range of academic, vocational, sporting and cultural pursuits. As a school community we are focused upon communicating strong academic and social values where everyone is encouraged to take responsibility for their own behaviours – the school is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building a school culture that models and promotes inclusivity, strong traditional values and high standards for learning.

The School takes pride in its Academic Performance, Codes of Behaviour and Dress Standards that support a strong Wellington Point SHS identity and school spirit. The school has a committed and dynamic leadership team that focuses on innovation to ensure every student is at the forefront of its decision making. The leadership team works with all staff in a collegial atmosphere where staff are challenged and supported to try new ideas to ensure continuous improvement. Wellington Point SHS's enrolment is stable as the school has become enrolment managed. Students are drawn primarily from the local area within the Redland Shire.

We are committed to our students and the community. This is an exceptional school that embraces innovation and a community where all students are challenged to work towards our school vision and to be the best they can be. We value parental involvement in our school activities and welcome visits from interested members of the school community. The following report provides you with a clear snap shot of our schools achievements.

School progress towards its goals in 2014

- Continue the development of evidence-based teaching practices through the implementation of the ASOT pedagogical framework

- Continue to build capacity in staff across all levels to ensure a culture of continuous learning and improvement is embedded to have a positive influence on classroom practice and student outcomes
- Ensure that there is a shared understanding of the need for all staff to embed high yield reading, writing and numeracy strategies into classroom practice to improve these essential skills in students in the junior secondary sector
- Further develop teachers' skills in the routine use of accessing, interpreting and applying data to meet whole school targets – enabling staff to become “data literate”
- Continue to build a positive school culture for staff and students and the community profile of Wellington Point State High School (W.P.S.H.S.) to attract student enrolment and community confidence
- Continue to educate around and build a high expectations culture amongst the school community to ensure targets are met and community relationships forged.

Future outlook

- Improve attendance to ensure greater opportunity for learning
- Improve reading outcomes in Junior Secondary
- Improve numeracy outcomes in Junior Secondary
- Improve whole school academic performance in Maths, Science, English
- All students challenged with academic rigour ensuring improved destination outcomes in senior schooling
- All staff engaged in evidence based pedagogical practice (ASOT) to drive improvement in student outcomes
- Improve staff satisfaction and morale to align with state average or above
- Execute a high expectations culture for learning

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1100	537	563	92%
2013	1068	518	550	95%
2014	1021	504	517	92%

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

Characteristics of the student body:

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	24
Year 11 – Year 12	17	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	149	83	117
Long Suspensions - 6 to 20 days	24	6	2
Exclusions [#]	8	3	13
Cancellations of Enrolment	8	7	5

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Wellington Point State High School offers a comprehensive and diverse curriculum. In addition to the key learning areas, our school offers elective subjects and unique signature programs in the ARTS

(ENCORE) SPORT (ESAP), and ACCELERATION pathways for students achieving above their chronological age.

The school offers a broad range of Queensland Studies Authority subjects and Vocational Education opportunities. The school prides itself on preparing it's students for life long success. In the Junior schooling curriculum, the focus is on providing all students with a broad education. The focus is on relationship building and cooperative learning skills necessary for Senior Schooling subjects.

- Year 8 & 9, 10 students study a set course consisting of 4 x 70min lessons each day
- Year 11 and 12 students are offered an extensive range of subjects to allow individualised learning pathways to be developed. These learning pathways are linked to each students post school options.
- Language Other Than English (LOTE) subject offered is Japanese

Extra curricula activities

Students at Wellington Point State High School are encouraged to participate in the following extra curricular activities:

- Programs of Excellence – ESAPS (Elite Sporting Achievers Academy), ENCORE (The ARTS), ACCELERATION (students being engaged in curriculum ahead of their chronological age).
- Debating, Academic Competitions, School Musical, Eisteddfods, Ski Trip, School Camps
- Instrumental Music
- School Based Traineeships and Apprenticeships, Work Education & Work Experience
- Student Leadership Program and Leo's club

How Information and Communication Technologies are used to assist learning

Wellington Point SHS is completely networked and wireless with a combination of labs and mobile laptops. Focus for the future will be on expansion of digital pedagogies and use of tablets (such as ipads) in classrooms.

Social Climate

Wellington Point SHS has a clear focus on student support across all year levels. A year coordinator is allocated to each year level who is supported by a deputy Principal. Students meet with their "welfare" teacher each day and this teacher integrates their SWPBS focus of the week. Student welfare is paramount at Wellington Point State High School. A range of support staff inclusive of Guidance Officer, school nurse, school chaplain and youth support coordinators all contribute to the social and emotional well - being of every student to ensure academic success.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	81%	94%	93%
this is a good school (S2035)	83%	100%	90%
their child likes being at this school* (S2001)	85%	94%	91%
their child feels safe at this school* (S2002)	85%	94%	93%
their child's learning needs are being met at this school* (S2003)	77%	94%	93%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is making good progress at this school* (S2004)	81%	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	93%	93%
teachers at this school motivate their child to learn* (S2007)	81%	93%	91%
teachers at this school treat students fairly* (S2008)	77%	87%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	88%	94%
this school works with them to support their child's learning* (S2010)	72%	93%	90%
this school takes parents' opinions seriously* (S2011)	83%	81%	82%
student behaviour is well managed at this school* (S2012)	69%	60%	79%
this school looks for ways to improve* (S2013)	88%	80%	92%
this school is well maintained* (S2014)	88%	93%	90%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	90%	93%	91%
they like being at their school* (S2036)	89%	88%	82%
they feel safe at their school* (S2037)	88%	92%	94%
their teachers motivate them to learn* (S2038)	87%	93%	82%
their teachers expect them to do their best* (S2039)	99%	99%	95%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	89%
teachers treat students fairly at their school* (S2041)	84%	86%	80%
they can talk to their teachers about their concerns* (S2042)	76%	89%	78%
their school takes students' opinions seriously* (S2043)	83%	77%	75%
student behaviour is well managed at their school* (S2044)	76%	71%	65%
their school looks for ways to improve* (S2045)	90%	93%	89%
their school is well maintained* (S2046)	80%	88%	84%
their school gives them opportunities to do interesting things* (S2047)	90%	85%	82%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		86%	88%
they feel that their school is a safe place in which to work (S2070)		87%	89%
they receive useful feedback about their work at their school (S2071)		68%	68%
students are encouraged to do their best at their school (S2072)		95%	99%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
students are treated fairly at their school (S2073)		91%	96%
student behaviour is well managed at their school (S2074)		58%	67%
staff are well supported at their school (S2075)		56%	59%
their school takes staff opinions seriously (S2076)		56%	51%
their school looks for ways to improve (S2077)		86%	93%
their school is well maintained (S2078)		84%	89%
their school gives them opportunities to do interesting things (S2079)		77%	69%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are actively encouraged to participate in the education of their children. WPSHS Parents' and Citizens Association (P&C) provide parents with a venue to interact with other parents and to work with the school's staff to contribute to the direction of initiative within the school. The P&C runs the school canteen and One Stop (Uniform) Shop.

An enrolment interview is conducted with every enrolling student by the year level Deputy Principal or senior teaching staff. For enrolling year 8 students several information sessions, including school tours and classroom visits, are provided prior to their starting school year.

Four formal reports are issued throughout the year and two formal face to face feedback (parent teacher interview or learning pathway plan – LPP) sessions are conducted.

Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	478,096	1,661
2012-2013	359,038	1,455
2013-2014	362,593	1,828

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.

Our staff profile

Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	81	37	<5
Full-time equivalents	76	25	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *						
		80					
		70					
Certificate	0	60					
Diploma	9	50					
Bachelor Degree	76	40					
Masters	5	30					
Doctorate	1	20					
		10	0	9	5	1	
Total	91	0					
			Certificate	Diploma	Bachelor Degree	Masters	Doctorate

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$72,500

The major professional development initiatives are as follows:

- The ART and Science Of teaching
- Literacy and Numeracy Coaching
- Teaching differentiation strategies in the classroom
- Leadership Development
- Australian Curriculum
- SWPBS training

The proportion of the teaching staff involved in professional development activities during 2014 was 62%.

Average staff attendance	2012	2013	2014
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, 94% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	88%	89%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

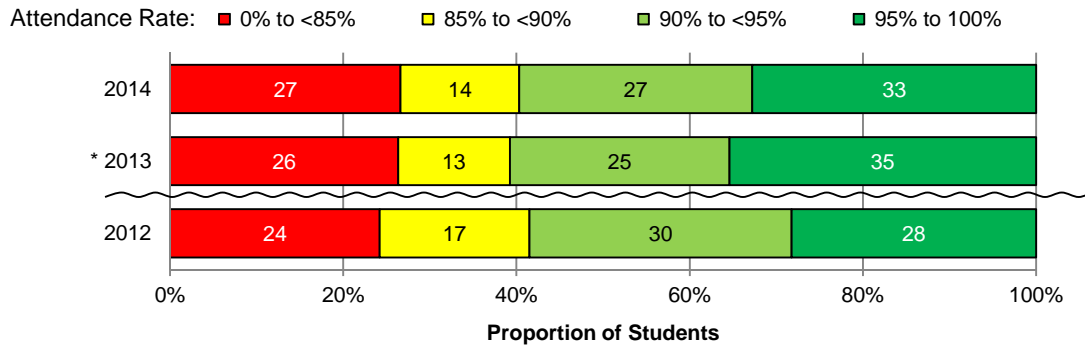
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	89%	86%	89%	89%
2013								91%	89%	87%	87%	88%
2014								93%	89%	89%	86%	86%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student rolls are marked electronically at every lesson. Non-attendance reported home via an SMS message. Year coordinators and Deputy Principals monitor non-attendance and discuss patterns with parent. Departmental policy is followed where there are patterns of behaviour in non attendance.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the 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.

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Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Attendance: In 2014 indigenous students had an 81.6% attendance rate while non-indigenous students had an 88.9% attendance rate.

Achievement in NAPLAN: In reading year 9 students had a 14% gap in comparison with a 44% across the State; in writing year 9 students had 42% gap in comparison to a 63% gap across the state; in numeracy there was only a 9% gap in comparison to the 47% gap across the state.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	80%	80%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	186	184	167
Number of students awarded a Queensland Certificate of Individual Achievement.	4	3	0
Number of students receiving an Overall Position (OP)	106	87	71
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	17	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	144	154	151
Number of students awarded an Australian Qualification Framework Certificate II or above.	130	143	108
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	160	174	159
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.	75%	76%	77%
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.	98%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	98%	91%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	21	22	36	21	6
2013	9	26	31	21	0
2014	9	24	22	10	6

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	86	128	10
2013	75	139	20
2014	125	102	34

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

Wellington Point SHS is committed to ensuring that every student who leaves our gates is on a pathway to earning or learning. Any student who indicates a desire of necessity to leave early is counselled. In most instances the student is redirected and supported onto a successful completion of their studies within the school environment. If this is not in the best interest of the student we ensure their pathway is clear and that the student and their parent have the necessary information and connection to make an earlier exit a success. In many instances the school's Guidance Officer will make contact to ensure a successful outcome.