

Wellington Point State High School Queensland State School Reporting 2015 School Annual Report



Postal address	PO Box 2078 Wellington Point 4160
Phone	(07) 3820 4222
Fax	(07) 3820 4200
Email	principal@wellpoinshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Sue Dalton - Principal

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 (2015). 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 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.

The School takes pride in its culture where the Academic Performance, Codes of Behaviour and Dress Standards support a strong Wellington Point SHS identity and school spirit within the Redlands. This school has an experienced 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 of 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 2015

- Continue to embed 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 to ensure rigorous student tracking and personalised differentiated learning
- Maintain and promote the unique positive school culture between staff, students and parents to ensure the community profile of Wellington Point State High School (W.P.S.H.S.) is increased to attract student enrolment and community confidence
- Continue to educate around and embed a high expectations culture amongst the school community to ensure targets are met and community relationships forged.

Future outlook

- Embed "every day counts" for student attendance to maximise opportunity for learning
- Sharpen focus and strategies to improve reading and numeracy outcomes in Junior Secondary with a particular focus on extending students beyond their chronological age
- Embed culture of practice to continually improve whole school academic performance in Maths, Science, English
- Every student every day 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.
- ASOT becomes deliberate practice.
- Sustain the high percentage of staff, student and parent satisfaction and morale through strong leadership that enables collaboration, promotes transparency, innovation and high expectations of self and others
- Embed the schools high expectations culture for learning to students through "everyday everywhere" philosophy

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1068	518	550	33	95%
2014	1021	504	517	45	92%
2015	1050	516	534	53	95%

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 2015, 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	21
Year 11 – Year 12	18	17	19

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	83	117	171
Long Suspensions - 6 to 20 days	6	2	7
Exclusions	3	13	2
Cancellations of Enrolment	7	5	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.

Curriculum delivery

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), Accademic (LEAP) 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 its students for life long success. In the Juniorschooling 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 7, 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 Our approach to curriculum delivery

The school encourages and fosters extra curricular activities and sees it as an integral component of the students wholistic development.

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 improve 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. In 2016 IPADS are being trialled into year 7 classrooms with the view for expansion in subsequent years.

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 learning expectations and focus of the week. Student welfare is paramount at Wellington Point State High School. A range of support staff inclusive of 2 x Guidance Officers, 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

Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	93%	89%
this is a good school (S2035)	100%	90%	95%
their child likes being at this school (S2001)	94%	91%	95%
their child feels safe at this school (S2002)	94%	93%	97%
their child's learning needs are being met at this school (S2003)	94%	93%	84%
their child is making good progress at this school (S2004)	100%	90%	92%
teachers at this school expect their child to do his or her best (S2005)	93%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	93%	84%
teachers at this school motivate their child to learn (S2007)	93%	91%	86%
teachers at this school treat students fairly (S2008)	87%	90%	86%
they can talk to their child's teachers about their concerns (S2009)	88%	94%	89%
this school works with them to support their child's learning (S2010)	93%	90%	84%
this school takes parents' opinions seriously (S2011)	81%	82%	91%
student behaviour is well managed at this school (S2012)	60%	79%	81%
this school looks for ways to improve (S2013)	80%	92%	91%
this school is well maintained (S2014)	93%	90%	84%

Performance measure

Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	91%	96%
they like being at their school (S2036)	88%	82%	92%
they feel safe at their school (S2037)	92%	94%	97%
their teachers motivate them to learn (S2038)	93%	82%	92%
their teachers expect them to do their best (S2039)	99%	95%	97%
their teachers provide them with useful feedback about their school work (S2040)	97%	89%	89%
teachers treat students fairly at their school (S2041)	86%	80%	74%
they can talk to their teachers about their concerns (S2042)	89%	78%	77%
their school takes students' opinions seriously (S2043)	77%	75%	80%
student behaviour is well managed at their school (S2044)	71%	65%	72%
their school looks for ways to improve (S2045)	93%	89%	95%
their school is well maintained (S2046)	88%	84%	87%
their school gives them opportunities to do interesting things (S2047)	85%	82%	92%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	86%	88%	100%
they feel that their school is a safe place in which to work (S2070)	87%	89%	99%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	68%	68%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	75%	82%
students are encouraged to do their best at their school (S2072)	95%	99%	100%
students are treated fairly at their school (S2073)	91%	96%	99%
student behaviour is well managed at their school (S2074)	58%	67%	100%
staff are well supported at their school (S2075)	56%	59%	97%
their school takes staff opinions seriously (S2076)	56%	51%	98%
their school looks for ways to improve (S2077)	86%	93%	100%
their school is well maintained (S2078)	84%	89%	96%
their school gives them opportunities to do interesting things (S2079)	77%	69%	94%

'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

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 7 students several information sessions, including school tours and classroom visits, are provided prior to their starting school year. Three 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. The school is emerging in using digital media platforms to enhance parent interaction remotely.

Reducing the school's environmental footprint

The school is conscious of the environment and is decreasing the reliance on hard copies of documents in the workplace. The schools photocopying budget is minimized to support this as too is the introduction to IPADS in the classroom.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	359,038	1,455
2013-2014	362,593	1,828
2014-2015	371,126	

*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

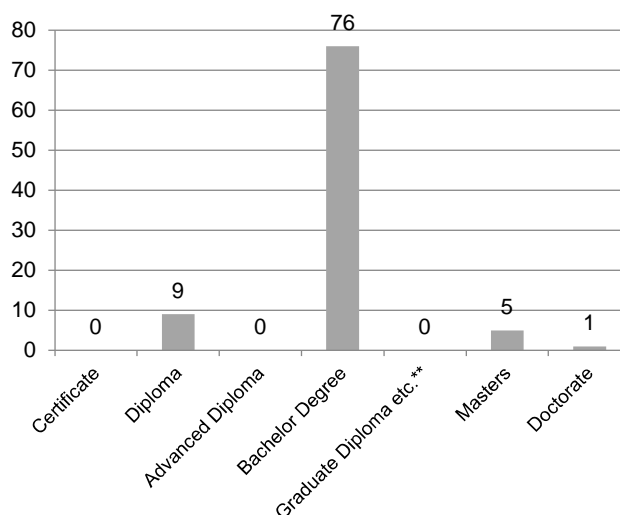
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 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.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	87	40	<5
Full-time equivalents	81	28	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	76
Graduate Diploma etc.**	0
Masters	5
Doctorate	1
Total	91



*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 2015 were \$ 48,395.00

The major professional development initiatives are as follows:

Staff engage in a variety of professional development forums both internally and externally with a clear focus on the Art and Science of Teaching, leadership development and numeracy and literacy.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2015 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/>.

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 says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	82%	86%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

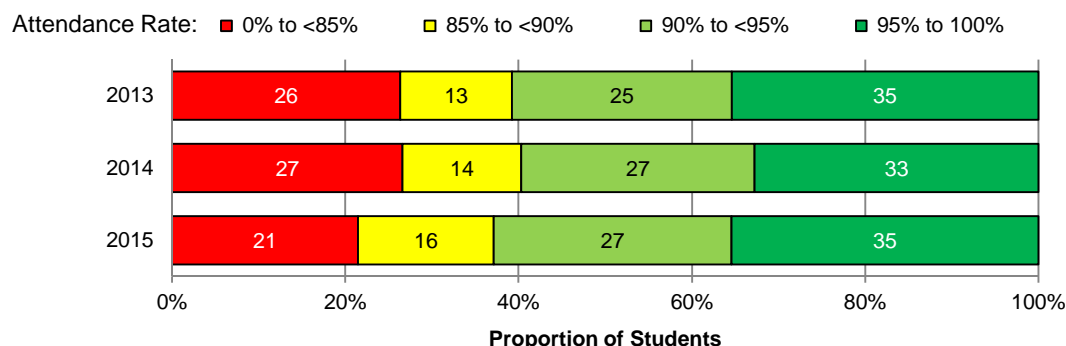
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	89%	87%	87%	88%
2014									93%	89%	89%	86%	86%
2015							94%	91%	90%	88%	90%	88%	

*From 2013, the methodology used for calculating attendance rates effectively counts 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 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 with the use of ID attend software.

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.

Find a school

Sector:

Government

Non-government

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	80%	80%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	50%	133%	117%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	184	167	185
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	0
Number of students receiving an Overall Position (OP)	87	71	54
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	26	44
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	154	152	94
Number of students awarded an Australian Qualification Framework Certificate II or above.	143	110	66
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	174	159	183
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.	76%	77%	78%
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%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	91%	96%

As at 16 February 2016. 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
2013	9	26	31	21	0
2014	9	24	22	10	6
2015	13	18	11	11	1

As at 16 February 2016. 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
2013	84	139	20
2014	125	102	37
2015	26	38	34

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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

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