Principal’s foreword

Introduction

This report provides a sample of some of the activities and achievements of Windaroo Valley State High School throughout 2011. It includes an outline of our curriculum offerings, and information about student outcomes and progress toward our goals.

School progress towards its goals in 2011

Windaroo Valley State High School was established in 1994 to provide quality public education to the local community west of Beenleigh. We have a proud reputation of providing excellence programs in music, athletics and GTEK (our gifted and talented extension program for high achieving students in Years 8 and 9). All our students have access to a broad range of academic and VET subject offerings and opportunity access a range of other educational pathways through our university, TAFE and business partnerships.

During 2011, we continued to make improvements in our learning environment to further boost students’ opportunity to excel. Improvements included:

- Successful early implementation of the English, Maths and Science National Curriculums
- Continued Japanese language and cultural programs
- Explicit Literacy and Numeracy Programs resulting in improvements in Year 9 literacy and numeracy
- Implemented range of explicit senior schooling strategies resulting in improved Year 12 Outcomes, including an OP1, increased number of OP1-15s, increased number of students awarded a QCE, increased number of students awarded a VET qualification
- Extension of our GTEK program for Year 8 and 9 high achieving students across Maths, Science and English
- Opened Science Centre of Innovation and Technology Excellence, implementation of quality science programs resulting in first, second and third prize winners for wine production at the Royal Queensland Show 2011
- Opened our Trade Training Centre in Hospitality – Futures in Food, and develop a curriculum program for Certificate II in Hospitality Front of House and Certificate II Kitchen Operations
- Continued implementation of School Wide Positive Behaviour Support Program, including our STAR Rules and refined Pastoral Care Program.
- Implementation of an Excellence in Music Program in Year 8
Future outlook

Our focus on student learning and improved outcomes is central to our improvement goals. Our teachers need to be highly skilled and our teaching keenly focused. Our key improvement goals for 2012 are:

- Every student leaving Year 12 with a meaningful qualification:
  - 70% of eligible Year 12 students receive an OP1-15
  - 80% of exiting Year 12 students receive a Queensland Certificate of Education
  - 90% of Year 12 students attain a VET qualification
- Improved student achievement in reading comprehension – indicated through Year 9 NAPLAN (National Minimum Standards and Upper Two Bands), Year 8 and 9 TORCH test results, and Year 12 literacy requirement for QCE
- Improved student achievement in numeracy – indicated through Year 9 NAPLAN (National Minimum Standards and Upper Two Bands), and Year 8 and 9 PATM test results
- Continued implementation of the Australian Curriculum and improvement in all students’ academic results (increase of 10% in A to C results across the whole school for Indigenous and non-Indigenous students)
- Improved student attendance and engagement through the implementation of School Wide Positive Behaviour Support, including our STAR Matrix and pastoral Care Program
- Enhanced school and community partnerships with the businesses, neighbouring schools, the community, and families
- All staff have identified professional learning journeys through Developing Performance Plans
- Continued consolidation of OneSchool as the operational environment for school data, plans and financial operations
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>977</td>
<td>506</td>
<td>471</td>
<td>88%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students at Windaroo Valley State High School come from a broad cross-section of all socio-economic and cultural groups in the local community. Approximately 24 cultural groups are represented at the school with approximately 4% of students born overseas; 4.2% of indigenous background and 1.0% of English Second Language background. 42 students with special needs are currently enrolled with impairments across the spectrum (physical impairment, hearing impairment, ASD, speech impairment). Special needs students are supported by qualified Special Needs Teachers in a combination of mainstream programs and withdrawal programs.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>0.0</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25.8</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.8</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>250</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>76</td>
</tr>
<tr>
<td>Exclusions</td>
<td>17</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>15</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings:
- A broad Senior curriculum comprising a wide variety of academic and vocational subjects
- Years 8 and 9 Gifted and Talented Extension Program across Maths, English and Science
- Excellence Program in Athletics
- Trade Training Centre in Schools Program – Hospitality Certificate II Program
- Music Excellence Program
- Specialised learning support programs for students
- Japanese Exchange Program

Extra curricula activities:
- Student Leadership Program
- Sporting teams (Interschool, District, Regional)
- FOX (Finding Our Excellence Program) for senior students
- Spartans Boys Group
- Girls Group
- Interschool debating teams (Junior and Senior)
- Cheerleading team
- Music program
- Chess Club
- Junior Chamber of Commerce
- Breakfast Club
- Academic Competitions
- Homework Club and Tutoring Programs

How Information and Communication Technologies are used to assist learning

Windaroo Valley State High School is recognised for its dual computer platform ability operating both Macintosh and Windows, hence enhancing student career options with information technology. Students have access to IT through our laptop program, computer labs, the Resource centre and interactive smartboard technology across the school. All teaching and learning areas of the school have been wirelessed, with the exclusion of the gymnasium.

Students in Years 9 and 10 are given the opportunity to have the use of a personalised laptop until they leave Windaroo Valley State High School at the end of Year 12 or sooner. This is an excellent program as the laptop is an Acer Aspire 1830, i3 processor, 4Gb RAM, 320Gb hard drive, which comes with access to the Telstra 3G network on a 2Gb/month plan. It also includes access to Blackboard, edStudio, edTube and software packages supplied from school. With their personalised laptops, students are able to access these learning environments anywhere, anytime. The program will be extended to include Year 11 in 2012.

All teachers at Windaroo Valley State High School are supplied with a laptop computer. These are used to support eLearning across the school. The school has an Information Technology Head of Department, an eLearning Coordinator, two Smart Classroom Mentors and two IT technicians. All teachers have an ICT Certificate and three teachers have their Digital Pedagogical Licence and one teacher has her Advanced Digital Pedagogical Licence.
Social climate

Windaroo Valley State High School has a pastoral care program based on year level groupings. Each year level is allocated a Year Level Coordinator and each class of students a Care Teacher. The paramount duty of Year Level Coordinators and Care Teachers is to oversee the welfare of students in terms of their personal, social and academic development. This includes orientation and induction, student welfare, communication with families, monitoring student attendance and dress, and oversight of the school’s STAR Pastoral Care Program.

The STAR Program is represented in a matrix which describes Safe, Timely, Active and Respectful behaviour of Windaroo Valley State High School students and staff. All students participate in explicit lessons during Care Class related to the STAR behaviours. These are integral to the School Wide Positive Behaviour Support Program (SWPBS).

SWPBS incorporates the Responsible Learning Classroom, Dress Code, the STAR Program and the Responsible Behaviour Plan.

The school Chaplain, School Nurse, Youth Support Worker, Indigenous Liaison Officer, Behaviour Advisory Teacher and Guidance Officer provide support for students across a range of areas that include careers counselling to pastoral care. Windaroo Valley State High School has a strong history of successful program implementation relating to Boys Education issues. Many boys have prospered academically, socially and behaviourally in these programs. A Girls Program, established in 2010, has continued to grow in strength with community female leaders adding their support to the program.

This year, we established a mentoring group for senior students. This group, called ‘Finding Your Excellence’ focuses on linking senior students with a personal mentor, peer support, and developing strategies to address the stresses of senior and build resiliency.

Parent, student and teacher satisfaction with the school

There has been a significant increase in the percentage (6%) of parents satisfied that their children are getting a good education at Windaroo Valley State High School. Student satisfaction in their education has also increased significantly (15% increase). The percentage of parents satisfied with their children’s school has increased by 32%. Staff satisfaction with their access to professional development opportunities has increased by 10%, and staff morale has increased by 11%.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>44%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>65%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>78%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>67%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

Parent involvement in the school is welcomed and strongly encouraged. We have a small but active P&C that meets the second Tuesday of the month. Other activities where parents are involved in the school include:

- School Council
- Parent -Teacher Interviews
- Enrolment Nights and Subject Expo
- Student Presentations and Unit Culminating Activities
- GTEK activities
- International Student Exchange programs
- Working Bees
- Athletics and sporting carnivals
- School Wide Positive Behaviour Support Program

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Windaroo Valley State High School has undertaken the following activities to reduce its environmental footprint:

- Installation of solar panels
- Installation of water tanks
- Installation of water saving devices on taps, water systems (dual flush)
- Inclusion of environmental features in the new Trade Training Centre building (e.g. utilising passive solar principles)

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>480,600</td>
<td>2,080</td>
</tr>
<tr>
<td>2010</td>
<td>480,779</td>
<td>1,388</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>0%</td>
<td>50%</td>
</tr>
</tbody>
</table>
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2011 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.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>78</td>
<td>36</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>73</td>
<td>26</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>101</td>
</tr>
<tr>
<td>Diploma</td>
<td>49</td>
</tr>
<tr>
<td>Certificate</td>
<td>18</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $45,341.72.
The major professional development initiatives are as follows:
  Literacy
  eLearning
  VET
  QSA – Curriculum specific
  Behaviour Management
  Leadership Capacity

Teaching staff involvement in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2011 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 web site)

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

SEARCH

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%. This is an improvement of 1% over 2010.

The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>86%</td>
<td>85%</td>
<td>87%</td>
<td>89%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Electronic roll marking occurs during first Period of the day, by 9.00 am. Once absences are processed a text message is sent to parents’ mobiles for any students with an unexplained absence. Electronic roll marking occurs during all other teaching Periods. Anomaly reports are generated daily identifying students who are marked absent during other Periods. This report is actioned by Year level coordinators who investigate the absences and issues consequences.

Students arriving late to school sign in electronically. If a student is more than 30 minutes late to school he/she is referred to a Deputy Principal. Late arrival reports are generated daily and actioned by the Year Level Coordinators.

Student absence reports are generated each Monday by the Attendance Officer for actioning by the Deputy Principals. Letters requesting explanation are sent to parents once three or more unexplained absences are recorded for a student. Further absences are then investigated by the Deputy Principal. The truancy letter process or cancellation of enrolment process is implemented where appropriate if no improvement in attendance occurs.

Students with chronic absences are referred to the school INTAG Team and a plan is put into place to work with the family in order to address underlying issues relating to the child’s absences.
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/](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.

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

42 students identify as Aboriginal and Torres Strait Islander, representing 4.2% of total enrolments.

Attendance for 2011 was 1.2% lower than for non-Indigenous students. This is an improvement of 0.2% over 2010 and 5.2% improvement from 2009 to 2011. Retention from Year 10 to Year 12 has declined by 10% over 2010.

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 75%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>164</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>2</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>58</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>54</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>163</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>90</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>112</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>59%</td>
</tr>
<tr>
<td>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.</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>85%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Band</th>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>14</td>
<td>18</td>
<td>19</td>
<td>5</td>
</tr>
</tbody>
</table>
Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>78</td>
<td>23</td>
</tr>
</tbody>
</table>

Students have opportunity to complete the following Certificate Is:
- Certificate I in Retail
- Certificate I in Furnishing
- Certificate I in Construction
- Certificate I in Hospitality

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 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 incorporated into this Report in September.

Early leavers information

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

The school assists early leavers into alternate programs that prepare students for work, further study or vocational training not based at the school. Established exemption form processes are used to monitor and track early leavers. Support is provided through the school guidance officer, community workers, youth workers and district personnel.