



Windaroo Valley State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Windaroo Valley State High School has a reputation for excellence in academic achievement in the Logan Area. We are committed to providing students with a comprehensive, relevant education and a solid preparation for their future roles, both in the workforce and within society. Student learning is supported through our specialist facilities and programs including STEM, GTEK, Music Excellence, ACE, the Trade Training Centre and Vocational Technology Workshops. Curriculum options include: English; Maths A, B, C and Prevocational Maths; Senior Physics, Chemistry, Biology, and Marine and Aquatic Practice; Business and Legal Study options; History and Geography; Tourism; Early Childhood Studies and a range of Arts options including photo imaging studies. We cater for diversity through flexible curriculum delivery which enables students to achieve optimum outcomes in their participation at school. We also offer a wide range of extra-curricular activities. At Windaroo Valley State High School we are a united community that cares about students.

Principal's Forward

Introduction

School Progress towards its goals in 2016

The school's improvement agenda for 2016 was to ensure that every student will be able to read and read well. Reading is a critical skill for success at school and beyond. The school has set a clear goal to ensure that effective teaching and learning of reading comprehension is implemented across the school, from Year 7 to Year 12, and in every subject.

Future Outlook

Reading will continue to be the significant improvement area for the school in 2017 to drive improved student outcomes.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	942	457	485	42	88%
2015*	1086	536	550	51	90%
2016	1101	533	568	54	89%

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.

Characteristics of the Student Body

Overview

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 20 cultural groups are represented at the school with approximately 18% of students born overseas; 5% of indigenous background and 1.0% of English Second Language background. 85 students with special needs were enrolled with impairments across the spectrum (physical impairment, hearing impairment, ASD, speech impairment). Special needs students are supported by qualified special needs teachers and staff in a combination of mainstream programs and withdrawal programs.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	25	24
Year 11 – Year 12	19	18	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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- A broad senior curriculum comprising a wide variety of academic and vocational subjects
- Years 7, 8 and 9 Gifted and Talented Extension Program and FastTrack Program across Maths, English and Science and SOSE
- Extension programs in Years 7-9 (GTEK)
- Year 10 Extension programs in subject areas
- Excellence program in athletics
- 'Futures with Food' Trade Training Centre – Hospitality Certificate II Program
- Music Excellence Program
- Specialised learning support programs for students
- Japanese Exchange Program

Co-curricular Activities

- Student Leadership Program
- Sporting teams (Interschool, District, Regional)
- Mentoring programs
- Spartans Boys Group
- Girls Leadership Group
- Performing arts activities
- Chess Club
- Junior Chamber of Commerce
- Breakfast Club
- Academic competitions
- Homework Club and tutoring programs
- Lunchtime and afterschool programs

How Information and Communication Technologies are used to Assist Learning

Windaroo Valley State High School is recognised for its dual computer platform, operating both Macintosh and Windows, enhancing student career options with information technology. Students have access to IT through a take home laptop program, laptop trollies, iPads, computer labs, the Resource Centre and interactive smartboard technology across the school. All teaching and learning areas of the school are wireless, with the exclusion of the gymnasium.

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 Coordinator, an eLearning Coordinator, two IT technicians and IT trainees.

Social Climate

Overview

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 expected 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. Senior behaviour contracts are based on the STAR program.

The school Chaplain, School Nurse, Youth Support Coordinator, 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' and Boys' Leadership Programs have continued throughout 2016.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	88%	81%	93%
this is a good school (S2035)	90%	91%	93%
their child likes being at this school* (S2001)	90%	91%	95%
their child feels safe at this school* (S2002)	88%	95%	97%
their child's learning needs are being met at this school* (S2003)	87%	82%	93%
their child is making good progress at this school* (S2004)	94%	82%	95%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	85%	92%
teachers at this school motivate their child to learn* (S2007)	86%	90%	92%
teachers at this school treat students fairly* (S2008)	82%	86%	91%
they can talk to their child's teachers about their concerns* (S2009)	86%	100%	95%
this school works with them to support their child's learning* (S2010)	88%	86%	91%
this school takes parents' opinions seriously* (S2011)	74%	84%	95%
student behaviour is well managed at this school* (S2012)	80%	90%	88%
this school looks for ways to improve* (S2013)	92%	89%	94%
this school is well maintained* (S2014)	86%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	95%	81%
they like being at their school* (S2036)	87%	89%	84%
they feel safe at their school* (S2037)	93%	90%	88%
their teachers motivate them to learn* (S2038)	86%	85%	86%
their teachers expect them to do their best* (S2039)	96%	97%	91%
their teachers provide them with useful feedback about their school work* (S2040)	84%	91%	78%
teachers treat students fairly at their school* (S2041)	79%	70%	74%
they can talk to their teachers about their concerns* (S2042)	74%	80%	58%
their school takes students' opinions seriously* (S2043)	85%	69%	60%
student behaviour is well managed at their school* (S2044)	76%	76%	68%
their school looks for ways to improve* (S2045)	95%	90%	79%
their school is well maintained* (S2046)	81%	88%	80%
their school gives them opportunities to do interesting things* (S2047)	91%	90%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	96%	96%
they feel that their school is a safe place in which to work (S2070)	97%	98%	98%
they receive useful feedback about their work at their school (S2071)	90%	88%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	79%	88%
students are encouraged to do their best at their school (S2072)	94%	95%	94%
students are treated fairly at their school (S2073)	94%	95%	99%
student behaviour is well managed at their school (S2074)	92%	92%	94%
staff are well supported at their school (S2075)	92%	90%	89%
their school takes staff opinions seriously (S2076)	87%	90%	92%
their school looks for ways to improve (S2077)	97%	95%	100%
their school is well maintained (S2078)	92%	91%	92%
their school gives them opportunities to do interesting things (S2079)	89%	91%	86%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

- Year 7 Welcome evening
- 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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	249	277	342
Long Suspensions – 6 to 20 days	17	15	8
Exclusions	23	16	17
Cancellations of Enrolment	13	8	20

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

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

Environmental Footprint

Reducing the school's environmental footprint

During 2016 the school embarked on a comprehensive program to reduce our environmental footprint in regards to photocopying.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	477,968	0
2014-2015	441,816	
2015-2016	441,024	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	96	51	<5
Full-time Equivalents	91	35	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	30
Bachelor degree	56
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$120 028.

The major professional development initiatives are as follows:

- Reading
- Implementing the Australian curriculum
- Literacy and numeracy initiatives
- Pedagogical framework to improve teaching skills based on educational research
- STEM
- Effective management for positive student learning

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

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 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	86%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

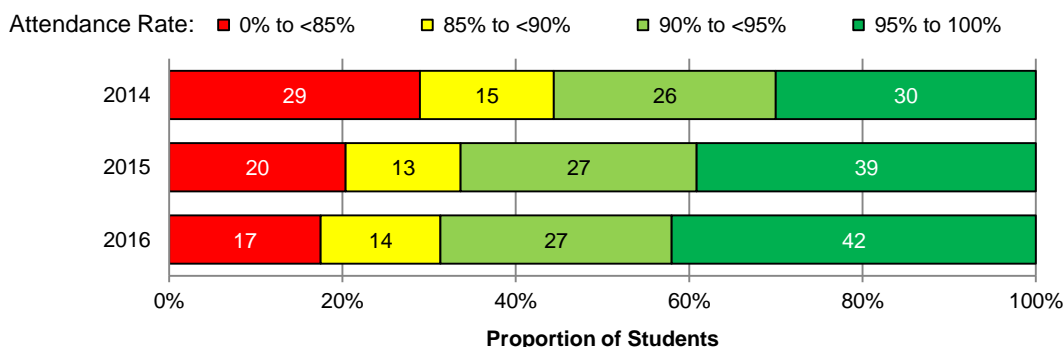
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	87%	87%	90%	86%
2015								93%	90%	90%	88%	89%	91%
2016								93%	91%	90%	89%	91%	92%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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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.

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 issue 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.

Attendance is managed on a weekly basis by the Deputy Principals through the Attendance Officer. Each Monday an attendance report is generated and then reviewed by the Deputy Principals to determine which absences need to be followed up with parents. In the event that absences cannot be sufficiently explained and documented by the Attendance Officer these students then move into the Extensive Absences Processes which involves Years 8-10 students having department "enforcing attendance procedures" initiated and Year 11 and 12 students being at risk of having their enrolment cancelled.

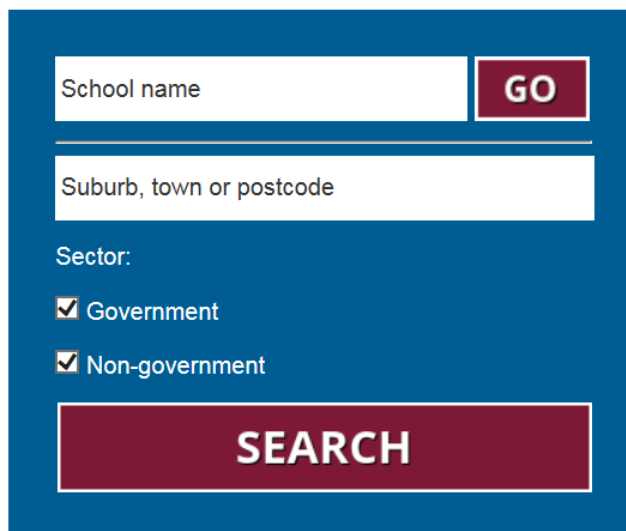
Students with chronic absences are referred to the school INTAG Team and a plan is put into place to work with the family in order to address underlying issues relating to the child's absences.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	165	126	131
Number of students awarded a Queensland Certificate of Individual Achievement.	5	3	5
Number of students receiving an Overall Position (OP)	37	31	27
Percentage of Indigenous students receiving an Overall Position (OP)	17%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	25	12
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	125	95	97
Number of students awarded an Australian Qualification Framework Certificate II or above.	81	66	84
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	140	121	126
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	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.	81%	68%	67%
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%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	79%	85%	92%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	4	11	15	6	1
2015	2	12	7	10	0
2016	2	7	9	7	2

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	79	70	22
2015	47	55	17
2016	32	75	13

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	64%	71%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	50%	43%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

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

The report will be available at:

<http://www.vvhigh.eq.edu.au/Supportandresources/Formsanddocuments/Documents.aspx>

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.

Conclusion

Windaroo Valley State High School continues to strive for improvement in order to provide a meaningful and relevant education for our students.