



## Warwick 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

Warwick State High School has been proudly serving our community since 1912. Our gracious heritage buildings reflect a proud tradition of educational excellence whilst quality teaching, up-to-date resources, modern classrooms and facilities provide the environment that allows us to prepare our students as successful lifelong learners. Our parent and community involvement in school matters is evidence of the strong community support for our school. In preparing our young people to be active and reflective citizens in a safe, tolerant and disciplined environment, we cater for the unique student mix and their diverse needs through dedicated staff, a skilled welfare team and an excellent special-needs and support faculty. Our students are offered extensive programs enabling academic and vocational pathways. These include the traditional university focus, SATs, a flexible approach to senior schooling and access to a variety of TAFE courses. Our programs of distinction include the Agricultural courses and extensive extra-curricular offerings in this area, Arts programs, Instrumental Music, Extension Music as well as a comprehensive selection of winter and summer sports.

With approximately 910 students, the school is staffed with 86 teaching and 45 nonteaching staff. The leadership of the school consists of Principal, 2 Deputy Principals, an Assistant Principal, 9 Heads of Department, a Head of Special Education Services, a Master Teacher, a Business Services Manager and Guidance Officer.

The achievements of Warwick State High School students are many and have been supported by the professional and dedicated staff as well as our Parents' and Citizens' Association. Quality programs and a flexible, broad and coherently organised curriculum continue to produce excellent results for our students. The school also provides extensive support and wellbeing services to all students. This includes the Student Wellbeing and Senior Secondary Heads of Department, 6 Year Level Coordinators, a School Based Youth Health Nurse, a Chaplain, a Community Education Counsellor, Behaviour Support staff, a Work Placement Coordinator, Youth Support Worker and an Attendance Officer. The school also has a highly skilled Senior Monitoring Team which monitors and supports the QCE attainment of our senior students. In addition, our extensive community networks and partnerships with external agencies, such as the Clontarf Foundation (for indigenous males) ensure students and their families are fully supported and united in their pursuit of excellence in education.

The school continues its strong and consistent approach to positive behaviour. This includes the proactive rewards system that is highly valued by our community. Positive Behaviour for Learning (PBL) ensures that quality, engaging teaching and learning programs can be delivered to all students. The school takes a strong stance with regards to anti-bullying. Students engage in a formal program and Junior Secondary students enjoy the support of senior student buddies. Each year, the school commissions an outside agency to conduct anti-bullying workshops for Years 7, 8, 9 and 10. The school's Responsible Behaviour Plan for Students clearly articulates our stance against all forms of bullying, including cyber-bullying. These expectations permeate the school climate. In addition, the Mount Gordon Flexi-Campus continues to focus on meeting the needs of a group of Year 7, 8 and 9 students who were identified as being at extreme risk of disengaging from the school system. This flexi-campus works in cooperation with a wide range of community groups and agencies.

## Principal's Foreword

### Introduction

This report contains information about the school including:

- Progress towards 2016 goals;
- Future outlook for 2017;
- School profile;
- Curriculum offerings;
- Social climate;
- Satisfaction levels;
- Parent involvement;
- Environmental footprint;
- Staff profile;
- Student attendance;
- NAPLAN results;
- Closing the Gap data;
- Year 12 achievement data;
- Post school destination and early leaver information.

### School Progress towards its goals in 2016

WSHS AIP 2016 Promoting Excellence in Teaching and Learning – Every Student Succeeding			
Improvement Priority	Success Indicators	Strategies/Initiatives	School Progress in 2016
CURRICULUM IMPLEMENTATION AND ONGOING RENEWAL	A quality curriculum matching the needs of our students.	• Review school's Curriculum Framework.	• Ongoing
		• Adopt the Aust Curriculum and adapt C2C resources in The Arts, HPE and Technology.	• Ongoing
		• Trial External Assessment in Senior Secondary in English.	• Completed
		• Investigate expansion of STEM.	• Ongoing
QUALITY TEACHING TO ENSURE QUALITY LEARNING	Excellent learning environments with quality assured teaching practice, consistent across the whole school, with high expectations evident – NAPLAN, A to E, OP, QCE.	• Lead with Explicit Instruction – ensure all teachers use Archer and Hughes as the signature pedagogy.	• Ongoing
		• Empower staff to use a variety of evidence based strategies/pedagogies to deliver an inclusive education and cater for a range of independent learners.	• Ongoing
		• Engage staff in relevant/targeted professional learning – enhance knowledge/expertise in best practice.	• Ongoing
		• Support staff to effectively use digital pedagogy.	• Ongoing
		• Foreground Common Curriculum Elements in all Senior Subjects.	• Completed
TEACHERS KNOWING THEIR STUDENTS	All staff have data conversations evident in planning. Students own their learning/outcomes.	• Use OneSchool to develop Personal Learning Plans, identify gaps in learning and adopt appropriate strategies.	• Ongoing
		• Review Data Plan and ensure data drives teaching and learning decisions.	• Completed
		• Expand Reading Programme into Year 9.	• Ongoing

WHOLE SCHOOL LITERACY AND NUMERACY EXCELLENCE	Above state average for relative gain in NAPLAN.	<ul style="list-style-type: none"> <li>Refine and implement Numeracy Plan. Incorporate quality PD for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
EXCELLENCE IN JUNIOR SECONDARY AND SENIOR SECONDARY	Authentic pathways for every student.	<ul style="list-style-type: none"> <li>Continue to embed 6 Guiding Principles of Junior Secondary.</li> <li>Continue to provide intensive monitoring of Senior Secondary (QCE, QCIA, SAT, OP).</li> <li>Embed Academic Improvement Process – tracking, intervention, mentoring, and SET planning.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> </ul>
INCLUSIVITY FOR DIVERSE LEARNERS	Teachers skilled in differentiation, understanding how diverse backgrounds impact on learning.	<ul style="list-style-type: none"> <li>Re-define roles/responsibilities for case management by the Student Support Services and Wellbeing teams.</li> <li>Provide an integrated support model and plan for co-teaching of diverse learners.</li> <li>Embed the services of Clontarf and the school's CEC towards Closing the Gap.</li> <li>Develop strategies/opportunities to extend high achieving and gifted/talented students.</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> <li>Ongoing</li> <li>Ongoing</li> <li></li> </ul>

**WSHS AIP 2016 Fostering Positive School Culture to Promote Learning – Every Student Succeeding**

Improvement Priority	Success Indicators	Strategies/Initiatives	School Progress in 2016
SCHOOL VALUES	Improved School Opinion Survey.	<ul style="list-style-type: none"> <li>Continue to embed PBL and refine processes, roles/responsibilities and behaviour levels.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Student belonging and involvement.	<ul style="list-style-type: none"> <li>Review roles and responsibilities in Student Wellbeing, including behaviour support. Allocate more time to staff.</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> </ul>
	Fewer negative behaviour incidents.	<ul style="list-style-type: none"> <li>Review Responsible Behaviour Plan for Students. Continually review its implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Excellent Attitude, Attendance data.	<ul style="list-style-type: none"> <li>Review Mt Gordon Flexi Campus program.</li> <li>Attendance tracked, data shared, recorded and owned by students and families.</li> </ul>	<ul style="list-style-type: none"> <li>In progress</li> <li>Ongoing</li> </ul>
STAFF AND LEADERSHIP CAPABILITIES	Increased self-efficacy of staff.	<ul style="list-style-type: none"> <li>Review staff induction program.</li> <li>Continue the Beginning Mentor Teacher and Master Teacher Programs.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
and			
DEVELOPING A REFLECTIVE CULTURE	Staff feel empowered and confident to lead.	<ul style="list-style-type: none"> <li>Refine roles/responsibilities across Leadership Team.</li> <li>Define staff mentoring alignment.</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> <li>Ongoing</li> </ul>
	Quality assured feedback processes occurring across the school.	<ul style="list-style-type: none"> <li>Quality assure Performance Development Plans, (including Personal Reflection and Professional Learning) to ensure effective feedback processes. Ensure alignment to AITSL Standards.</li> <li>Renew whole school Professional Learning Plan to reflect priorities and staff plans.</li> </ul>	<ul style="list-style-type: none"> <li>Achieved (2016) and ongoing</li> <li>Ongoing</li> </ul>

PARENT AND COMMUNITY ENGAGEMENT	High quality partnerships.	<ul style="list-style-type: none"> <li>Support and engage in 'high performing' cluster of schools – Southern Downs Cluster. Develop Professional Learning Communities to progress system/cluster/school priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Parents actively involved in student learning and in school community.	<ul style="list-style-type: none"> <li>Brand Development – actively promote WSHS as the school of choice in Warwick.</li> <li>Creation of Publicity Officer role.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Completed</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to develop positive parent partnerships (Action Groups, activities, class support).</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
STAFF WELLBEING	A collegial culture where staff feel valued, supported and proud to contribute to the school. A culture based on high expectations, trust, belonging and a commitment to excellence.	<ul style="list-style-type: none"> <li>Investigate and develop a plan for team building processes.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
		<ul style="list-style-type: none"> <li>Support staff with time and targeted resources (planning, PGD, class size) for their work. Employ additional staff. Increase PD budget.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
		<ul style="list-style-type: none"> <li>Establish Communication/Culture team and implement appropriate recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Completed</li> </ul>

## Future Outlook

WSHS AIP 2017 Promoting Excellence in Teaching and Learning – Every Student Succeeding				
Improvement Priority	Success Indicators	Strategies/Initiatives	Targets	Timelines
CURRICULUM IMPLEMENTATION AND ONGOING RENEWAL	A quality curriculum matching the needs of our students.	<ul style="list-style-type: none"> <li>Review school's Curriculum Framework.</li> <li>Continue to improve whole school thinking skills.</li> </ul>	<ul style="list-style-type: none"> <li>Australian Curriculum in all areas.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Adopt the Aust. Curriculum and adapt C2C resources in The Arts, HPE and Technology.</li> </ul>	<ul style="list-style-type: none"> <li>As above.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
		<ul style="list-style-type: none"> <li>Trial External Assessment in Senior Secondary in English and Japanese.</li> <li>Additional QCAA participation in English.</li> </ul>	<ul style="list-style-type: none"> <li>Successful Year 11 trial.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Investigate and commence expansion of STEM activities and Regional Priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Increased STEM options and meeting Regional Priorities.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
QUALITY TEACHING TO ENSURE QUALITY LEARNING	Excellent learning environments with quality assured teaching practice, consistent across the whole school, with high expectations evident – NAPLAN, A to E, OP, QCE.	<ul style="list-style-type: none"> <li>Lead with Explicit Instruction – ensure all teachers use Archer and Hughes as the signature pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>100% staff use.</li> </ul>	<ul style="list-style-type: none"> <li>2017 embedding</li> </ul>
		<ul style="list-style-type: none"> <li>Empower staff to use a variety of evidence based strategies/pedagogies to deliver an inclusive education and cater for a range of independent learners.</li> <li>Evaluate Warwick SHS's Integrated Support Model in 2017 and investigate post I4S HR implications.</li> </ul>	<ul style="list-style-type: none"> <li>100% staff use.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Engage staff in relevant/targeted professional learning – enhance knowledge/expertise in best practice.</li> <li>QCAA senior preparation. Faculty focused.</li> </ul>	<ul style="list-style-type: none"> <li>PD accessed.</li> <li>Meeting attendance and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>2017 – 18 ongoing</li> </ul>

		<ul style="list-style-type: none"> <li>Principal participation in QCAA Steering Committee and Flexible Curriculum Working Party.</li> </ul>		
		<ul style="list-style-type: none"> <li>Support staff to effectively use digital pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>PD delivered.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
TEACHERS KNOWING THEIR STUDENTS	All staff have data conversations evident in planning. Students own their learning/outcomes.	<ul style="list-style-type: none"> <li>Use OneSchool to develop Personal Learning Plans, identify gaps in learning and adopt appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Year 7 and 8 implemented.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Refine Data Plan and ensure data drives teaching and learning decisions.</li> <li>Embed data into practice.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Sem 1 2017</li> <li>Ongoing</li> </ul>
WHOLE SCHOOL LITERACY AND NUMERACY EXCELLENCE	Above state average for relative gain in NAPLAN.	<ul style="list-style-type: none"> <li>Consolidate Reading Program into Year 7, 8 and 9.</li> </ul>	<ul style="list-style-type: none"> <li>100% NMS in NAPLAN.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Consolidate Numeracy Plan.</li> </ul>	<ul style="list-style-type: none"> <li>Completed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Embed Writing Plan – Year 7 to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Completed and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to provide intensive monitoring of Senior Secondary (QCE, QCIA, SAT, OP).</li> <li>Embed Academic Improvement Process – tracking, intervention, mentoring, and SET planning.</li> </ul>	<ul style="list-style-type: none"> <li>100% QCE/QCIA.</li> <li>OP 21 to 25 minimised.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
INCLUSIVITY FOR DIVERSE LEARNERS	Teachers skilled in differentiation, understanding how diverse backgrounds impact on learning.	<ul style="list-style-type: none"> <li>Re-define roles/responsibilities for case management by the Student Support Services.</li> </ul>	<ul style="list-style-type: none"> <li>Clear Role Statements.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Provide and review an integrated support model and plan for co-teaching of diverse learners</li> </ul>	<ul style="list-style-type: none"> <li>Integrated model enacted.</li> </ul>	<ul style="list-style-type: none"> <li>Sem 1</li> </ul>
		<ul style="list-style-type: none"> <li>Embed the services of Clontarf and the school's CEC towards Closing the Gap.</li> </ul>	<ul style="list-style-type: none"> <li>Gap reduced by 5%.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
		<ul style="list-style-type: none"> <li>Review Academy classes.</li> <li>Develop strategies/opportunities to extend high achieving and gifted/talented students.</li> <li>Coordinate Gifted and Talented Program</li> </ul>	<ul style="list-style-type: none"> <li>Write and implement Gifted and Talented Programs</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>

## WSHS AIP 2017

## Fostering Positive School Culture to Promote Learning – Every Student Succeeding

Priority	Success Indicators	Strategies	Targets	Timeline
SCHOOL VALUES	Improved School Opinion Survey.	<ul style="list-style-type: none"> <li>Continue to embed PBL and refine processes, roles/responsibilities and behaviour levels.</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 incidents reduced to 4%.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
	Student belonging and involvement.	<ul style="list-style-type: none"> <li>Review Responsible Behaviour Plan for Students (RBPS). Continually review its implementation.</li> <li>Consistent implementation of RBPS</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and consistent implementation.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
	Fewer negative behaviour incidents.	<ul style="list-style-type: none"> <li>Review Mt Gordon Flexi Campus program.</li> <li>Investigate other models.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed and actioned.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
	Excellent Attitude. Attendance data.	<ul style="list-style-type: none"> <li>Attendance tracked, data shared, recorded and owned by students and families.</li> </ul>	<ul style="list-style-type: none"> <li>95% Attendance.</li> <li>SOS improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Sem 1</li> <li>Sem 2</li> </ul>
	Increased self-efficacy of staff.	<ul style="list-style-type: none"> <li>Continue the Beginning Mentor Teacher and Master Teacher Programs.</li> </ul>	<ul style="list-style-type: none"> <li>Reviewed. 100% new staff inducted.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

STAFF AND LEADERSHIP CAPABILITIES  and  DEVELOPING A REFLECTIVE CULTURE		<ul style="list-style-type: none"> <li>Refine roles/responsibilities across Leadership Team. Define staff mentoring alignment.</li> </ul>	<ul style="list-style-type: none"> <li>Clear Role Statements.</li> </ul>	<ul style="list-style-type: none"> <li>2017 reviewed</li> </ul>
	Staff feel empowered and confident to lead.	<ul style="list-style-type: none"> <li>Quality assure Performance Development Plans, (including Personal Reflection and Professional Learning) to ensure effective feedback processes. Ensure alignment to AITSL Standards.</li> </ul>	<ul style="list-style-type: none"> <li>100% PDPs implemented.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
	Quality assured school feedback processes.	<ul style="list-style-type: none"> <li>Renew whole school Professional Learning Plan to reflect priorities and staff plans.</li> </ul>	<ul style="list-style-type: none"> <li>Dynamic Plan.</li> <li>PD accessed.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
PARENT AND COMMUNITY ENGAGEMENT	High quality partnerships.  Parents actively involved in student learning and in school community.	<ul style="list-style-type: none"> <li>Support and engage in 'high performing' cluster of schools – Southern Downs Cluster. Develop Professional Learning Communities to progress system/cluster/school priorities.</li> </ul>	<ul style="list-style-type: none"> <li>100% involvement.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>
	High quality partnerships.  Parents actively involved in student learning and in school community.	<ul style="list-style-type: none"> <li>Brand Development – actively promote WSHS as the school of choice in Warwick. Creation of Publicity Officer role.</li> </ul>	<ul style="list-style-type: none"> <li>Positive publicity.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
		<ul style="list-style-type: none"> <li>Continue to develop positive parent partnerships (Action Groups, activities, class support).</li> </ul>	<ul style="list-style-type: none"> <li>Active Action Group.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
STAFF WELLBEING	A collegial culture where staff feel valued, supported and proud to contribute to the school. A culture based on high expectations, trust, belonging and a commitment to excellence.	<ul style="list-style-type: none"> <li>Investigate and develop a plan for team building processes based on a "strengths" model</li> </ul>	<ul style="list-style-type: none"> <li>100% participation.</li> </ul>	<ul style="list-style-type: none"> <li>Sem 1</li> </ul>
		<ul style="list-style-type: none"> <li>Continue Communication/Culture team and implement appropriate recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>Team recommendations adopted.</li> <li>SOS maintenance/improvement.</li> </ul>	<ul style="list-style-type: none"> <li>2017</li> </ul>

## 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)
<b>2014</b>	877	446	431	89	89%
<b>2015*</b>	929	445	484	97	87%
<b>2016</b>	890	433	457	89	88%

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 attending Warwick State High School come from Warwick City itself, from small nearby towns or from adjacent farming and agricultural areas in this part of the Southern Downs. Our indigenous student population is just over 10% of the student body. The remaining enrolments are mainly of Caucasian extraction with <10 students identifying having English as a Second Language. In recent years our total enrolments have been relatively stable. Multiple generations of some families have attended Warwick State High School. Some of these family enrolment histories can be traced back to the early years of the school. Conversely, the mobility of families has resulted in noticeable fluctuations in enrolments throughout the year. In 2016, 75 students with disabilities were enrolled in the school. These disabilities ranged from intellectual, hearing, speech language and physical impairment to autistic spectrum disorder (ASD) and multiple disabilities.

#### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 8 – Year 10	22	23	22
Year 11 – Year 12	18	18	18

\*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 distinctive curriculum offerings

As the only state secondary school in Warwick, we offer a comprehensive curriculum which prepares our students for a diverse range of pathways beyond school, including higher education, apprenticeships and traineeships and the workforce.



## Our approach to curriculum delivery

### Senior Secondary

In 2016 our Year 11 and 12 students had a choice from 24 Authority subjects including 1 Extension subject, 13 Authority Registered Subjects, 4 Vocational Education and Training (VET) Certificates (delivered at school) and 6 VET Certificates delivered at the Southern Queensland Institute of TAFE. School based apprenticeships and traineeships are also available to students. Students in Year 10 studied the compulsory subjects of English, Maths, Science and Social Science and chose 3 electives from a range of 15 options. All Year 11 and 12 students are consistently monitored and supported in the attainment of their Queensland Certificate of Education (QCE).

Students also participate in an Extra Senior Program (XSP). In Years 10-12, programs aim to deliver units which assist in transitioning students to the next phase of learning or life experience:

- Year 12 students' focus on a transition to life after school, be it work or study or a combination of both. This also includes QCS test preparation
- Year 11 students' focus on transition to the world of senior study (including understanding QCE)
- Year 10 students' focus on their Student Education and Training Plan (SETPlan) and making the most appropriate subject selections for Years 11 and 12.
- All programs also include units which foster personal development in students and understanding the modern social environment.

### Junior Secondary

All Year 9 students studied the compulsory subjects of English, Maths, Science, History and Health and Physical Education. In addition, they chose 2 electives per semester from a range of 13 options as well as undertaking additional Literacy and Numeracy subjects. All Year 7 and 8 students studied a curriculum which encompassed the Australian Curriculum. In addition, the students undertook a skills-based program two lessons per week to further enhance their development of literacy, numeracy and higher-order thinking skills.

### Students with Disabilities and Diverse Learning Needs

Warwick State High is an inclusive school which caters for all students with diverse learning needs. This includes students with disabilities, learning difficulties and other conditions that require adjustments to curriculum and/or access. Support can be accessed in the form of specialised teaching staff, experienced teacher aides, tailored support programs and consultation with outside agencies both in the mainstream and Special Education Program setting. The school has a dedicated Special Education Program which offers a wide range of alternative programs which focus on life skills, functional literacy and numeracy, work skills, provision of direct care and therapy as well as social skill programs.

### Extra curricula activities

In 2016, the school offered an extensive range of extra and co-curricular activities across all year levels. These have included:

- Debating and public speaking
- Extension maths and science programs
- After-hours curriculum tutoring
- Australian and state academic competitions
- Sporting – swimming, cross country, athletics as well as summer and winter sports competitions
- Readers' Challenge
- Readers' Cup
- Agricultural show teams
- Talent Quest
- Instrumental Music program
- School bands and choirs
- Senior leadership camp
- Safe Drive program
- School socials and formal
- Buddy Program

- Student Representative Council including committees
- The Homework Centre.

### How Information and Communication Technologies are used to improve learning

The school has invested heavily in ICTs during 2016, continuing to enhance the school's technology base for student access.

The school has timetabled staff to act in the role of eLearning Facilitator who conducted numerous information sessions and professional development opportunities for teachers. The school also employed a full-time computer technician as well as a technical assistant. OnePortal and OneSchool are also extensively used by staff as tools for school planning and management.

In addition, the school offers a Robotics program, an industry standard Computer Aided Design program which includes 3D printing capability, as well as a range of opportunities for students to integrate specialised scientific testing and logging equipment within their classes.

## Social Climate

### Overview

Our social climate is based around our school values of:

- **Responsibility** (for teaching and learning)
- **Respect** (for self, others and property), and
- **Relationships** (safe and supportive)

Warwick State High School is also a Positive Behaviour for Learning school. We offer a pastoral care program which includes students reporting each morning to an Assembly Group. Where possible, they also retain the same Assembly Group teacher for the duration of their time at high school. The relationships that can develop are very strong and provide a good base for pastoral care programs.

In addition to this, each cohort has a Coordinator who, where possible, has progressed with them through Years 7 to 12. This supportive leadership role ensures students and parents have a good connection and communication with our school. There is a strong bond between Coordinators and their year groups. They support students in terms of proactive and reactive behaviour support programs and provide a support service for students experiencing difficulty.

Our Student Wellbeing team operates on a case management model in supporting students. This team comprises departmental and outside agency personnel and includes behaviour support staff, school nurse, chaplains, Community Education Counsellor, Clontarf Foundation, Indigenous teacher aides, Youth Support Worker and a Guidance Officer. A member of the administration team manages and supports these staff and the programs/services they offer.

In addition, the school has a Head of Department (Senior Secondary) and Head of Department (Student Wellbeing) who work with a team of Year Level Coordinators in the pastoral care of students and provide additional behaviour support to students. A member of the school leadership team also works with specific year levels to provide additional support to students.

In 2016 the school continued staffing the Mount Gordon Flexi-Campus, based at our Mount Gordon annex. This alternative education program focuses on meeting the diverse social, emotional, behavioural and academic needs of Year 7 - 9 students who were identified as being at extreme risk of disengaging from the school system. This campus is staffed by a full-time teacher and teacher aide. Support is also offered to these students by a wide range of community groups and agencies such as Queensland Police, Southern Downs Regional Council, Youth Workers, headspace, Red Cross as well as a wide range of local businesses. Warwick State High's Mount Gordon Flexi-Campus was a state finalist in the Showcase Awards for Excellence in Schools in 2014 and 2015.

Throughout the year, all students have the opportunity to participate in a variety of social and community service events as well as programs which support the development and wellbeing of all students. Activities have included:

- NAIDOC celebrations
- Belonging Day
- Year 9 Belonging Camp
- Say No To Bullying Day
- Reconciliation Week
- RUOK Day
- "The Brekkie Club"
- Shine
- Inner Goddess (social skilling)
- Boys To Men (social skilling)
- Rock and Water (making responsible decisions)
- Our Way – Deadly Way (indigenous program)
- Friends for Life
- "lovebites" (a program for seniors)
- Putting Youth in the Picture
- Links to Life
- YLead
- Bullying (Police, EQ Cybersafety Team)
- Steps to the Future
- Term socials
- Senior formal and graduation events
- Reward and lunch activities
- Organised sports
- Production of the school magazine
- Student Representative Council
- Readers' Challenge
- Maths Challenge

We have structured our support to ensure all students are given the best opportunity to engage in the educational programs and services we offer.

**Strategies which deal with bullying include:**

1. Positive Behaviour for Learning – whole school focus
2. Year 7, 8 and 9 Anti-bullying programs – session in Belonging Day Camp and ongoing sessions throughout the year through year level assemblies.
3. All computers in the school display the cyber safety button which has links to anti-bullying websites.
4. "Say No to Bullying" posters displayed around the school.
5. All student diaries have page inserts about inappropriate behaviour - sexual harassment, hands off policy, what is and what is not bullying, cyber bullying, strategies and consequences.
6. Assembly teachers regularly workshop the diary contents to reinforce appropriate behaviours and expectations.
7. Shine and Friends for Life program for girls with Chaplain and Youth Support co-ordinator. For boys – Boystalk with same personnel.
8. Peer support program.
9. HOD structure (Student Wellbeing and Senior Schooling portfolios).
10. Mediation (individual, group) by Administration and HODs.
11. Individual behaviour plans and playground contracts. Time out sessions include worksheets around anti-bullying.
12. On website – parent toolkit to tackle bullying including links to external agencies (eg Headspace).
13. Individual student counselling (Guidance Officer)
14. Responsible Behaviour Management Plan for Students is on website for students and parents.
15. In Wellbeing Program (Junior Secondary): Brainstorms Productions on cyberbullying with follow up lessons in class to discuss issues; as well as "Verbal Combat"; "The Hurting Game"; and Cyber Bullying Units. In addition, sessions are conducted by a Police Officer on cybersafety and social media security.
16. Extra Senior Program: which includes Sexual harassment/bullying issues workshopped; 'Putting Youth in the Picture'; 'Lovebites', Cybersafety workshops.
17. Blocking of social media websites on school network during school hours (eg. Facebook).
18. Curriculum units (English, Social Science, and HPE) have Social Skilling aspects.
19. Student Wellbeing team providing intervention and support includes: Guidance Officer, Chaplain, Nurse, behaviour support personnel, Clontarf Foundation, Community Education Counsellor and Youth Support Workers.
20. Year Level Coordinators for each year level also track and support each cohort.

21. Say No To Bullying Day – celebration concert, friendship band making, signing of pledge board, wearing orange ribbons, staff wearing Say No to Bullying T-shirts
22. RUOK? Day – positive activities for student and staff
23. Mental Health week activities
24. Senior XSP program – mental health presentations by Guidance Officer and School Based Youth Health Nurse
25. Police presentations on Year Level and Whole School Assemblies.
26. Wellbeing team small group programs focussing on a) victim and b) perpetrator
27. Wellbeing curriculum units 7 – 9 in all year levels

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	83%	95%	91%
this is a good school (S2035)	82%	93%	93%
their child likes being at this school* (S2001)	80%	93%	96%
their child feels safe at this school* (S2002)	88%	86%	95%
their child's learning needs are being met at this school* (S2003)	80%	91%	95%
their child is making good progress at this school* (S2004)	83%	93%	95%
teachers at this school expect their child to do his or her best* (S2005)	90%	93%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	82%	89%
teachers at this school motivate their child to learn* (S2007)	78%	82%	85%
teachers at this school treat students fairly* (S2008)	74%	86%	83%
they can talk to their child's teachers about their concerns* (S2009)	88%	95%	91%
this school works with them to support their child's learning* (S2010)	79%	88%	92%
this school takes parents' opinions seriously* (S2011)	70%	77%	78%
student behaviour is well managed at this school* (S2012)	63%	64%	71%
this school looks for ways to improve* (S2013)	81%	80%	92%
this school is well maintained* (S2014)	89%	88%	96%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	92%	97%
they like being at their school* (S2036)	84%	86%	86%
they feel safe at their school* (S2037)	85%	87%	93%
their teachers motivate them to learn* (S2038)	91%	90%	92%
their teachers expect them to do their best* (S2039)	97%	94%	99%
their teachers provide them with useful feedback about their school work* (S2040)	86%	85%	93%
teachers treat students fairly at their school* (S2041)	82%	79%	81%
they can talk to their teachers about their concerns* (S2042)	74%	78%	84%
their school takes students' opinions seriously* (S2043)	74%	73%	84%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	64%	69%	70%
their school looks for ways to improve* (S2045)	91%	85%	88%
their school is well maintained* (S2046)	85%	79%	83%
their school gives them opportunities to do interesting things* (S2047)	91%	90%	89%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	82%	78%	93%
they feel that their school is a safe place in which to work (S2070)	79%	81%	90%
they receive useful feedback about their work at their school (S2071)	66%	60%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	83%	87%
students are encouraged to do their best at their school (S2072)	89%	91%	94%
students are treated fairly at their school (S2073)	77%	77%	88%
student behaviour is well managed at their school (S2074)	60%	57%	80%
staff are well supported at their school (S2075)	57%	51%	79%
their school takes staff opinions seriously (S2076)	55%	46%	80%
their school looks for ways to improve (S2077)	79%	69%	87%
their school is well maintained (S2078)	82%	76%	82%
their school gives them opportunities to do interesting things (S2079)	79%	72%	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

Parents/caregivers are key players in their children's learning partnership with the school. Our P&C Association is a supportive organisation that not only provides a forum for parents across the school, but also has an effective business arm. The canteen and uniform shop has contributed substantial funds to the school to support programs.

The school encourages involvement of parents in the shaping, delivery and celebration of their children's education. This is done using a range of activities and strategies including:

- Active P&C
- Parent canteen volunteers
- Parent teacher meetings (formal and informal)
- Families attending school events ("Meet and Greets", musicals, expos, sporting events)
- Year 10, 11 and 12 Parent information evenings
- Principal's Awards ceremonies
- Transition activities for our Year 7 and Year 10 students and parents
- Parent and teacher interview meetings held twice per year
- Staff phoning, emailing, and meeting with parents to discuss students' educational programs and progress.
- Virtual classrooms
- Parent and Community Action Group

## Respectful relationships programs

The school has reviewed the Extra Senior Program and Junior Wellbeing curriculum programs and aligned these with the Respectful Relationships Education Program, identified gaps and planned for full implementation by the end of 2017. This compliments and enhances the existing programs operating in the school.

## 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	412	403	383
Long Suspensions – 6 to 20 days	10	8	7
Exclusions	4	10	9
Cancellations of Enrolment	15	6	3

\* 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

The school's Agricultural Block and Hamilton Oval both have access to the town's recycled water supply, which is primarily used for irrigation purposes. The school is an active participant in the Solar Schools Program and has HOTTI solar panels installed on the roof of D Block. The generated electricity is fed back into the general grid and the data is used by students as part of their curriculum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	389,851	17,515
2014-2015	409,305	3,969
2015-2016	421,697	1,291

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	87	52	<5
Full-time Equivalents	80	35	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	29
Bachelor degree	50
Diploma	5
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 \$ 26,937 for registration, TRS (Teacher Relief Scheme) and attendance costs.

The major professional development initiatives are as follows:

- Curriculum - Faculty Based
- Literacy (especially Reading) and Numeracy
- Senior Schooling (including QCE attainment)
- Positive Behaviour for Learning
- Vocational Education and Training
- Junior Secondary
- Pedagogy - Digital
- Pedagogy - Explicit Teaching
- Coaching, Feedback and Mentoring
- Student Wellbeing
- Students With Disabilities
- Students Needing Support
- One School Training
- System Priorities

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.	96%	95%	95%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016 school year.

## Performance of Our Students

### Student Attendance

#### 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).	87%	87%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	76%	79%	77%

\*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%.

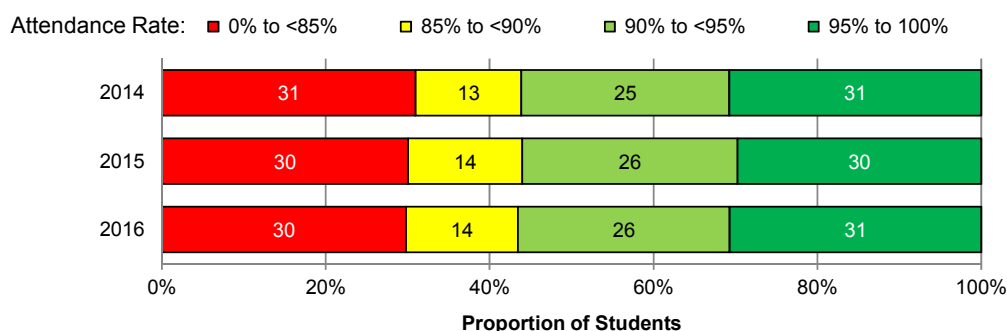
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	89%	84%	86%	85%
2015								88%	87%	87%	86%	85%	89%
2016								87%	86%	86%	85%	88%	89%

\*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.

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.

The school uses an electronic attendance management system called IDAttend. Rolls are marked each lesson via teacher laptops, with students recorded as being absent from classes manually tracked by an Attendance Officer. Students arriving late, or leaving school at any time during the school day must also sign out via the Student Resource Room with these details being recorded on IDAttend. Students are then issued with a thermal pass with their photo on it, which must be displayed to staff or the Police when out of the school grounds. SMS are sent each day to all parents who have students recorded as being absent for the whole day and parents are invited to reply by SMS, phone or send in a note explaining the reason for absence. Several times each term, individual letters are sent home to parents who have still not explained student absences thus far, further requesting reasons for absences.

Students with more than 3 days absence are then tracked by a member of the Administration team. These absences are addressed using a number of strategies which may include: phone calls to parents, student support within the school,

modified timetables, referral to external agencies, parent meetings, Police intervention up to and including formal warnings of non-attendance and non-participation.

Attendance is promoted in all classes, Assembly groups, Year Level and Whole School Assemblies. Attendance data is actively shared with all stakeholders. Attendance rates are also a key indicator towards Effort and Behaviour ratings used in Reporting and calculation of Principal Award data.

## 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

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	155	149
Number of students awarded a Queensland Certificate of Individual Achievement.	1	4	6
Number of students receiving an Overall Position (OP)	77	79	59
Percentage of Indigenous students receiving an Overall Position (OP)	20%	27%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	17	14

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	130	130	79
Number of students awarded an Australian Qualification Framework Certificate II or above.	63	72	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	131	148	141
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	20%	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.	69%	67%	85%
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.	92%	97%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	91%	94%

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	16	10	27	20	4
2015	14	19	20	17	9
2016	10	18	22	9	0

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	104	49	24
2015	94	48	30
2016	18	61	7

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.	90%	90%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	74%	88%	55%

\* 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.warwickshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### **Early leaver's information**

In some situations, students leave school before completing Year 12. Most go on to full or part time work. Before leaving, students are counselled by the Guidance Counsellor and are often linked to SDIEA (Southern Downs Industry and Education Association). School based apprenticeships are sometimes converted to full time. In addition, some students also undertake Certificate courses at the Warwick TAFE campus.