


Our school at a glance

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Principal's foreword

Introduction

Warwick State High School opened its doors in 1912 as Warwick Technical College and High School. Over the past 100 years the school has forged a reputation built on tradition, coupled with forward thinking. Now, with over 1 000 students, the school is staffed with 87 teaching and 42 non-teaching staff. The leadership of the school consists of Principal, 2 Deputy Principals, an Assistant Principal, 10 Heads of Department (including the Head of Special Education Services), a Business Services Manager and a Guidance Counsellor.

The achievements of Warwick State High School students are impressive and have been supported by the professional and dedicated staff as well as our Parents' and Citizens' Association. Quality programs and extensive support services are provided to all students. Student support staff includes a School Based Youth Health Nurse, a Chaplain, a Community Education Counsellor and a Behaviour Management Officer. In addition, our extensive community networks and partnerships with external agencies ensure students and their families are fully supported in their pursuit of excellence in education.

The school continues its strong and consistent approach to behaviour management. This includes the proactive rewards system that is highly valued by our community. Good behaviour management ensures 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 each Year 8 student enjoys the support of a senior student buddy. Each year the school commissions an outside agency to conduct anti-bullying workshops for Years 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.

School progress towards its goals in 2010

During 2007 we conducted a comprehensive triennial school review of our school in consultation with our community and set the following key directions for 2008 – 2010. Our focus for these three years included:

- Enhancing learning facilities that responded to enrolment growth, aging facilities and capacity building.

The Building Education Revolution National Schools Pride (BER NSP) funds along with school money have provided an extensive refurbishment across numerous buildings. This included the provision of modern furniture, painting, carpeting, data and electrical upgrades,

Our school at a glance

SmartBoards and ceilings re-lined.

A new Language Centre was completed through the BER Science and Language Centres for the 21st Century Program.

A community forum was conducted to propose a Master Plan for Warwick High.

A Green Plan was developed for extra shade and seating across many areas in the school.

- Developing a strong middle phase which focussed on the transition from primary school (through a structured process).

Meetings with primary feeder schools allowed ongoing collaboration on issues including the use of common diagnostic tests, NAPLAN results, early access to Year 7 data and extending the transition (from one term to two terms) for students with disabilities.

In addition, faculties focussed on curriculum renewal with enhanced planning documents which embedded Indigenous perspectives, ICTs and literacy and numeracy.

- Maintaining a strong senior phase focus.

Year 10 transition from the Compulsory Participation Phase supported students to access multiple pathways. Senior Education and Training Plans continue to be monitored to ensure students' achievements are optimised and destinations are appropriate.

Students had significant opportunities to engage in school based apprenticeships and traineeships and extension programs (including early university entry) and they were provided with significant access to outside agencies, eg, Australian Defence Forces.

- Enhancing ICT services with an increased focus on communication, data management, curriculum and professional standards for teachers.

This occurred through the effective planning and expenditure of National Secondary Schools Computer Fund (NSSCF), Data Network Infrastructure Project (DNIP) and school funds. Laptops went into pods across the school. Two new laboratories were installed on ground floors to enhance disability access. Wireless installation occurred across the campus. A new server, smartboards and data projectors were also installed across the school. Appropriate professional development in the use of smartboards, blackboard communities, ICT pedagogical certificates as well as developing skills in integrating ICTs in the curriculum was conducted during the year.

- Reviewing school management structures.

The review of our school management structures and workforce plan to respond to changing curriculum directions has enabled the alignment of 7 curriculum HODs and 2 non-curriculum HODs (Junior Schooling and Senior Schooling). Through the Workplace Reform process, the 10th HOD position was converted to an Assistant Principal position to support the management of the school. This was extended through 2010.

Future outlook

Warwick State High School continues on its journey of school improvement. The 2011 Annual Operational Plan focuses on the following three areas.

MAXIMISING STUDENT ACHIEVEMENT AND PROMOTING HIGH EXPECTATIONS:

NAPLAN –

- Review plan and trends, highlight 2011 targets
- Deliver First Steps in Reading PD to all staff
- Foreground numeracy in Junior Maths programs

KLAs –

- **Audit/review faculty documents for literacy, numeracy, ICTs, EATSIPs,**
- **Review 2010 results**
- **Set targets/monitor for improvement – Cs and above. As and Bs.**
- **Review pedagogical practices, including use of ICTs. Provide PD.**

Year 12 Outcomes -

- **Review 2010 results**
- **Set targets/monitor**
- **Conduct Curriculum Review (subjects, VET certificates esp Cert 2 access, timetabling)**
- **Review QCS preparation program for full implementation 2012 Yr 12**
- **Review QCE tracking and advice to students**

CURRICULUM:

Form Curriculum Committee - review, inform practice. Lead implementation of recommendations

- **Review Curriculum Plan/Framework as per T&L audit**
- **Prepare for Australian Curriculum – Provide PD, quality planning and writing time for teams**
- **Conduct full review of curriculum offerings in Senior School**

COMMUNITY AND STAFF CONFIDENCE:

Form Dress Code Committee - review and inform direction

- **Involve students, parents, staff, community in school activity including Review**

Form e-Learning Committee – review and inform direction

- **Provide professional learning opportunities for staff to gain ICT Certificate and/or Pedagogical Licence**
- **Optimise the 1:1 computer program in Years 9-12. Investigate a 1:1 'Take Home' program.**

Our school at a glance

Coeducational or single sex: Coeducational

Year levels offered: 8 to 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
981	495	486	85%

Characteristics of the student body:

The 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. In recent years our total enrolments have been increasing. 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.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	22	99%	95%	4%	1%
Year 11 – Year 12	15	99%	96%	3%	1%
All Classes	19	99%	95%	4%	1%

School Disciplinary Absences:

Warwick State High School has a strong focus on discipline. Through our many proactive strategies, including our Principal's Awards, our staff help to build self-discipline and respect within students. However, there are times when poor student choices result in suspensions from school. When students return to school, proactive strategies are used to ensure that the suspension forms part of the learning process towards respectful behaviour.

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	391
Long Suspensions - 6 to 20 days	39
Exclusions	2
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings:

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

Senior Schooling

In Years 11 and 12, students have a choice from 25 Authority subjects including 2 Extension subjects, 12 Authority Registered Subject Area Specifications, 3 Vocational Education and Training (VET) Certificates delivered at school and 9 VET Certificates delivered at Southern Queensland Institute of TAFE (6 Cert II, 2 Cert III and 1 Cert IV). University courses and school based apprenticeships and traineeships are available to students.

Students in Year 10 study the core of English, Maths, Science and Study of Society and Environment and choose 3 electives from 16 options.

Middle Schooling

All Year 9 students study the core subjects (above) and Health and Physical Education and choose 3 electives from a choice of 13 options.

All Year 8 students study a curriculum which encompasses the 8 Key Learning Areas (KLA). Every Year 8 student experiences Agricultural Science in the spread across the KLAs.

Extra curricula activities

In 2010, Warwick State High School offered extensive extra and co curricula activities across all 5 year levels.

- School Expo
- Debating and Public Speaking
- Extension Maths and Science Programs
- Australian Competitions
- Sporting – Swimming, Cross Country, Athletics, Summer and Winter Sport competitions
- Rodeo Program
- Equestrian Program
- Agricultural Show Teams
- Talent Quest
- Instrumental Music Program
- Senior Leadership Camp
- Safe Drive Program
- School Socials
- Senior Committee Projects

How Information and Communication Technologies are used to assist learning:

ICTs are integrated into all learning programs and curriculum documents reflect this. The school has an extensive network of IT infrastructure including computer labs, pods of computers, laptop classroom kits, data projectors, smart boards, and robotic kits.

Staff members have participated in a range of professional development activities to enhance and support their use of ICTs for curriculum activities, planning and communication. These have included the use of Blackboard Communities, Virtual Classrooms, Robotics Programs, Language Programs, Learning Pathways, Computer Aided Design and the extensive use of One Portal and One School functionality. An increased number of staff has achieved the ICT Certificate.

The school employs a full time Computer Technician to support student and staff access to IT equipment and to ensure that all services function efficiently.

Our school at a glance

Social climate

We offer a pastoral care program each morning with students reporting to an Assembly Group. These groups are based around our House Sporting Program, and as such, students remain in these groups for their 5 years of schooling. 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 progresses with them from Year 8 to 12. This supportive management role ensures students and parents have a good connection to our school. There is a strong bond between Coordinators and their year groups. They support students in terms of proactive and reactive behaviour management programs and provide a counselling and support service for students experiencing difficulty. Each Coordinator works with a member of the school administration in providing this support.

Our Student Services team operates on a case management model in supporting students. This team comprises departmental and outside agency personnel and includes behaviour management staff, school nurse, chaplain, Community Education Counsellor, Indigenous teacher aides, industry and employment linking agency (SDIEA) staff and a guidance officer. A member of the Administration team manages and supports these staff and the programs/services they offer.

Throughout the year, students have the opportunity to participate in a variety of socialising events.

Activities have included:

- NAIDOC celebrations
- “The Brekkie Club”
- a range of social activities such as term socials, the senior formal and graduation events, reward activities, lunch activities and organised sports
- the student radio station
- the production of the school magazine, and the students’ own school newsletter.

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

Parent, student and teacher satisfaction with the school

We believe that the very best outcomes for students occur when families and schools work closely together. We provide multiple opportunities for this to occur: P&C Association, Agricultural Committee, Chaplaincy Committee, parent-teacher meetings, school musicals, school expos, homework centre and many informal meetings, phone calls and emails.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	47%
Percentage of students satisfied that they are getting a good education at school	78%
Percentage of parents/caregivers satisfied with their child’s school	67%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	56%

Our school at a glance

Involving parents in their child's education.

Parents 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 a very 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 (musicals, expos, sporting events)
- Principal's Awards ceremonies
- Transition activities for our Year 7 and Year 10 students and parents.

Reducing the school's environmental footprint

During 2010 the school accessed the Regional Council's Class A recycled water supply to irrigate crops in the Agricultural Department and also to water the sporting fields.

Solar panels were installed to feed power back into the grid.

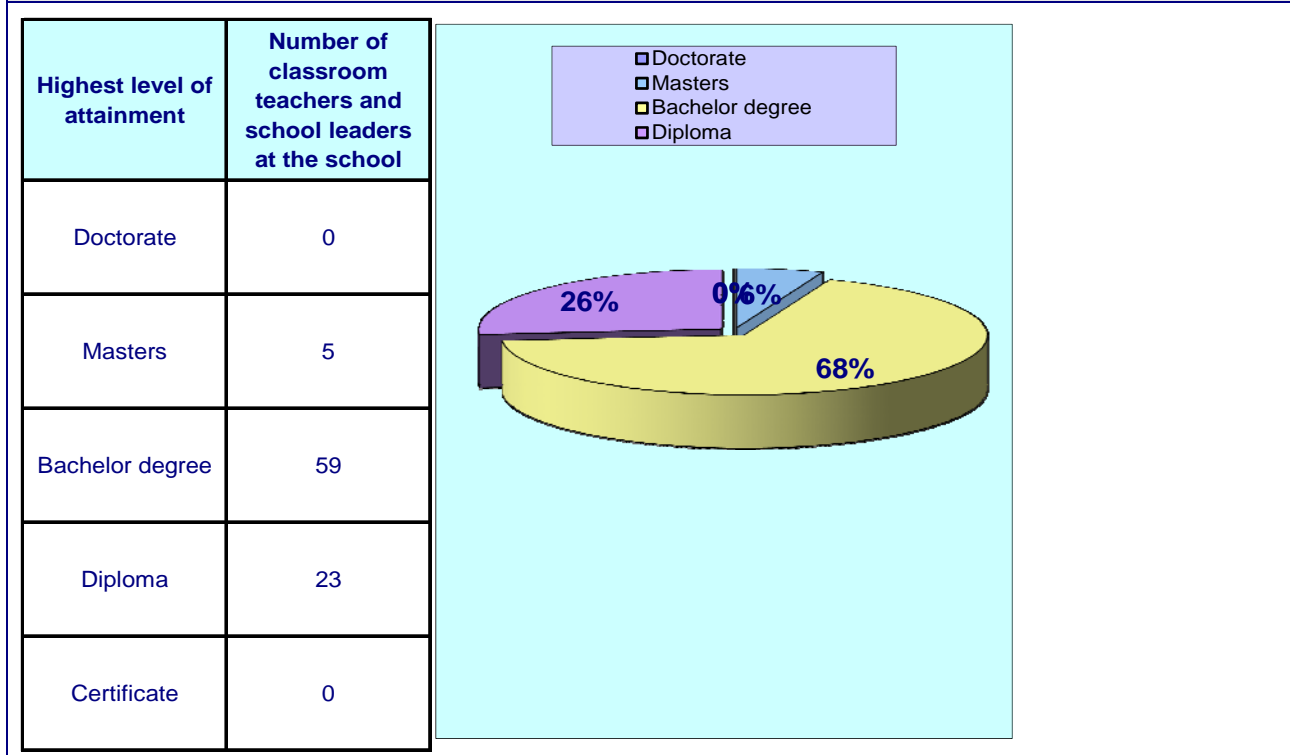
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$113,271	\$70,471	\$18,293	\$7,334	\$14,949	\$792	\$1,432	330,850	2,045	0
2009	\$108,774	\$68,110	\$0	\$0	\$16,479	\$496	\$23,689	418,600	4,705	0
%change 2009 - 2010	4%	3%	N/A	N/A	-9%	60%	-94%	-21%	-57%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	87	42	<5
Full-time equivalents	82	28	<5

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$25 000.
 The major professional development initiatives were as follows:

- Australian Curriculum
- Maths/Numeracy
- English/Literacy

Our staff profile

- Integrating ICTs
- Code of Conduct and Student Protection
- First Aid
- Behaviour Management
- Faculty specific

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 96% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 88%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							90%	86%	84%	88%	91%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

Rolls are marked each day in the morning and at the beginning of each lesson. Students who are absent are required to bring a note the next day or parents are to phone the school. Where there are unexplained absences over a number of days, phone calls and letters are sent home to families. Where there have been patterns of significant unexplained absences, interviews with families are arranged.

Performance of our students

Achievement – Years 3, 5, 7, and 9

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

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

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

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.

Performance of our students

Achievement – Closing the Gap

In terms of attendance, the trend over the past 4 years has been similar for both indigenous and non-indigenous students, with indigenous students' attendance remaining 5 - 9% below that of non-indigenous students. The proportion of indigenous students with a less than 80% attendance was 39% compared to 19% for all students in Semester 1 2010.

The gap in the apparent retention rate from Year 10 to Year 12 (indigenous compared to non-indigenous) has reduced from 57% in 2006 to 15% in 2010. Of note is the fact that in 2009 the apparent retention rate was greater for indigenous than for non-indigenous students.

The 2010 achievement statistics (C or better in the Key Learning Areas of English, Maths and Science) in Years 8, 9 and 10 indicate (in the majority) indigenous students have achieved in the range of 40 – 50% lower than non-indigenous students.

The following sections refer only to schools with Senior Secondary students

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.	86%

Outcomes for our Year 12 cohort of 2010	
Number of students receiving a Senior Statement.	152
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	1
Number of students receiving an Overall Position (OP).	63
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	102
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	98
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	62%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	84%

Performance of our students

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
9	10	20	16	8

Vocational Educational Training qualification (VET)

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

Certificate I	Certificate II	Certificate III or above
74	47	12

Students were awarded Certificate I in Kitchen Operations, Furnishing and Information Technology.

Early leavers 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) programs including Youth Connections and Get Set For Work. School based apprenticeships are sometimes converted to full time. Of the 42 respondents to the Early Leavers Survey for 2009, 30 indicated they were 'Earning or Learning'

NEXT STEP 2011 STUDENT DESTINATIONS Warwick State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2010, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 4 April and 16 May 2011, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with an online and paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Warwick State High School

Table 1 below reports the response rate for Warwick State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Warwick State High School in 2010.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
135	152	88.8

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2011, 46.7 per cent of young people who completed their Year 12 at Warwick State High School in 2010 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (21.5 per cent). The combined VET study destinations accounted for 25.2 per cent of respondents, including 11.9 per cent in campus-based VET programs, with 6.7 per cent of Year 12 completers entering programs at Certificate IV level or higher.

13.3 per cent commenced employment-based training, either as an apprentice (8.1 per cent) or trainee (5.2 per cent).

In addition to the above study destinations, a further 5.9 per cent of respondents from this school deferred a tertiary offer in 2011 (deferrers are shown in Figure 1 in their current destination).

53.3 per cent did not enter post-school education or training, and were either employed (45.2 per cent), seeking work (6.7 per cent) or neither studying nor in the labour force (1.5 per cent).

Figure 1 Main destinations of Year 12 completers

