

# Woree State High School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

The following School Annual Report outlines the successes, challenges and exciting initiatives that the school is currently focused on. Woree State High School prides itself on being a good all round performer, providing excellent pathways for both academic and vocationally orientated students. Woree State High School's reputation as an innovative and inspiring school continues to be enhanced every year and is a reflection of the strong culture within the school for improvement, demonstrated by both staff and students.

The year 2015 was the start of a new era for Woree State High School in that it was the start of biggest educational reform in Queensland education in 50 years with the introduction of Year 7 to Secondary School. This transition was even more significant in that we accepted two cohorts, year 7 and 8, into the school in the one year. The transition process to secondary school has been a major success for Woree State High School students, staff and parents.

With the addition of year 7 into our student numbers the school started with an enrolment of 890 students, which once again indicates that Woree State High School and SchoolTech is a school of choice for our community. As this was the first year of the enforcement of the Enrolment Management Plan this was an outstanding result. We are continuing to grow as a school in both numbers and in the development of a strong positive culture for our community.

Woree State High School has a comprehensive senior schooling curriculum covering Authority Subjects, Subject Area Specifications, Vocational Education and Training Subjects and the Special Education Program. This all round package provides pathways to University, Vocational Education and training or employment.

Woree State High School boasts one of the most comprehensive competency based vocational training programs in the State. The school has played the lead role in developing and implementing SchoolTech and MarineTech since 2008, a role continued in 2015. The school has received significant recognition by winning regional, state and national awards. This program is a partnership between Woree State High School, TAFE North and Skill360 Australia and provides a new innovative option for school based trade training. SchoolTech allows students to complete their senior years of schooling, obtain a Queensland Certificate of Education and start a career as an apprentice. Students have the opportunity to gain "real world" trade skills through work placement and working with industry standard facilities, equipping them to take their place in today's workforce.

Woree State High School currently has 4 campuses- the main campus being at Woree, the second based at TAFE (SchoolTech) and the third at the Hospital School. A 4th campuses is embedded within the Great Barrier Reef International Marine College where a Trade Training Facility caters for students from all around the district who are offered training and career opportunities within the Marine and associated industries.

In July 2014 the school implemented an Enrolment Management Plan (EMP) to effectively manage enrolment growth in the area. The EMP has three categories namely In Catchment (General Entry Applicant), Out of Catchment (Expression of Interest), and Out of Catchment (Special Entry Applicant).

Woree State High School prides itself on its philosophy that “every student counts” and we are all fully committed to providing the following FNQ region service commitment:

100 per cent of students in our state schools will graduate as confident and healthy young Australians and achieve:

- an Overall Position (OP) and enter university, or
- a Vocational Education and Training (VET) pathway to employment, or
- paid employment of 25+ hours per week, or
- alternative pathways for some students with special needs.

### School progress towards its goals in 2015

The focus this year was closely aligned with our school vision of ‘Quality and Equality’. This vision is important to the school culture in that we strive to have ‘Quality’ programs that enable students to have ‘Equality’ of opportunities to achieve to their potential. This is particularly evident as we are the leading school in the region for providing multiple pathways for students. The school has a strong academic record as well as a nationally recognised SchoolTech vocational education program.

The **Woree State High School Four Year Overview** and **Annual implementation Plan 2015** was based on the nine domains of the National School Improvement Tool and identified school priorities.

1. **EXPLICIT IMPROVEMENT AGENDA-** A focus on student performance, with clear targets and plans that are rigorously actioned.
2. **ANALYSIS AND DISCUSSION OF DATA-** Use data throughout the school to identify priorities, take action and monitor progress. Routinely use student achievement as evidence of successful teaching.
3. **CULTURE THAT PROMOTES LEARNING -** Generate a school-wide commitment to purposeful successful learning. Create productive partnerships with students, staff, parents, and community.
4. **TARGETED USE OF SCHOOL RESOURCES-** Develop school-wide processes for identifying and addressing specific student learning needs.
5. **AN EXPERT TEACHING TEAM-** Build a school-wide self-reflective culture focused on improving teaching. Develop a school-wide shared responsibility for student learning and success. Provide professional learning, coaching and mentoring arrangements. School leaders and peers observe and discuss teachers’ work with them.
6. **SYSTEMATIC CURRICULUM DELIVERY-** Align the curriculum delivery plan with the Australian Curriculum, QCAR and QCAA.
7. **DIFFERENTIATED TEACHING AND LEARNING-** Make differentiation a feature of every teacher’s practice. Show in planning how multiple opportunities to learn are provided. Teachers regularly use student achievement data to determine their strengths and weaknesses and to identify starting points for learning.
8. **EFFECTIVE PEDAGOGICAL PRACTICES-** Implement whole school research based pedagogical practices. Give clarity to what students are expected to know and be able to do. Provide timely feedback (x3) to guide student action and to allow for self- regulation.
9. **SCHOOL-COMMUNITY PARTNERSHIPS-** Enhanced School-Community partnerships.

#### Identified School Priorities

10. **JUNIOR SECONDARY ACTION PLAN-** Plan for retention, attainment and transition of students. Drive the school improvement agenda through the lens of Junior Secondary.
11. **REVIEW OF SCHOOL SYSTEMS**

## Future outlook

### Woree State High School 2016 Annual Improvement Plan- SALT

**Priority One:** Systems- Continued development and refinement of School Systems according to the Four Year Plan

**Priority Two:** Attendance- Implementaion of the Student Support Services System

**Priority Three:** Learning- Continued implementation of the Phases of Learning (Junior and Senior Schooling)

**Priority Four:** Teaching- Ongoing development of the school curriculum system and Implentation of the Teaching and Leearning System

**The Woree State High School Four Year Overview and Annual implementation Plan 2016 is based on the nine School Improvement frames.**

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## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	830	362	468	317	84%
2014	809	353	456	317	81%
2015	822	350	472	318	84%

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:

On an average each year 7, 8, 9 and 10 cohort has approximately 130 to 150 students and in year 11 and 12 the cohort increases by approximately 80 more students as students from all over the district transfer to Woree State High School to enrol in the SchoolTech program.

Woree State High School proudly acknowledges and promotes a range of cultures with-in its diverse group of students- Anglo-Saxon, Hmong, Polynesian, Aboriginal and Torres Strait Islander. Many students come to us with English as a second language.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	22	22
Year 11 – Year 12	19	19	15

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	119	214	277
Long Suspensions - 6 to 20 days	87	26	13
Exclusions	9	15	4

Cancellations of Enrolment	5	7	9
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\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

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

## Curriculum delivery

### Our approach to curriculum delivery

During 2015 The Whole School Curriculum and Assessment Plan was revised and rewritten to ensure the school has a coherent, sequenced plan for curriculum delivery that ensures consistency of the teaching and learning and a clear reference for monitoring learning across the year levels. The plan which includes evidence-based teaching practices and to which assessment and reporting procedures are included is aligned and referenced with the Australian Curriculum.

In years seven and eight, students study Mathematics, English, Humanities, Science, Health and Physical Education and Personal Development as core subjects. Additionally, all students study four elective in the areas of Technology and the Arts. Students in years nine and ten study English, Mathematics, Science, Humanities, Health and Physical Education and Personal Development. Additionally all students choose two subjects from a range of technology and arts offerings. Many of the subject areas offer curriculum based excursions to enhance the learning experience for students.

In years 11 and 12, students study Queensland Curriculum as approved by the Queensland Curriculum and Assessment Authority. These subjects include Authority Subject for OP and University entry (i.e. Physics, Mathematics B, Legal Studies, English, Chemistry), Subject Area Specifications (i.e. Aquatic Practices, Recreations, Prevocational Mathematics, Visual Arts in Practice) and Vocational Education for Queensland Certificate of Education attainment. Many of the courses offer curriculum based excursions. These excursions include Year 11/12 Recreation Camp and the Marine Aquatics Fitzroy Island Dive Trip.

Included in the Whole School Curriculum and Assessment Plan is a significant selection of vocational certificate courses. This is supported by tailored programs for School Based Apprentices and School Based Trainees.

Vocational offerings include those offered within SchoolTech and MarineTech and are supported through partnerships with TAFE and Skill360 and other Registered Training Organisations. More information on these offerings and the application process can be obtained from our website. Work Experience and Work Placements (TAFE) is a key feature of the SchoolTech program.

**The Whole School Curriculum and Assessment Plan is available on the School Website.**

### Extra curricula activities

Woree State High School is involved in a full range of curriculum, sporting, academic, artistic, public speaking and recreational endeavours, including:

#### The Arts

- Stage band
- Concert band
- Marching band- Performs at the Edmonton ANZAC Parade, Cairns Show and Festival of Lights
- Arts Soiree
- Skit Club
- Tanks Art
- Tech Crew

#### Academic

- Debating
- Speaking Competitions
- Spelling Bee Competitions
- Robots
- Science Club
- Premier's Reading Challenge
- Chemistry Titration Competitions
- JCU Rove
- Brain Bees Science Competition

**Leadership Development**

- School Captains -Year 12 Senior Leaders
- Indigenous Leaders Program
- Junior Secondary Student Leadership Program
- Year 10 BEACON Ambassadors
- Student Council
- Orientation and Leadership Camps
- 11's for 7s
- 8's are mates
- Helping Friends Program
- Pink Day
- TREK Program

**Sporting**

- Trinity Coast South Secondary School Sport, Peninsula and State Representation
- Rugby Union
- Rugby League
- Mossman 7s Rugby Union
- Swimming House Carnival
- Cross Country House Carnival
- Athletics House Carnival
- A wide range of interschool sports (CISSA) including:
  - Soccer
  - Netball
  - AFL
  - Touch Football
  - Volleyball

**Cultural**

- Cultural dance groups
- Harmony Day Celebrations
- Overseas school visits- EQI
- NAIDOC

**Chaplain**

- Christians in Action (CIA)
- Scripture Union Connect Program

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

In this exciting era the introduction of the laptop program for our students has a new approach to researching, working and submitting assessment. All students have the opportunity to access computers for their learning, those with a laptop have 24 hour a day service through Education Queensland networks. These technologies provide a significant advantage for all our students as we align with an every evolving technological world.

At Woree State High School we are committed to ensuring quality learning outcomes for every learner in a supportive and equitable learning environment. We believe the full integration of ICTs into the curriculum will contribute to the development of our students and staff as lifelong learners in accordance with our agreed school global outcomes. To achieve this goal we will develop ICT and e-learning skills in our students and staff. We will empower them to explore, create, analyse and reflect upon the roles and uses of ICTs in a global society.

**Social Climate**

Woree State High School has experienced increasing enrolments for students located in the Woree district and is a reflection of the confidence that the school community has in our capacity to deliver a quality education to a wide range of student abilities. No matter what cultural background, level of disadvantage or academic standing all students are treated equally in all aspects of school life. All students at Woree State High School demonstrate a high level of school pride and ownership of their school.

When students walk into the school grounds they are all very well presented in their uniform and operate within facilities that are beautifully maintained and innovative in design and function. Celebrating student success in academic achievement and extracurricular activities is an everyday event at Woree State High School. Our overseas student visitors to the school as part of the Education Queensland International program often comment on the friendliness of the students and the businesslike approach to learning that operates within the school.

There are a host of support programs that contribute to our caring and nurturing learning environment.

The Student Responsible Behaviour Plan ensures that all students are treated fairly while maintaining high expectations in attitude and behaviour. Anti-social behaviour is not tolerated and results in very serious consequences, discouraging repeat offences.

There are a significant number of student support programs in place at Woree that cater for all student's needs:

- Academic Supervision Program (The Head of Senior Secondary coordinates senior teachers to mentor year 11 and 12 students in their academic progress)
- Year 6 to 7 Transitions Program
- Community Liaison Officers for Aboriginal, Torres Strait and Pacifica cultural groups
- Learning Support Team
- Anti-bullying strategy including Pink Day
- Positive Behaviours Program
- Peer mentoring program (Helping Friends)
- Student Services Team (case managing identified students)
- Key support staff such as the Chaplain, School Based Police Officer, School Nurse, Youth Support Coordinators
- Positive Behaviour for Learning Lessons in Form Class

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	100%	82%
this is a good school (S2035)	100%	86%	82%
their child likes being at this school (S2001)	100%	100%	82%
their child feels safe at this school (S2002)	100%	100%	82%
their child's learning needs are being met at this school (S2003)	90%	86%	64%
their child is making good progress at this school (S2004)	90%	100%	73%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	71%	64%
teachers at this school motivate their child to learn (S2007)	90%	100%	73%
teachers at this school treat students fairly (S2008)	90%	100%	73%
they can talk to their child's teachers about their concerns (S2009)	100%	86%	90%
this school works with them to support their child's learning (S2010)	100%	100%	73%
this school takes parents' opinions seriously (S2011)	100%	83%	91%
student behaviour is well managed at this school (S2012)	90%	86%	80%
this school looks for ways to improve (S2013)	100%	86%	90%
this school is well maintained (S2014)	100%	100%	100%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	93%	94%	91%
they like being at their school (S2036)	92%	88%	92%
they feel safe at their school (S2037)	93%	87%	88%
their teachers motivate them to learn (S2038)	90%	93%	87%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	98%	95%	97%
their teachers provide them with useful feedback about their school work (S2040)	88%	94%	90%
teachers treat students fairly at their school (S2041)	83%	85%	82%
they can talk to their teachers about their concerns (S2042)	75%	70%	79%
their school takes students' opinions seriously (S2043)	75%	79%	74%
student behaviour is well managed at their school (S2044)	70%	69%	61%
their school looks for ways to improve (S2045)	93%	88%	86%
their school is well maintained (S2046)	84%	84%	77%
their school gives them opportunities to do interesting things (S2047)	88%	90%	79%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	84%	97%	95%
they feel that their school is a safe place in which to work (S2070)	79%	92%	95%
they receive useful feedback about their work at their school (S2071)	71%	80%	88%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	83%	81%
students are encouraged to do their best at their school (S2072)	89%	94%	99%
students are treated fairly at their school (S2073)	87%	93%	97%
student behaviour is well managed at their school (S2074)	41%	75%	95%
staff are well supported at their school (S2075)	54%	81%	91%
their school takes staff opinions seriously (S2076)	57%	75%	86%
their school looks for ways to improve (S2077)	88%	94%	99%
their school is well maintained (S2078)	79%	80%	84%
their school gives them opportunities to do interesting things (S2079)	74%	83%	91%

# '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

Through the year a number of parent orientated functions are conducted. These include:

- Two parent teacher interviews.
- Parent interest is strongly evident in the various special events conducted throughout the year. e.g. Student Leader Induction, Presentation Evening, ANZAC Day Ceremony, Harmony Day Celebrations, Musical Performances, Arts Soiree, various sporting events and carnivals.
- Students 'at risk' of dropping out of schooling are case managed with fortnightly meetings with Parents, Administration and Student.
- Woree State High School has a very active Parent and Citizens Association that provides an excellent service to the school community in the form of a Tuckshop and Uniform Shop. The P&C is consulted on and endorses major school documents namely the Four Year Plan, Annual Improvement Plan and Responsible Behaviour Plan for Students.
- The Community Education Councillors (CEC) and Community Liaison Officer (CLO) support students.



## Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	860,240	12,114
2013-2014	639,813	0
2014-2015	690,340	870

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

## Our staff profile

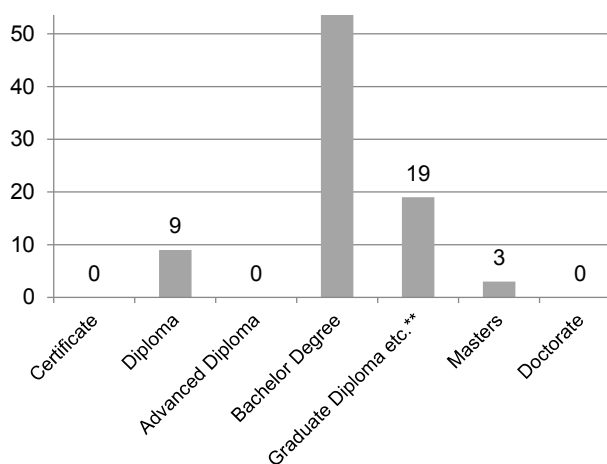
### Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the '*less than 5*' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	85	44	<5
Full-time equivalents	79	35	<5

### Qualification of all teachers

Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	54
Graduate Diploma etc.**	19
Masters	3
Doctorate	0
<b>Total</b>	<b>85</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$46,403.63. This figure does not include school based professional development for staff or in-kind support.

The major professional development initiatives are as follows:

- Systems Leadership Theory training for middle leaders
- All teachers received professional development in Explicit Teaching
- Teacher coaching by school based Explicit Teaching Coach
- All faculties had access to the services of a curriculum coach to develop the Whole School Curriculum and Assessment Plan based on the Australian National Curriculum
- QCAA Professional Development as required
- Mandated DETE professional development i.e. Code of Conduct, Asbestos, Student Protection
- More Support for Students With Disabilities (MSSWD) professional development
- One School Training for Administration staff
- One School Training for teaching staff
- ID Attend training for staff
- Essential Skills for Classroom Management
- Student Support Services professional development and coaching
- First Aide training
- Work Placement for VET qualifications
- Cleaners and School Officer professional development
- School Principal State Conference

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

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

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

#### Find a school

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

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

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	81%	84%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	79%	82%

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

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

### Student attendance rate for each year level (shown as a percentage)

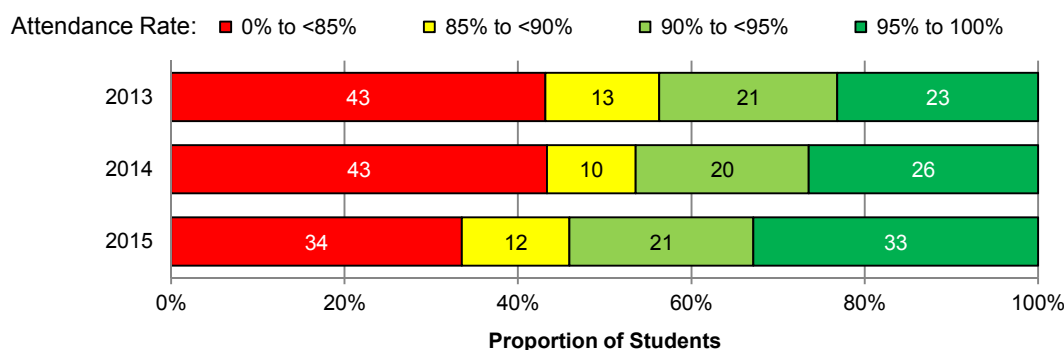
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									85%	81%	76%	82%	80%
2014									87%	84%	80%	82%	84%
2015								88%	90%	87%	80%	85%	87%

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

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

Woree State High School's policy for managing attendance is as follows:

- The normal school day commences at 8.45am and finishes at 3:02pm
- Students arriving late present to the attendance office for roll marking. Students without parent/guardian approval may receive a lunchtime school detention
- Students arriving at school as per the guidelines will be marked in individual teacher's role on a lesson by lesson basis.
- All absences require parents/guardians explanation of absence
- Unexplained absences will be followed up with communication back to the parent/guardian. Follow up includes letters, phone calls, SMS messages.
- In the course of concerning patterns of poor attendance, the school will action an official letter to parents/guardians as detailed in the DETE Policy.

Home visits by Community Liaison Officers and the School Based Police Officer are also actioned where inappropriate actions are experienced from parents/guardians. The Student Support Services Team also play a role in case managing chronic non-attending students.

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

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

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

#### Find a school

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

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

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	106%	108%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	79%	102%	58%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students receiving a Senior Statement	128	157	127
Number of students awarded a Queensland Certificate of Individual Achievement.	4	6	8
Number of students receiving an Overall Position (OP)	19	22	22
Percentage of Indigenous students receiving an Overall Position (OP)	12%	15%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	22	20	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	107	138	119
Number of students awarded an Australian Qualification Framework Certificate II or above.	57	70	59
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78	103	107
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	51%	50%	82%
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.	58%	95%	59%
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.	86%	90%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	100%	87%

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

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	1	2	8	7	1
2014	3	4	14	1	0
2015	1	6	6	6	3

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

### Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	101	53	10
2014	127	59	14
2015	110	56	6

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

Woree State High School is a state leader in Vocational Educational Training especially in the award winning SchoolTech program. In 2015 Woree State High School students completed Vet Courses in the following:

- Certificate 1 Construction
- Certificate 1 Furnishing
- Certificate 1 Engineering
- Certificate 1 Business
- Certificate 1 Information, Digital Media and Technology
- Certificate II Hospitality
- Certificate II Business
- Certificate II Information and Technology
- Certificate II Tourism
- Certificate III Childcare
- Certificate II Information Digital Media and Technology

#### **SchoolTech Program (SchoolTech and MarineTech)**

- Cert II Hairdressing
- Cert II in Marine Operations (Coxswains Grade 1 Near Coastal)
- Cert I Construction
- Cert II Engineering- Mechanical Stream
- Cert II Engineering – Fabrication Stream
- Cert II Electrotechnology
- Cert II Automotive

### **Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### **Early school leavers information**

In year 10 all students develop a personal Student Educational and Training Plan (SETP) which is complemented by a charter signing by students, school and the community to aspire to the schools service commitment.

The service commitment reads:

The Far North Queensland (FNQ) Region of the Department of Education, Training and Employment and Woree State High School implement a service stream of education and training which delivers the Service Commitment to students and meets the training and skilling needs of population, industries, and communities in FNQ through:

1. All children being well prepared for school and life.
2. 100% of students at Woree SHS achieve the Service Commitment:
  - an OP and enter university or;
  - a clear VET pathway to employment or;
  - paid employment of 25+ hours/week or;
  - alternative pathways for some students with special needs.

All students are encouraged to complete their senior schooling and significant support is provided to influence this outcome. There are situations where the best outcome for the student is to depart early into another pathway of employment or training. This process is always negotiated between family, school and employer.

A student / parent may also request an exemption from schooling which is always negotiated and documented on the appropriate departmental paperwork. Any student who fails to attend school without a significant reason will be case managed by the school to encourage a return to schooling or an appropriate alternative pathway.

