



# Woree State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training



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## School Overview

Woree State High School has been serving the Cairns community since it was established in 1985. Woree State High School is a modern secondary school located in a picturesque, safe, suburban setting. Our ideal size of 900 students provides for a more personal and individual approach for all students whilst maintaining a full academic program and a fantastic range of curriculum offerings. Our school values are strongly based on the promotion of 'every student counts' and is seen by all our students as one of the school's greatest assets. Strong emphasis is placed on delivering multiple pathways that meet the needs of every student whether they aim to study medicine or seek that elusive apprenticeship.

Woree State High School is a Centre of Excellence in Vocational Education Training (VET) through the award winning SchoolTech program. The SchoolTech program provides an innovative option for school-based vocational training. It allows students to complete their senior schooling and obtain a Queensland Certificate of Education (QCE). They also have the opportunity to gain 'real world' skills by participating in regular work placement and working within industry standard training facilities to complete their VET certificates.

Woree State High School is a multi-campus school with the main 7-12 campus located at Rigg Street, Woree. Our Year 11 and 12 SchoolTech students study at the TAFE Queensland North campus in Manunda, with the MarineTech students studying at the Great Barrier Reef International Marine College in Portsmith. The school operates the Cairns Hospital Class on behalf of the Far North Region, which caters for students requiring extended periods of stay in hospital. Our school-based apprentices and trainees are located in various work placements across Cairns City.

## Principal's Foreword

### Introduction

Woree State High School exists to improve the lives of our students by giving each and every student the opportunity to experience success at school and in their future lives.

Our vision is QUALITY and EQUALITY. Students are encouraged and assisted through our curriculum teaching and learning programs to emerge as complete Global Citizens who are Self-Directed Learners, Complex Thinkers, Collaborative Workers, Community Contributors, Quality Producers and Self-Actualising People.

Woree State High School prides itself on being a great '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 reflected in our improving enrolments over the last few years.

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. SchoolTech 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.

### School Progress towards its goals in 2016

Our 2016 Year 12 results are an indication of the vast improvement in student outcomes over the last few years with 95% of student receiving their Queensland Certificate of Education (QCE). Our OP eligible students achieved well with 83% achieving an OP1-5 with all OP eligible students received a QTAC university offer. In 2016 all Year 12 students received a recognised qualification.

Through the SchoolTech program and VET certificate courses on the main campus at Woree, there were nine (9) School Based Apprentices, twelve (12) School Based Trainees, with 14626 structured work placement hours and 3352 work experience hours.

The School Improvement Unit (SIU) Review of the school was conducted in term 2. This very successful review highlighted many of the great achievements of the school especially in relation to establishing a strong school culture and curriculum development. The key findings of the review can be viewed on the school website.

Some of the Key findings were:

- The school ethos reflects a school-wide commitment to purposeful, successful learning. The school leadership team is committed to ensuring that all students in the school experience success. There is commitment by school staff members to wellbeing and learning for each student. Building and maintaining positive and caring relationships between staff, students and parents is seen as a high priority in the school. The school has clear expectations for how students should behave and interact with one another.
- The school has a coherent, comprehensive, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across all faculties and year levels. The plan makes explicit what and when teachers should teach and students should learn. The plan is a living document, developed collaboratively by teaching staff under the guidance of Heads of Department (HODs) and a designated lead teacher curriculum.
- Teaching practices across the school reflect the belief that although students are at different stages in their learning and may be progressing at different levels, all students are capable of learning successfully.

The school continued to excel in cultural activities, sport and the arts. The students have multiple opportunities to represent the school on the sporting arena with students achieving at the local, regional and state levels. The Arts Department continued to promote the school with the Marching Band participating in many major community events and with the inaugural Theatre Restaurant production.

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

Priority 1: **Systems**- Continued development and refinement of School Systems according to the Four Year Plan

- All school systems developed to improve the effectiveness of the school organisations with this being recognized in the School Improvement Unit Review.

Priority 2: **Attendance**- Implementation of the Student Support Services System

- Improved systems for attendance tracking have resulted in more accurate data for the school.
- The Student Support Services system caters for all students.

Priority 3: **Learning**- Continued Implementation of the Phases of Learning (Junior and Senior Schooling)

- Continued implementation of the Junior Phase of Learning.
- Vast improvement in Year 12 student attainment of the QCE (95%) and OP1-15 (83%).

Priority 4: **Teaching**- Ongoing development of the School Curriculum System and implementation of the Teaching and Learning System

- A comprehensive coherence curriculum system across the school as recognized by the School Improvement Unit Review.
- Full implementation of the Teaching and Learning system.

### Future Outlook

Following on from the school Improvement Review the Four Year Plan was reviewed and a new plan developed based on the nine domains of the School Improvement framework.

### Woree State High School Four Year Overview and Annual implementation Plan 2017-2020

#### 1. EXPLICIT IMPROVEMENT AGENDA

- A focus on student performance, with clear targets and plans that are rigorously actioned.
- Major priorities to the Schools of the Future- STEM, Digital Technologies and Entrepreneurs of Tomorrow.

#### 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, and QCAA.
- 7. DIFFERENTIATED TEACHING AND LEARNING**
  - 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 to guide student action and to allow for self- regulation.
- 9. SCHOOL-COMMUNITY PARTNERSHIPS-**
  - Establish effective school-community partnership

**Woree State High School 2017 Annual Improvement Plan (SHARP)**

Priority 1: **STEM-** Implementation of the STEM Action Plan

Priority 2: **High Achievers-** Implementation of systems to improve student outcomes

Priority 3: **Assessment-** Continued refinement of curriculum focusing on assessment

Priority 4: **Results-** Implementation of the phases of schooling

Priority 5: **Partnerships-** Improved Parent and Community Engagement

## Our School at a Glance

### School Profile

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

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	809	353	456	317	81%
<b>2015*</b>	822	350	472	318	84%
<b>2016</b>	849	374	475	340	86%

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.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body

#### Overview

On an average each Year 7, 8, 9 and 10 cohort has approximately 130 to 160 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, Bhutanese, Aboriginal and Torres Strait Islander. Many students come to us with English as a second language.

#### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	22	23
Year 11 – Year 12	19	16	17

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

### Curriculum Delivery

#### Our Approach to Curriculum Delivery

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

In Years 7 and 8, 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 9 and 10 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 (QCAA). These subjects include Authority Subject for OP and University entry (i.e. Physics, Mathematics B, Legal Studies, English, and Chemistry), Subject Area Specifications (i.e. Aquatic Practices, Recreations, Prevocational Mathematics, and 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 Trainees (SATs).

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.

## Co-curricular Activities

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

### Academic

- Chemistry Titration Competitions
- James Cook University Rove
- Brain Bees Science Competition
- Entrepreneurs of Tomorrow
- STEM Club
- Robotics
- Science Club
- Debating
- Speaking Competitions
- Spelling Bee Competitions
- Premier's Reading Challenge

### The Arts

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

### Leadership Development

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

### 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- Education Queensland International (EQI)
- NAIDOC

#### Chaplain

- Christians in Action (CIA)
- Scripture Union Connect A to B program

### How Information and Communication Technologies are used to Assist Learning

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.

The laptop program and high number of computer labs for our students enables them to research on the internet, completed their work in a digital format and submit assessment. These technologies provide a significant advantage for all our students as we align with an ever evolving technological world. BYOX (Bring Your Own Device) will be introduced in 2017.

## Social Climate

### Overview

The School Vision of Quality and Equality is a driving force behind the success of establishing a strong school culture. Every student knows and understands the Woree 4- Respect, Safety, Effort and Self-Responsibility.

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 students. All students at Woree State High School demonstrate a high level of school pride and ownership of their school and this is demonstrated in their high standard of uniform and respect for the school community.

There are a significant number of student support programs in place at Woree State High School 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 Based Youth Health Nurse, Youth Support Coordinators
- Community Education Counsellors for Aboriginal and Torres Strait Islander Groups
- Positive Behaviour for Learning Lessons in Form Class

## 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)	100%	82%	93%
this is a good school (S2035)	86%	82%	93%
their child likes being at this school* (S2001)	100%	82%	100%
their child feels safe at this school* (S2002)	100%	82%	100%
their child's learning needs are being met at this school* (S2003)	86%	64%	93%
their child is making good progress at this school* (S2004)	100%	73%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	91%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	64%	86%
teachers at this school motivate their child to learn* (S2007)	100%	73%	85%
teachers at this school treat students fairly* (S2008)	100%	73%	100%
they can talk to their child's teachers about their concerns* (S2009)	86%	90%	100%
this school works with them to support their child's learning* (S2010)	100%	73%	100%
this school takes parents' opinions seriously* (S2011)	83%	91%	91%
student behaviour is well managed at this school* (S2012)	86%	80%	64%
this school looks for ways to improve* (S2013)	86%	90%	100%
this school is well maintained* (S2014)	100%	100%	92%

### 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)	94%	91%	93%
they like being at their school* (S2036)	88%	92%	92%
they feel safe at their school* (S2037)	87%	88%	85%
their teachers motivate them to learn* (S2038)	93%	87%	91%
their teachers expect them to do their best* (S2039)	95%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	94%	90%	89%
teachers treat students fairly at their school* (S2041)	85%	82%	78%
they can talk to their teachers about their concerns* (S2042)	70%	79%	67%
their school takes students' opinions seriously* (S2043)	79%	74%	74%
student behaviour is well managed at their school* (S2044)	69%	61%	76%
their school looks for ways to improve* (S2045)	88%	86%	88%
their school is well maintained* (S2046)	84%	77%	86%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	90%	79%	91%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	97%
they feel that their school is a safe place in which to work (S2070)	92%	95%	96%
they receive useful feedback about their work at their school (S2071)	80%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	81%	86%
students are encouraged to do their best at their school (S2072)	94%	99%	97%
students are treated fairly at their school (S2073)	93%	97%	97%
student behaviour is well managed at their school (S2074)	75%	95%	98%
staff are well supported at their school (S2075)	81%	91%	93%
their school takes staff opinions seriously (S2076)	75%	86%	89%
their school looks for ways to improve (S2077)	94%	99%	98%
their school is well maintained (S2078)	80%	84%	82%
their school gives them opportunities to do interesting things (S2079)	83%	91%	89%

\* 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

The Parents and Citizens' Association is the most significant parent volunteer group in the school. The Woree State High School P&C is affiliated with the Parents and Citizens' Association Queensland.

The P&C aims to serve the needs of the school community whilst assisting the school to achieve high standards in academic, social, sporting and cultural activities. The P&C operates the School Tuckshop and the Uniform shop and strives to provide a good quality service at affordable prices.

The P&C is a vital financial contributor to the school and assists in student academic, behaviour and cultural awards, Presentation Evening, facilities improvements, and pursuits of excellence in the Arts and Sport. The P&C is consulted and endorses major school documents namely the Four Year Plan, Annual Improvement Plan, Responsible Behaviour Plan for Students, Student Resources Scheme and Subject Specific fees, Year 12 Senior Shirt, and School Formal and Graduation. The P&C operates a Facebook page which is a vital communication channel with parents.

Communication with parents is an important part of the school. The School Website contains a wide range of information including newsletters, enrolment procedures, school events and functions etc. Parent interest is strongly evident in the various special events conducted throughout the year including the Student Leaders Induction, Presentation Evening, ANZAC Day Ceremony, Harmony Day Celebrations, Musical Performances, Theatre Restaurant, various sporting events and carnivals.

Other communications included:

- Two parent teacher interviews (Term 2 and 3).
- The School Magazine
- Woree State High School Information booklets
- Subject Selection Booklets
- Student Diaries
- Newsletters
- Parent Information evenings

- SMS and Emails,
- Information and Permission letters
- Regular school articles to the Cairns Post Inspire
- SchoolTech Promotional Flyers

## Respectful relationships programs

Woree State High School has a comprehensive student support services system that includes a vast array of programs to support students. The Student Support Services team provides an excellent service to students in the areas of social, emotional and behavioural support. The Responsible Behaviour Plan for Students 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. A key part of the Woree 4 is 'Respect' and the school has developed and implemented programs such as drumbeat, A to B, TREK that focus on appropriate, respectful and healthy relationships.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	214	277	320
Long Suspensions – 6 to 20 days	26	13	16
Exclusions	15	4	7
Cancellations of Enrolment	7	9	8

\* 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

A number of procedures are used to reduce the school's environmental footprint. These include:

- Air Conditioners not turned on during the winter months
- Responsible use of water including limited use of irrigation
- Use of technology to reduce paper use
- Recycling of paper

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	639,813	0
2014-2015	690,340	870
2015-2016		3,743

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.

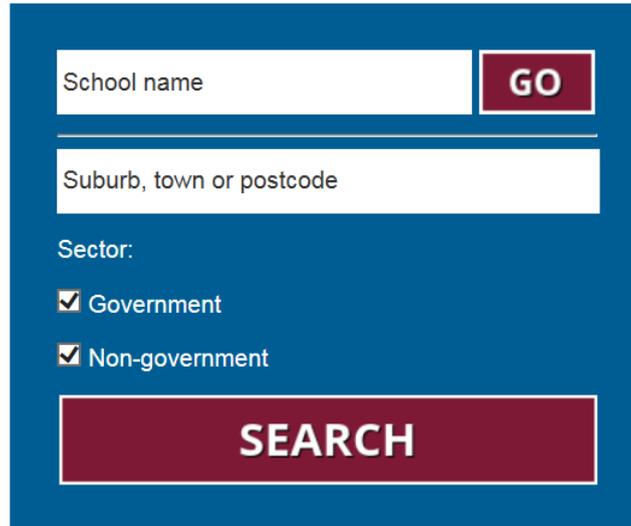
## School Funding

### 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



The screenshot shows a search form with a blue background. It contains the following elements:

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

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

School 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	91	47	<5
Full-time Equivalents	82	38	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Graduate Diploma etc.**	1
Bachelor degree	78
Diploma	7
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Participation (Teaching and Non-Teaching staff) in Professional Development

The total funds expended on teacher professional development in 2016 were \$54,595. The proportion of the teaching staff involved in professional development activities during 2016 was 100 %.

The major professional development initiatives are as follows:

- All teachers received professional development in Explicit Teaching
- Teaching of Reading and Writing
- STEM (Science, Technology, Engineering and Mathematics) professional development
- Teacher coaching by school based Explicit Teaching Coaches
- 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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 94% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### 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).	84%	86%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	82%	79%

\*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%.

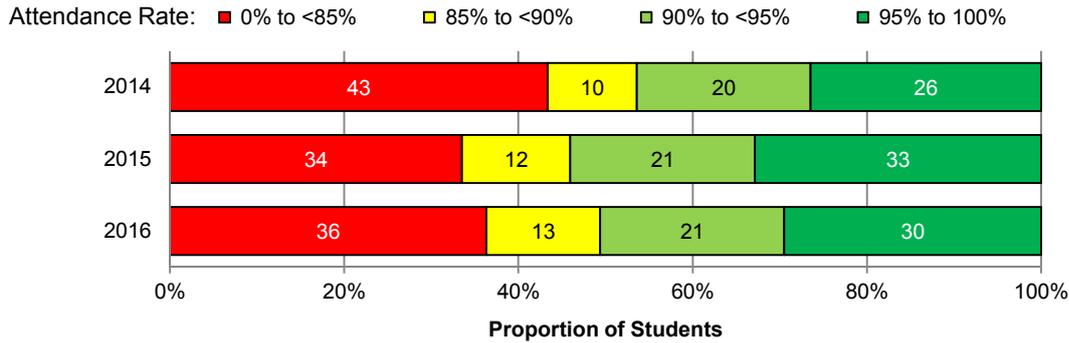
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									87%	84%	80%	82%	84%
2015								88%	90%	87%	80%	85%	87%
2016								86%	82%	86%	85%	83%	85%

\*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.

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.

The Student Support Services Team plays a role in case managing chronic non-attending students.

## 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

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 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	157	127	118
Number of students awarded a Queensland Certificate of Individual Achievement.	6	8	6
Number of students receiving an Overall Position (OP)	22	22	12
Percentage of Indigenous students receiving an Overall Position (OP)	15%	13%	5%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	16	16
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	138	119	109
Number of students awarded an Australian Qualification Framework Certificate II or above.	70	59	78
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	103	107	106
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	82%	90%
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.	95%	59%	83%
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.	90%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	87%	100%

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	3	4	14	1	0
2015	1	6	6	6	3
2016	0	6	4	2	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	127	59	14
2015	110	56	6
2016	82	77	2

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

Woree State High School is a state leader in Vocational Educational Training (VET) especially in the award winning SchoolTech program. In 2016 Woree State High School students completed the following VET certificate courses:

- 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

### 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.	108%	79%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	102%	58%	62%

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

Please paste in or edit the link to the folder where your Next Step summary report will be found by your school community.

### Early leavers information

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

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 school's 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.

## Conclusion

As evident in the School Annual Report, 2016 proved to be another outstanding year for Woree State High School. The school continuing to provide an excellent education service for our students and is living up to our vision of Quality and Equality. We are particularly proud of our Year 12 outcomes which is testimony to the effort of the school and wider community who continue to support our students.

Bruce Houghton (B.Ed)

Principal

