

Woodcrest State College
Vision

'Inspiring Student to Succeed'

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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Introduction

Woodcrest State College is a dynamic school that provides the ultimate learning experience for the needs of the students in the greater Springfield area. The college is the original school in the vibrant hub of Springfield. The 'Education City' concept was established and fostered at Woodcrest State College.

The school has an established tradition of our students achieving academic excellence. Students have a rich array of learning pathways to choose that cater for their educational needs and interests. The College excels in Technology, Sport and Performing Arts programs. Our Academic Challenge and Enrichment (ACE) programs in the Junior Secondary school extends and challenges our academically gifted students. The Senior School students in the Overall Position (OP) and tertiary links program achieve some exceptional results.

The school has a trade training centre on the school site which is known as the Western Technical Excellence Centre (WesTec). The centre partners with TAFE providers to offer a range of certificate courses that prepares our students for immediate employment. The school also offers vocational education to our students who are supported through school-based traineeships and apprenticeships. The college has engaged with local businesses to form a significant number of partnerships which assist with work experience, traineeships and job placements for our students.

Woodcrest State College is a modern purpose built school with state of the art facilities. The school offers a well-rounded engaging curriculum throughout. A consistent approach to teaching known as the 'Explicit Instruction' model ensures that learning is seamless throughout the college.

A dedicated highly trained professional team of staff direct the learning of each student. The school utilises sophisticated data tracking processes that monitors the progress of every student from Prep through to exiting the college. Our vision at Woodcrest is to 'Inspire student to Succeed'. Fundamental to this vision is providing a high-quality education that makes a difference to the lives of all our students in their pursuit of personal excellence. The college seeks to equip each student for the present as well as the future. To this end Woodcrest State College has developed a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations across all thirteen year levels. This report provides a sample of the achievements and results from Woodcrest State College.

School progress towards its goals in 2018

The 2018 school year was another very productive twelve months for Woodcrest State College.

Woodcrest State College undertook a priority school review in 2017 which examined all aspects of the learning processes throughout the College. Following the review, the College adopted Reading as the College's explicit improvement agenda from Prep through to Year 12. A new unified approach to teaching was launched which is known as the RESPECT for Learning pedagogical framework. Over 2018 school year, the college introduced several other programs which aim to enhance the learning outcomes for our students and variety of learning experiences to ensure the college is the school of choice in Greater Springfield.

Listed below are some of the significant achievements of our Students:

- Enhanced primary NAPLAN Results particularly in the area of Reading
- 100% QCE (fourth successive year)
- 100% VET Cert II or higher
- 49% (52 students/106) Cert III.
- 30 students (28%) awarded an OP; highest OP-2; 70% OP 1-15.
- 100% of students who applied to QTAC received an offer.
- Top student received 44 QCE points.

Under the Investing for Success program significant programs were offered at Woodcrest, these included:-

- Appointment of Head of Curriculum Years 3-6
- Appoint a Pathways Officer to transition post school to education, training or workforce options
- Alignment & Communication Officer
- ICT Equipment
- Learning Support Primary P-2
- Attendance Officer



- Support Year Level leaders Primary
- Year Level Coordinators and Coaches- TRS and short term contracts (Secondary)
- STEM initiatives Years P-12
- Teacher Aide Support Reading Groups (Flying Squad)
- Teacher aide support in Reading (Reading Blitz)
- Implement Classroom Profiling in the College
- Teacher Professional Development
- Appointment of HOC Special Education

Other Significant Achievements in the College included:

- A strategic ICT plan was developed and is being implemented.
- A BYOD program was launched in 2018 and more than 450 students are now part of the program.
- The Academic Awards Night was revamped and was held successfully in November.
- The College had another successful Years 7 trip to Canberra.
- The school continued to enjoy great success in a variety of sports in both the primary schools (Central District) and the Secondary School (Jagera District).
- The Central Comets were established for students to represent the sport at a school representative level.
- Additional playground equipment was installed in the primary school.
- The refurbishment of 'the Hangar' is now complete with 5 state of the art ICT spaces open to students and a new staffroom for Maths and Science also has been completed. This is the first of three stages in renovating the college. The total cost of the renovation exceeded \$800 000.
- The Woodcrest Community Network hosted four successful events that support and showcase our students and the college.
- A purpose built OSHC office was built.
- A new shed constructed outside the junior hall for school storage and to be used by the Brumbies Basketball club.
- Mr Dallas Miller retired as Head of the Secondary School and was replaced by Mr Darren McGregor.
- The P-12 journey night was moved to term 1 and 32 students earned their jerseys for completing the journey.
- Academic coaching was launch for OP Pathway students.
- The ACE program was revamped and will be relaunched in 2020.
- A P-12 STEM program was developed.
- The school established significant processes for the introduction of ATAR for Year 11 in 2019.
- The College receive a federal grant for a new set of flag poles which were installed in front of the primary administration building.
- The college was successful in its application to be accredited to host International Students. It is anticipated the College will host the first International students in 2020.
- Q Parents started to be rolled out across the College.
- The school was a founding member of the Springfield Learning Coalition.
- A new behaviour management plan was developed in 2018 and the trial implementation started in 2019.

Future outlook

A new 4 year strategic plan was launched in 2018. Over the next four years the College will focus on four strategic priorities in order to provide outstanding opportunities for the students of Woodcrest State College and will be the foundation for College to be a the school of choice in Greater Springfield.

Our Strategic Priorities

- Pedagogy – As a College we have a consistent dynamic approach to delivering effective learning in every classroom that engages students and differentiates learning to meet the needs of every student.
- Literacy – Literacy is the foundation of every successful student in all aspects of the curriculum. Through focused literacy teaching in all curricular areas Woodcrest ensures our students can become life-long learners.



- Student Excellence and Innovation (21st Century Skills) – Student Engagement is fundamental in ensuring each child is inspired to deliver excellent outcomes. The College offers an innovative well rounded curriculum that motivates learning and develops in students a commitment to lifelong learning.
- Partnerships – the College staff and students are supported by a vibrant school community who value education and demand high standards. Partnerships are developed and fostered to support students learning and provide enhanced pathways for our students to play an active role in shaping Springfield and the world beyond.

Our Strategic Opportunities

- To position Woodcrest State College as the school of choice in the community through effective transition processes both in the early years and from primary to secondary
- Enhance opportunities to engage & participate in significant community and business partnerships fostered by the Woodcrest Business Network Community
- Build the infrastructure of the College to utilise the latest technology to support learning including BYOD to enhance our curriculum delivery
- Partnerships with Greater Springfield Learning Coalition to cooperate and exchange information and best practice on opportunities for collective benefit.
- Develop strategic approach to student and staff well-being and strategies for building resilient behaviours.

Our Strategic Challenges

- Develop the work force with the right skills and capabilities to meet the needs of 21st century.
- Build effective and efficient work place systems, processes and structures to support the activities of Woodcrest State College.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 12



Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1699	1647	1694
Girls	818	790	823
Boys	881	857	871
Indigenous	91	88	105
Enrolment continuity (Feb. – Nov.)	92%	95%	93%

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The college has an enrolment management plan which prioritises enrolments to students residing in the catchment area. Admission to our academic enrichment programs occurs through application and invitation.

Woodcrest State College benefits from the diversity of its multicultural student body. Approximately 24% of our students are born outside Australia representing over 30 different cultural groups. Five per cent of students are indigenous.

The Special Education Unit support students with disabilities from prep through to Year 12. The school has an ECDP on site.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	27	27	28
Year 7 – Year 10	24	22	24
Year 11 – Year 12	19	19	15

Curriculum delivery

Our approach to curriculum delivery

- A cohesive P-12 curriculum with a strong literacy and numeracy foundation geared towards seamless transitions across the sub-schools is the cornerstone of the College's curriculum.
- Primary School: For prep to year 2, a focus on access with an emphasis on knowledge, understandings and skills for success at school. In years 3-6, the focus shifts to engagement of students. Learning is structured around the Australian Curriculum for English, Maths, Science, History and Geography; the Queensland Early Years Curriculum Guidelines (Prep) and supported by programs derived from LOTE (Japanese), The Arts, Technology and Health & Physical Education.



- Junior Secondary: for Year 7-9, core curriculum units structured around the Australian Curriculum for English, Maths, Science, History and Geography, supported by a program derived from LOTE (Japanese), The Arts, Technology and Health & Physical Education KLAs. An Academic Challenge & Enrichment (ACE) program is offered by invitation for high achieving students in years 7-9.
- Senior School: flexible OP/VET pathways are offered across years 10-12. VET programs include Certificates I/II/III/IV and school-based traineeships/apprenticeships. Woodcrest State College offers a wide range of OP subjects, including all five subjects in The Arts. The opening of a Trade Training Centre in 2014 adjacent to the college has provided major benefits to senior students.

Our school curriculum programs are planned collaboratively by teachers to focus on:

- an alignment between intended curriculum, pedagogy and assessment
- higher order thinking
- high expectations for all students
- standards that are clear and accessible to all
- feedback to students and parents.

Co-curricular activities

The college offers a wide range of extra-curricular programs which provides students with opportunities to engage in activities which extend their learning in the arts, sport and academics.

- Woodcrest State College provides a large number of sporting teams to district carnivals and competitions. Through a partnership with AFL Queensland, which provided funds for coaching and uniforms, all year 3-10 HPE classes undertake a semester study in AFL. Woodcrest State College was a key school in the old Central District Sport and a central venue for volleyball, basketball and AFL. Basketball, soccer and AFL community clubs are based on site.
- Students are supported to participate in extra curricula arts programs in dance, vocals and instrumental music, with groups performing at the Ipswich and Brisbane Eisteddfods. Students from Years 4 to 9 attend the Brisbane Writers' Festival and associated workshops each year.
- A wide range of opportunities are provided to encourage students to enter the various local, state and national academic competitions, as well as competitions arranged by organisations such as Queensland Debating Union.
- Camping programs are offered in the primary school and the junior secondary.

How information and communication technologies are used to assist learning

Woodcrest State College has made eLearning a key pillar of advancing learning and engagement in the college. In 2017 the College established the ground work for the launch of the BYOD program to start in the Secondary School in 2018. A trial of the BYOD was conducted in term 4 2017 which informed the full implementation of the program. In excess of 300 student started in the BYOD in 2018. In 2019 it is anticipated that every Year 7 and 11 student will be part of the program. In 2020 all secondary students will be part of the program and the primary school will start a BYOD trail in some classes. It is anticipated that this program will be expanded over the next few years.

The Prep to Year 3 classes are provided with iPads to support literacy and numeracy learning. Computer labs containing at least 25 computers in each lab are a feature of both the primary and secondary schools. In 2018 extensive work was devoted to the design, development and construction of state of the art ICT learning spaces for Secondary school classes. These facilities officially opened at the start of the 2019 school year.

All classrooms have a data projector which, when linked to teacher laptop computers, ensures teachers are incorporating ICT in the delivery of teaching and learning in all curriculum areas. All teachers have access to digital assessment records for all students, including NAPLAN, which enables deep interrogation of data to identify individual students' learning needs.



Social climate

Overview

There is a strong student focus at Woodcrest State College with a vast array of programs and practices which support student resilience and wellbeing. The College employs many of the School Wide Positive Behaviour Strategies across the two sub-schools, with a focus on the 4 Pillars of Respect – for self, for others, for learning and for the environment.

The majority of teaching and support staff from across the two sub schools are trained in the Essential Skills of Classroom Management. More than 70 staff are trained in classroom profiling with two staff members being trained as an advanced classroom profiler to provide further support to staff in the area of the Essential Skills of Classroom Management.

The two sub-schools operate a student support services committee to identify students in need and to provide appropriate support for their individual circumstances. Year Level Coordinators operate to enhance alignment of practices and consistency of curriculum delivery. These staff play a crucial role in encouraging a positive culture across the year level, supporting individual students in need of social support and maintain close liaison with parents.

The college is well served by primary and secondary Guidance Officers, a Health Nurse, Youth Support Worker and School Chaplain. External government and non-government agencies are accessed as required.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	88%	94%	88%
• this is a good school (S2035)	88%	94%	89%
• their child likes being at this school* (S2001)	92%	94%	84%
• their child feels safe at this school* (S2002)	90%	94%	84%
• their child's learning needs are being met at this school* (S2003)	83%	89%	88%
• their child is making good progress at this school* (S2004)	86%	91%	87%
• teachers at this school expect their child to do his or her best* (S2005)	99%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	90%	91%
• teachers at this school motivate their child to learn* (S2007)	86%	89%	87%
• teachers at this school treat students fairly* (S2008)	83%	88%	78%
• they can talk to their child's teachers about their concerns* (S2009)	94%	94%	96%
• this school works with them to support their child's learning* (S2010)	90%	91%	91%
• this school takes parents' opinions seriously* (S2011)	83%	88%	81%
• student behaviour is well managed at this school* (S2012)	81%	84%	68%
• this school looks for ways to improve* (S2013)	89%	94%	89%
• this school is well maintained* (S2014)	90%	90%	88%

* 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.



Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	95%	91%
• they like being at their school* (S2036)	92%	91%	90%
• they feel safe at their school* (S2037)	90%	89%	89%
• their teachers motivate them to learn* (S2038)	89%	94%	94%
• their teachers expect them to do their best* (S2039)	97%	98%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	95%
• teachers treat students fairly at their school* (S2041)	84%	82%	81%
• they can talk to their teachers about their concerns* (S2042)	84%	80%	83%
• their school takes students' opinions seriously* (S2043)	80%	82%	75%
• student behaviour is well managed at their school* (S2044)	76%	67%	72%
• their school looks for ways to improve* (S2045)	90%	94%	86%
• their school is well maintained* (S2046)	89%	81%	81%
• their school gives them opportunities to do interesting things* (S2047)	87%	91%	93%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	84%	94%
• they feel that their school is a safe place in which to work (S2070)	97%	81%	91%
• they receive useful feedback about their work at their school (S2071)	87%	70%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	77%	83%
• students are encouraged to do their best at their school (S2072)	98%	82%	97%
• students are treated fairly at their school (S2073)	98%	83%	95%
• student behaviour is well managed at their school (S2074)	92%	67%	70%
• staff are well supported at their school (S2075)	92%	71%	77%
• their school takes staff opinions seriously (S2076)	92%	71%	79%
• their school looks for ways to improve (S2077)	95%	83%	93%
• their school is well maintained (S2078)	88%	82%	81%
• their school gives them opportunities to do interesting things (S2079)	89%	77%	86%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.



Parent and community engagement

Parents are encouraged to take an active role in the life of the college. Parents show strong support for awards ceremonies held regularly in the sub-schools and for college functions, such as Under 8s and harmony days.

Parents are actively engaged in discussions on their student's progress and parent teacher interviews take place each semester in both the primary and secondary schools. The Year 10 Senior Education and Training (SET) plans are well attended. Regular contact is maintained between parents and their child's teachers throughout the year via telephone conversations, email communication or meetings with the teacher at the college.

The college website, facebook page and Newsletters continue to provide a valuable link to parents. The P&C also work with the College in helping communicate with the community and have an active Team Woodcrest facebook page. In recent times the college has undertaken a review of communication. Following the review it was agreed that the College would send out more regular briefer communications from both the College Executive Principal and also sub-school Principals. The College also embraced new forms of communications including text messaging and emailing parents for students who are away without explanation.

Over the last few years there were many positive changes created through the good work of the small number of P&C members. It was wonderful to see an enhanced number of parents at meetings who are keen to advance Woodcrest State College.

The P&C Executive have played a massive role in transforming the interaction between parents and the College. The executive have been instrumental in building business models that will drive the resourcing in the school for the next generation of students at Woodcrest. The key initiatives include the secondary canteen, OSHC and the launch of the primary school tuckshop. The P&C has also been responsible for the installation of 'Big Arse' fans in the Secondary school hall and Junior School hall which has made a massive difference to these facilities in the summertime.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The College ensures that the personal needs of all children are a key priority. In primary school the class teacher monitors the academic and social progress of each child in their class. In the secondary school each student has a suCCcess coach who monitors all elements of a student's progress throughout the year.

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

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	324	326	326
Long suspensions – 11 to 20 days	15	12	18
Exclusions	9	1	10
Cancellations of enrolment	5	2	7

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.



Environmental footprint

Reducing this school's environmental footprint

Woodcrest State College has implemented a number of strategies in an attempt to reduce its Environmental Footprint. All staff members are encouraged to monitor their electricity usage by turning off lights and computers when not required. Four large water tanks irrigate ovals and gardens. Through enhanced partnerships with Ipswich City Council it is anticipated these will reduce water usage and our overall environmental footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	706,965	745,708	696,612
Water (kL)	5,332	5,195	6,590

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile



Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	137	76	5
Full-time equivalents	129	55	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	31
Graduate Diploma etc.*	45
Bachelor degree	56
Diploma	3
Certificate	0

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$562 242.

The major professional development initiatives are as follows:

- Coaching and mentoring in reading and explicit instruction practices
- Collaborative data inquiry to map student achievement using data walls and data placemats
- Australian Curriculum planning, assessment and reporting
- Capacity building through engagement with QELi and Regional leadership development programs
- Attendance at Junior Secondary, VET and QCAA seminars and conferences to prepare staff for SATE.
- Aspiring leaders program
- Campus Leaders Retreat
- Fierce Conversations
- Systemic priorities

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.



Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 91% of staff were retained by the school for the entire 2018.

Performance of our students

Listed below are some of the significant achievements of our Students:

- Enhanced primary NAPLAN Results particularly in the area of Reading
- 100% QCE (fourth successive year)
- 100% VET Cert II or higher
- 49% (52 students/106) Cert III.
- 30 students (28%) awarded an OP; highest OP-2; 70% OP 1-15.
- 100% of students who applied to QTAC received an offer.
- Top student received 44 QCE points.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	90%
Attendance rate for Indigenous** students at this school	88%	89%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.



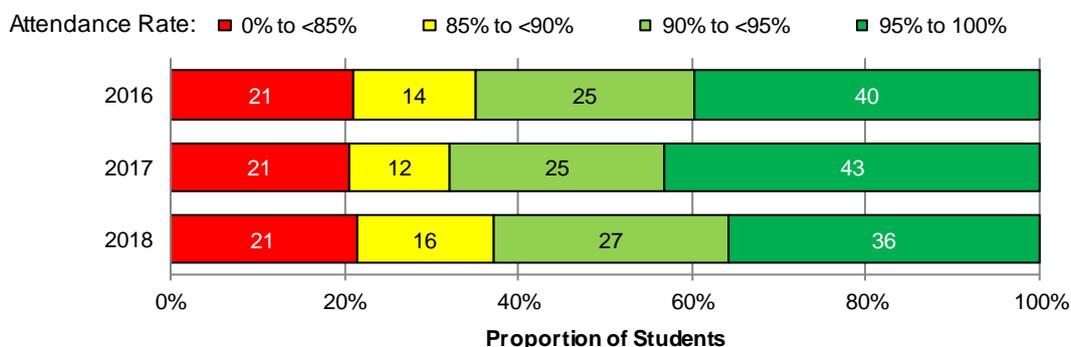
Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	92%	91%
Year 1	90%	92%	92%
Year 2	90%	91%	93%
Year 3	92%	91%	91%
Year 4	93%	93%	90%
Year 5	94%	93%	91%
Year 6	92%	94%	92%

Year level	2016	2017	2018
Year 7	92%	92%	92%
Year 8	90%	90%	88%
Year 9	87%	88%	89%
Year 10	86%	89%	85%
Year 11	88%	88%	88%
Year 12	88%	88%	88%

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

At Woodcrest State College, all rolls are marked electronically. In the Primary School rolls are marked in the morning and again after lunch while in Secondary School, rolls are marked at morning roll marking and in each of the four lessons during the day.

Parents are expected to inform the school when their child is absent. The school uses ID Attend to track and monitor student attendance and this is synchronised with OneSchool. If the school is not informed of the absence, an email is sent home before 12pm each day outlining the absence and requesting an explanation. When a child is absent and there are known ongoing attendance issues or if truancy is suspected, then a parent is immediately contacted.

As proactive measures, regular attendance forms part of the expectations of the Primary and Secondary School and exemplary attendance is recognised in awards ceremonies held each semester and through P&C sponsorship at Woodcrest State College's annual Awards Night.

Indigenous Education Workers, Guidance Officers, the school based Health Nurse or Youth Support Worker are utilised to support students and parents in cases of school refusal. In some instances a graduated return or part day program might be negotiated to encourage a return to full time attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.



How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a schoolSearch website

Go

School sector ▼School type ▼State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profileNAPLANAttendanceFinancesVET in schoolsSenior secondarySchools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	153	137	107
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	153	137	107
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	29	32	30
Percentage of Indigenous students who received an OP	25%	0%	33%
Number of students awarded one or more VET qualifications (including SAT)	153	137	107
Number of students awarded a VET Certificate II or above	153	137	107
Number of students who were completing/continuing a SAT	37	15	10
Number of students awarded an IBD	0	0	0



Description	2016	2017	2018
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	69%	72%	70%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	4	3
6-10	4	5	9
11-15	14	14	9
16-20	9	8	8
21-25	0	1	1

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	19	7	7
Certificate II	153	137	107
Certificate III or above	85	67	55

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	84%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	64%	44%	50%

Notes:

- The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.



Early school leavers

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

Students in years 11 and 12 who are at risk of non-completion are supported with transition to alternative programs outside the school system or to the workforce with the assistance of agencies within state and federal government departments and local agencies such as the Ipswich Community Youth Support Service. The Queensland Pathways College is highly successful in assisting many students who left school obtain qualifications. The Pathways College has continued to provide wonderful support for Woodcrest State College in working alongside the College in ensuring students stay at school longer and receive a certificate of completion.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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

Conclusion

Over the last twelve months there were many positive changes created through the great work of staff, parents and students. I would like to recognise and thank all of the staff of Woodcrest State College who have worked to enhance the educational outcomes of the students. The College has a dedicated team of staff of which the school community should be immensely proud. The staff continue to look for better ways to challenge and motivate each and every student and the student outcomes are a reflection of this effort.

Special thanks to all who attend P&C meetings, in particular the executive members of the schools P&C Association. Your support of the school does not go unnoticed by parents or staff. I would also like to recognise and thank Steve Grant who as president has worked tirelessly to enhance the P&C.

It is my pleasure to deliver this report to the school community to demonstrate a year of positive achievement in advancing Woodcrest State College. It is a great honour to be given the chance to lead such a fabulous institution and help shape the future of the students in providing them with the keys to help unlock their potential

Patrick Murphy



Executive Principal
Woodcrest State College

