

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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## School Overview

As a Prep to Year 12 State College, Woodcrest caters for the needs and aspirations of students across all the phases of learning. Our school community is enriched by the diversity of our student population and motivated by our core values of excellence and equity; diversity and inclusiveness; innovation and creativity; health and wellbeing; and professionalism.

We provide an integrated approach to learning aligned with our school vision: Discover Achieve Succeed. In the early phase, young children are provided with opportunities that enable them to discover learning connecting their own experiences to the real world around them; in the middle phase, students are engaged in experiences that enable them to achieve success through intellectually challenging and connected learning; in the senior phase our young people are provided with multiple pathways that enable them to succeed in transitioning to the full range of post-schooling destinations and opportunities.

Whilst improving literacy and numeracy are cornerstones of our students' academic success, the College also excel in technology, the arts and sport. Our Academic Challenge and Enrichment (ACE) programs in the Junior Secondary School and our tertiary preparation and university links programs in the Senior Secondary School extend and challenge our academically gifted students. A resource rich setting with laptops, iPads, computer labs and wireless internet technologies are available throughout the campus.

A wide range of cultural experiences including dance, music industry and instrumental music programs are offered across P-12 classes. The College offers Academies of Sport in volleyball and basketball; and a School of Excellence program in AFL. Our students excel in district, regional and state sport.

Education Queensland's Junior Secondary initiatives are being delivered for students in year levels 7, 8 and 9. In 2012 the C&K Woodcrest Community Kindergarten opened on our College grounds and in 2014 our Trade Training Centre, WESTec, opened on land adjacent to our top oval complementing existing partnerships with a number of TAFE providers. Our vocational education students are also supported through a number of school based traineeships and apprenticeships.

Woodcrest State College truly delivers a rich and rewarding educational journey that equips all students with the knowledge, skills and confidence to reach their full potential.

## Principal's Foreword

### 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 established a great tradition of our students achieving academic excellence. Students have a rich array of learning pathways to choose from 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 Secondary 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 provide a range of certificate courses that prepare 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 Students 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. In particular, we seek to equip each student for the present as well as the future. To this end, the 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 during 2017.

## **School Progress towards its goals in 2017**

The 2017 school year was another very productive twelve months for Woodcrest State College.

In 2017 the amalgamation of the Junior Secondary School and the Senior Secondary School into Woodcrest Secondary School occurred. The amalgamation created enhanced alignment throughout the College and allowed the College to focus on maximising the academic performance of our students.

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

- Appointment of 1.0 FTE Head of Curriculum (Reading) P-6
- Appointment of a Transition Officer to transition post school to education, training or workforce options
- Appointment of 1.0 FTE Deputy Principal Student Services
- Appointment of 1.0 FTE HOC Special Education
- Appointment of 1.0 Pedagogy Coach Primary School
- Appointment of an Attendance Officer
- Teacher Professional Development
- Year Level Coordinators
- Teacher aide training and support in Reading intervention programs
- Leadership Team Professional Development
- STEM initiatives Years P-6
- PAT Reading, Mathematics and Science Tests scoring and analysis
- Athletics

Other Significant Achievements in the College included:

- The Woodcrest Community Network was established with five successful events that support and showcased our students and the College.
- A partnership package was launched and number of partnerships were established with local businesses.
- The College aligned its enrolment process and significantly increased the level of community engagement.
- The College revamped the website.
- The College established a Pathways Centre to enhance opportunities for students to enter work experience programs, part-time work, training programs, full time work or territory education.
- The Pathways Centre is also designed to ensure engagement is maintained with students beyond Year 12 to ensure students stay engaged in work or training.
- A full audit of all ICTs was undertaken and a strategic ICT plan is being implemented.
- A BYOD program was launched in 2018 and more than 300 students are part of the program.
- The Primary School Choir were successful at the Ipswich Eisteddfod.
- The College Debating teams continued to participate in the QDU debating and enjoyed ongoing success.
- The College achieved positive School Opinion Survey results.
- The Academic Awards Night was held successfully in November.
- A significant number of student discos were held for both the Primary School and Junior Secondary School and were organised successfully by the P&C.
- 35 teachers trained in classroom profiling which enhances and aligns teaching practice.
- The camping program was again an important feature of the College in both the Primary School and Junior Secondary School.
- The College had 40 students from Years 7 & 8 take part in a trip to Canberra.
- The school continued to enjoy great success in a variety of sports in both the Primary Schools in Central District and in the Secondary School in Jagera District.
- The Woodcrest Sports Academies were launched in Volleyball and Basketball.
- An AFL excellence program was established at Woodcrest State College.
- Playground equipment was updated in the Primary School.

## Future Outlook

The College undertook a Priority School Review in Term Three which examined all aspects of the teaching and 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 uses the Explicit Instruction model as its basis. Over the next few years the focus on Reading as the Explicit Improvement Agenda and a consistent approach to teaching will provide outstanding opportunities for the students of Woodcrest State College and will be the foundation for the College to be a school of choice in Greater Springfield.

## 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 2017:</b>	Early Childhood - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	1676	786	890	86	94%
<b>2016</b>	1699	818	881	91	92%
<b>2017</b>	1647	790	857	88	95%

Student counts are based on the Census (August) enrolment collection.

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## 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 occur 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	27	27	27
Year 7 – Year 10	22	24	22
Year 11 – Year 12	18	19	19

## 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 School: for Years 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 secondary 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
- provision of 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 Years 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 School.

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

eLearning is a major College priority. In 2017, the College established the groundwork 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 2018 which informed the full implementation of the program. In excess of 300 students started in the BYOD. It is anticipated every Year 7 and Year 11 student in 2019 will be part of the program and in 2020 all Secondary students will be part of the program. It is anticipated the Primary School will also establish a BYOD class in 2019 and the 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. Every classroom has a data projector which, when linked to teacher laptops, enables improved digital pedagogical practices. 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 35 staff are trained in classroom profiling with one staff member being trained as an advanced classroom profiler to provide further support to staff in the area of Essential Skills.

The two sub-schools operate a student support services committee to identify students in need and to provide appropriate support for their individual circumstances. In 2017, Year Level Coordinators were appointed 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

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	88%	94%
this is a good school (S2035)	88%	88%	94%
their child likes being at this school* (S2001)	95%	92%	94%
their child feels safe at this school* (S2002)	93%	90%	94%
their child's learning needs are being met at this school* (S2003)	88%	83%	89%
their child is making good progress at this school* (S2004)	93%	86%	91%
teachers at this school expect their child to do his or her best* (S2005)	95%	99%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	89%	90%
teachers at this school motivate their child to learn* (S2007)	90%	86%	89%
teachers at this school treat students fairly* (S2008)	86%	83%	88%
they can talk to their child's teachers about their concerns* (S2009)	93%	94%	94%
this school works with them to support their child's learning* (S2010)	93%	90%	91%
this school takes parents' opinions seriously* (S2011)	84%	83%	88%
student behaviour is well managed at this school* (S2012)	70%	81%	84%
this school looks for ways to improve* (S2013)	92%	89%	94%
this school is well maintained* (S2014)	90%	90%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	91%	95%
they like being at their school* (S2036)	96%	92%	91%
they feel safe at their school* (S2037)	97%	90%	89%
their teachers motivate them to learn* (S2038)	96%	89%	94%
their teachers expect them to do their best* (S2039)	98%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	92%	93%
teachers treat students fairly at their school* (S2041)	86%	84%	82%
they can talk to their teachers about their concerns* (S2042)	87%	84%	80%
their school takes students' opinions seriously* (S2043)	92%	80%	82%
student behaviour is well managed at their school* (S2044)	84%	76%	67%
their school looks for ways to improve* (S2045)	97%	90%	94%
their school is well maintained* (S2046)	98%	89%	81%
their school gives them opportunities to do interesting things* (S2047)	94%	87%	91%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	96%	84%
they feel that their school is a safe place in which to work (S2070)	95%	97%	81%
they receive useful feedback about their work at their school (S2071)	90%	87%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	85%	77%
students are encouraged to do their best at their school (S2072)	98%	98%	82%
students are treated fairly at their school (S2073)	95%	98%	83%
student behaviour is well managed at their school (S2074)	84%	92%	67%
staff are well supported at their school (S2075)	92%	92%	71%
their school takes staff opinions seriously (S2076)	90%	92%	71%
their school looks for ways to improve (S2077)	94%	95%	83%
their school is well maintained (S2078)	88%	88%	82%
their school gives them opportunities to do interesting things (S2079)	90%	89%	77%

\* 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. The College undertook a review of communication in 2017. 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 and launched podcasts to showcase a variety of elements of the Woodcrest State College.

Throughout 2017 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 in 2017, who are keen to advance Woodcrest State College. Since 2016, the P&C Executive have played a massive part in transforming the P&C Association 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 Woodcrest Community Markets, 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 Primary School Hall, which has made a massive difference to these facilities in the summertime.

## Respectful relationships programs

The school has developed and implemented a program or 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 through the year.

The school has developed and implemented programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	205	324	326
Long Suspensions – 11 to 20 days	8	15	12
Exclusions	3	9	1
Cancellations of Enrolment	3	5	2

## Environmental Footprint

### Reducing the school's environmental footprint

Woodcrest State College has adopted several 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. We envisage that enhanced partnerships with Ipswich City Council will help reduce water usage and our overall environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	814,595	500
2015-2016	706,965	5,332
2016-2017	745,708	5,195

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

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au>.

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

### Find a school

Sector:

Government

Non-government

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

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

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	129	70	<5
Full-time Equivalent	121	52	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	15
Graduate Diploma etc.**	49
Bachelor degree	59
Diploma	5
Certificate	

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$547 245

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 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 90% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes

Listed below are some of the significant achievements that have occurred over the last 12 months:

- Enhanced primary NAPLAN results particularly in the area of Reading.
- 100% QCE (third successive year)
- 100% VET Cert II or higher
- 48% (66 students/137) Cert III, 1 student Cert IV
- 32 students (23.4%) awarded an OP; highest OP-2; 71.9% OP 1-15, highest yet achieved at Woodcrest.
- 35/35 students accepted QTAC offers

## Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	89%

\*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 2017 for all Queensland P-10/P-12 schools was 90%.

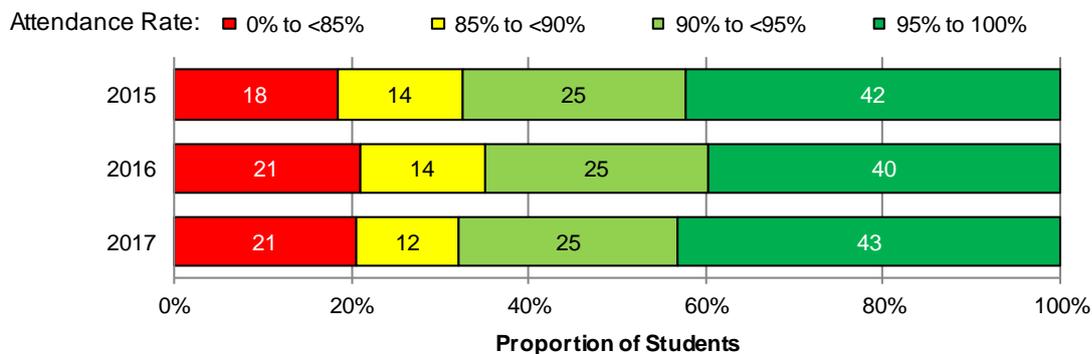
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	91%	91%	91%	92%	93%	90%	94%	93%	93%	91%	87%	89%	91%
2016	92%	90%	90%	92%	93%	94%	92%	92%	90%	87%	86%	88%	88%
2017	92%	92%	91%	91%	93%	93%	94%	92%	90%	88%	89%	88%	88%

\*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 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 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**.

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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	2015	2016	2017
Number of students receiving a Senior Statement	161	153	137
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	38	29	32
Percentage of Indigenous students receiving an Overall Position (OP)	0%	25%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	37	15
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	161	153	137
Number of students awarded an Australian Qualification Framework Certificate II or above.	161	153	137
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	161	153	137
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	69%	72%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	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
2015	2	11	12	13	0
2016	2	4	14	9	0
2017	4	5	14	8	1

As at 14th February 2018. 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
2015	21	161	74
2016	19	153	85
2017	7	137	67

As at 14th February 2018. The above values exclude VISA students.

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	85%	84%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	86%	64%	44%	

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

### 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.

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. In 2016, the Queensland Pathways College was established and it proved highly successful in assisting many students who left school to 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 certificate of completion.

## 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 for 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 results achieved 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 Sarah Atkinson who as President has worked tirelessly to enhance the P&C. Sarah has played a massive part in transforming the P&C Association and the College over the last 18 months.

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

A handwritten signature in black ink, appearing to read 'P. Murphy', written over a horizontal line.

Executive Principal  
Woodcrest State College