Principal’s foreword

Introduction

As a state college, Woodcrest welcomes the enrolment of children and young people from all families who live within our primary and secondary enrolment catchments. Our College caters for the needs and aspirations of students across all the phases of learning and is supported with the 2012 opening of the Woodcrest C & K Kindergarten.

Our vision at Woodcrest is to provide 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 children and young people 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 years levels.

During 2011 our college has also developed and published an explicit improvement agenda directed at achieving improved measurable outcomes in student learning. Whilst improving literacy and numeracy are cornerstones of our students’ academic success, we also excel in technology, the arts and sport. The Academic Challenge and Enrichment (ACE) programs in Junior and Middle schools and our OP and tertiary links programs in the Senior School extend and challenge our academically gifted students.

Our Trade Training Centre will open in 2013 and complement existing partnerships with a number of TAFE providers as well as supporting our school based traineeships and apprenticeships. This report provides a sample of the achievements and results from Woodcrest State College during 2011.

School progress towards its goals in 2011

The 2011 Operational Plan for Woodcrest State College identified the following priorities:

- Implement targeted initiatives to improve performance of all students in literacy, numeracy and science.
- Facilitate improved transitions between junior, middle and senior sub schools to ensure a seamless learning experience.
- Implement strategies aimed at improving student attendance rates to ensure all children are engaged in learning.
- Closing the Gap in educational outcomes for Indigenous students through a particular focus on achievement, attendance and retention.
- Provide multiple pathways and diverse learning experiences to engage all senior students and increase Year 12 or equivalent attainment.
The adoption of collaborative data inquiry has supported and enhanced consistent whole-of-college practices for the regular monitoring and review of student achievement data and attendance rates.

- A whole school summary of achievement data for all subjects demonstrates a 2% increase in the number of students achieving C or above. For Mathematics and English, there was a 4% and 3% increase respectively, in the number of students achieving a C or above.
- NAPLAN results from 2011 saw an increase in the percentage of year 3 and year 5 students achieving in the Upper 2 Bands for the strand of Writing and an increase in the percentage of students in year 7 and 9 achieving National Minimum Standards in comparison to National performance in all areas.
- Student attendance rates increased steadily by 1% for all students.
- Whole school assessment summary data for all subjects demonstrate a slight increase in the number of indigenous students achieving C or above, with a 5% increase in the number of indigenous students achieving an A or B.
- Year 12 exit data at the end of 2011 showed a significant increase with 50.8% of eligible students achieving OP 1-15.

**Future outlook**

The key directions of the Woodcrest State College Strategic Plan 2011-2013 are:

- Continue to progress the college improvement and reform agenda.
- Continue whole-of-college processes that enable staff to access and utilise student achievement data.
- Consolidate processes enabling curriculum leaders to engage teachers in professional conversations around core learning priorities.
- Continue to support children’s wellbeing through fostering skills and attitudes that encourage them to be fair citizens.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1805</td>
<td>882</td>
<td>923</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The college has an enrolment management plan in place which restricts enrolments to students residing in the Springfield catchment area. Over 35% of our students are from a non-Australian background, the most common being Pacifica (17%) and Vietnam (3%). Five per cent of students are indigenous.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.7</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>25</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>18.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.3</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>233</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>10</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>4</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

- A cohesive P-12 curriculum with a strong literacy and numeracy foundation geared towards seamless transitions across the Junior/Middle and Middle/Senior School interfaces
- Junior School – for prep to year 3, a focus on access with an emphasis on knowledge, understandings and skills for success at school. In years 4-6, the focus moves to engagement of students in learning which is structured around the Australian Curriculum for English, Maths and Science and the Education Queensland Essential Learnings in SOSE, Technology, HPE and the Arts.
- Middle School – for Year 7 – 9, core curriculum units structured around the Australian Curriculum for English, Maths and Science and History, supported by an elective program derived from the Arts, Technology and Health & Physical Education KLAs. Academic Challenge & Enrichment (ACE) program for students in years 7 to 9.
- Senior School – flexible OP/VET pathways across years 10-12. VET programs include Certificates I/II/III and school-based traineeships/apprenticeships. Wide range of OP subjects. Plans are proceeding for the placement of a Trade Training Centre adjacent to the college which will provide major future benefits to senior students.
Our school at a glance

While transitioning to the Australian curriculum for English, Mathematics and Science during 2012, and History from 2013, from Prep to Year 10, school programs will continue to focus on:

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

Extra curricula activities

- The college offers a wide range of extra-curricular programs which provide students with opportunities to engage in activities which extend their learning in the Arts, Sport and Academics
- Sport is very popular with students and WSC provides a large number of sporting teams to district carnivals and competition
- Camping programs are offered in the middle school, as part of the pastoral care program, and in the senior school as part of student leadership programs.
- Students are supported to participate in extra curricula Arts programs including, JRock, Wikakirri, Bring it On, junior choirs and an instrumental music program. Last year saw the 3rd annual staging of an Arts spectacular called “WoodFest”, a showpiece of the vast array of talent across P-12.
- A wide range of opportunities are provided to encourage students to enter the various local, state and national academic competitions.

How Information and Communication Technologies are used to assist learning

eLearning is a major college priority. A significant injection of federal funds as part of the National Secondary Schools Computer Fund (NSSCF) has resulted in improved student access to digital technologies, particularly for years 9 and 11, with the introduction of a take home laptop scheme. Every classroom has a data projector which, when linked to teacher laptop computers, enable improved digital pedagogical practices.

An active elearning committee supports the professional development and training of staff with a high priority placed on all teachers achieving at least an ICT certificate with many moving on to a Digital Pedagogical Licence. All teachers have access to digital NAPLAN records for all students which enable deep interrogation of data to identify individual students learning gaps.

Social climate

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

All sub schools operate a student support services committee to identify students in need and to provide appropriate support for their individual circumstances.

The college is well served by school guidance officers, a health nurse, Youth Support Counsellor and School Chaplain. External government and non-government agencies are accessed as needed.

The Special Education Unit staff support over 75 students with disabilities. Almost 300 children have been identified from an ESL background with about 90 of these receiving some form of ESL support.
Our school at a glance

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good</td>
<td>67%</td>
</tr>
<tr>
<td>education at school</td>
<td></td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development</td>
<td>75%</td>
</tr>
<tr>
<td>opportunities that relate to school and systemic initiatives</td>
<td></td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>84%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Parents are encouraged to take an active role in the life of the college. Traditionally, the level of active involvement decreases as students move from the junior to senior years.

Each sub school holds parent teacher nights once each semester where parents may discuss issues raised in the student’s report card or other issues relating to the student’s education or wellbeing. Parents are encouraged to maintain regular contact with their child’s teachers throughout the year via telephone conversations, email communication or by physically meeting with the teacher at the college.

Parents show strong support for college functions and awards ceremonies. The college website and eNewsletter continue to provide a valuable link to parents.
Our school at a glance

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>742,508</td>
<td>4,745</td>
</tr>
<tr>
<td>2010</td>
<td>658,925</td>
<td>6,461</td>
</tr>
<tr>
<td>% change</td>
<td>13%</td>
<td>-27%</td>
</tr>
</tbody>
</table>

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 have also been installed to irrigate ovals and gardens.

During 2011, as part of the Queensland Sustainable Schools initiative, an Environmental Management Plan was developed. Environmental education achievements include:

- 2011 - Gold Award (Ipswich City Council) in the student category with our entry “Don’t Waste It—Rethink It”. The prize included a huge perpetual trophy and a $2000 cheque for innovation, conservation and culture.
- Recycling program established across the school including aluminium cans, paper and cardboard, plastics, glass and organic matter.
- Garden of Hope area has been re-developed with 79 Indigenous bush tucker and medicine plants, a sandstone yarning circle, animal boxes, composting bins, tank water connection creating a spectacular outdoor learning environments.
- Solar panels installed and connected to www.solarschools.net
- Action Recycling aluminium can cages have been placed in the school to raise funds for sustainability projects.
- Participation in the Earth Smart Science program in 2011 in partnership with Pullenvale Environmental Education Centre.
- Annual waste competition across the schools to encourage recycling of cans.
- Waste presentations through Ipswich Waste Services (Angela Hair) and PEEC (David Jackson).
- All staff have participated in PD in the area of sustainability, ecological footprint and curriculum connections possible for Education for Sustainability.
- Development of healthy vegetable gardens that are maintained by various classes on a rotational system throughout the year.
- Individual teachers integrate sustainability and environmental education into their units of work.
- This includes incursions and excursions relating to core curriculum topics.
- 2009 Gold Award (ICC) for the establishment of the Garden of Hope.
- ECDP developed a sensory garden with support from Bunnings (Oxley).
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>134</td>
<td>60</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>126</td>
<td>44</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>11</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>111</td>
</tr>
<tr>
<td>Diploma</td>
<td>9</td>
</tr>
<tr>
<td>Certificate</td>
<td>2</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $87,776.

The major professional development initiatives are as follows:

- Preparation for the implementation of the Australian Curriculum in English, Maths and Science
- Earth Smart Science program (Junior School)
- Essential Skills training (Middle School)
- Higher Order Thinking Classrooms (Middle School)
- Gifted Education Mentoring (GEMs) program
- Science Sparks (Years 4 – 7)
- ICT – Digital Pedagogy Licence (DPL) facilitator training
- OneSchool Functionality, ie. timetabling, data downloads
- Data Analysis – Collaborative Data Inquiry
- QUT – Senior School Improvement Strategy

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 89%.

The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>90%</td>
<td>93%</td>
<td>91%</td>
<td>92%</td>
<td>93%</td>
<td>91%</td>
<td>91%</td>
<td>91%</td>
<td>86%</td>
<td>86%</td>
</tr>
</tbody>
</table>

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Woodcrest State College, all rolls are marked electronically using ID Attend. In the Junior School rolls are marked in the morning and again after lunch while in the Middle and Senior Schools, 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. If the school is not informed of the absence, then a letter home is sent at the end of each week listing any absences 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 via telephone or email. Indigenous Education Workers, Guidance Officers, the school based Health Nurse or Youth Support Worker may be used 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.

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

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/](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.

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Achievement – Closing the Gap**

During 2011 WSC established a P-12 Aboriginal and Torres Strait Islander Education Committee as a result of the EATSIPs training received during 2010. Further staff, within the junior school, were trained in YuMi Deadly Maths as part of a DET initiative aimed at closing the gap in numeracy achievement. NAPLAN results for year 3 Numeracy reflect the gains made in this area. Collaborative data inquiry practices continue to focus attention on improving indigenous student performance in other areas.

This committee has also organised many gatherings to initiate community engagement including yarning circles and NAIDOC week celebrations.

Partner initiatives with the Broncos Mentoring Program, the Indigenous Schooling Support Unit (ISSU), Dare to Lead and the Learn, Earn Legend forums continue to support strategies targeting positive retention rates from Year 10 to Year 12.

Strategies have been put into place to address gaps in student attendance rates with the school incorporating actions from the Every Day Counts policy into its Attendance Improvement Strategy, with monitoring of attendance rates and follow up on student absences key priorities.

**Apparent retention rates Year 10 to Year 12.**

Year 12 student enrolment as a percentage of the Year 10 student cohort. 82%

**Outcomes for our Year 12 cohort of 2011**

| Number of students receiving a Senior Statement. | 147 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 2 |
Performance of our students

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving an Overall Position (OP)</td>
<td>61</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship</td>
<td>13</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications</td>
<td>144</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above</td>
<td>79</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
<td>99</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD</td>
<td>51%</td>
</tr>
<tr>
<td>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</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer</td>
<td>90%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>OP Band</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>4</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>14</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>13</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>27</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>3</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>135</td>
</tr>
<tr>
<td>Certificate II</td>
<td>70</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>15</td>
</tr>
</tbody>
</table>

All students enrol in Certificate I in Work Education and are expected to complete this qualification before exiting year 12.

Students in years 11 and 12 may also elect to study other certificates provided by:
2. **External RTOs**: Certificate III Children’s Services, Certificate II Sport & Recreation, Certificate III Fitness, Certificate III Accounts Administration, Certificate IV Justice Studies
3. **Co-enrolment in certificates with Bremer TAFE, Skilltech, SBIT, MSIT and other institutions**

In addition, students may also access school based apprenticeships or traineeships.

A Trade Trading Centre adjacent to the college campus is expected to open late in 2013.
**Post-school destination information**

**NEXT STEP 2012**

**STUDENT DESTINATIONS**

Woodcrest State College

**Introduction**

This report is based on the findings of the Queensland Government Next Step survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the Next Step survey can be located at the Next Step website at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

**Response rate for Woodcrest State College**

Table 1 below reports the response rate for Woodcrest State College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Woodcrest State College in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school. **Table 1: Survey response rate**

<table>
<thead>
<tr>
<th>Number of respondents</th>
<th>Number of students who completed Year 12 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td>147</td>
</tr>
</tbody>
</table>

**Definitions of main destinations**

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

**Summary of findings**

In 2012, 44.2 per cent of young people who completed Year 12 at Woodcrest State College in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (22.5 per cent). The combined VET study destinations accounted for 21.7 per cent of respondents, including 17.5 per cent in campus-based VET programs, with 8.3 per cent of Year 12 completers entering programs at Certificate IV level or higher.

4.2 per cent commenced employment-based training, either as an apprentice (2.5 per cent) or trainee (1.7 per cent). There were no respondents from this school who deferred a tertiary offer in 2012.

55.8 per cent did not enter post-school education or training, and were either employed (29.2 per cent), seeking work (23.3 per cent) or neither studying nor in the labour force (3.3 per cent).

**Figure 1** Main destinations of Year 12 Completers

![VET Destinations Chart](chart.png)
Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. Students in years 11 and 12 who are at risk of non-completion are supported into non-school alternative programs such as Get Set for Work or provided with assistance to transition them to the workforce through organisations such as CRS which is part of the Australian Government Department of Human Services.