

# Woodcrest State College

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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



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## School Overview

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, we also excel in technology, the arts and sport. Our Academic Challenge and Enrichment (ACE) programs in the junior and middle schools and our tertiary preparation and university links programs in the senior 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, netball and basketball; and a School of Excellence program in AFL. Our college students excel in district, regional and state sport carnivals.

Education Queensland's junior secondary initiatives are being delivered in our purpose built middle school catering 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 Forward

### 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 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 and Junior Secondary school extends and challenges our academically gifted students. The Senior School student results 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. The centre partners with TAFE providers to provide 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 placements of 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 'Signature Practices' ensures that learning is seamless through the college.

Throughout the school a dedicated highly trained professional team of staff direct the learning of each student. The school employed a sophisticated data tracking process that monitors the progress of every student from Prep through to exiting the college.

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 2016 our college developed a whole of college Strategic Plan directed at achieving improved measurable outcomes in student learning. This report provides a sample of the achievements and results from Woodcrest State College during 2016.

## School Progress towards its goals in 2016

The 2016 was another very productive twelve months for Woodcrest State College.

In 2016 the College Executive Principal Mr Rod Evans took long service leave prior to his retirement. Rod Evans had led Woodcrest State College for over 12 years. Rod led some excellent work in regards partnerships in particular the development and creation of the WesTEC Trade Training centre. WesTEC is a great legacy of Rod's vision for the College. It exemplified his ability to work collaboratively with other schools to mutually benefit students to provide them with a diversity of pathways in which to enrich their future educational journey.

Mr Dallas Miller led the amalgamation of the Junior Secondary School and the Senior Secondary School into Woodcrest Senior School which officially started in January 2017. The amalgamation created enhanced alignment throughout the College and allows the College to focus on enhancing the offerings to our students.

The College launched the Signature Practices at the start of 2016 which is the schools pedagogical approach to ensure consistency of teaching throughout the College. The College also conducted a mini-review of the teaching and learning processes used throughout the College. Following the review, the College adopted Reading as the College's explicit improvement agenda from Prep through to Year 12. The College invested significantly in ensuring that Reading is resourced and prioritised in all aspects of the College. The primary school has invested in a Reading Coach and also has utilised a significant amount of the Investing for Success (I4S) Funding to employ teacher aides who are part of three key primary school reading programs (Flying Squads, Reading Blitz and Prep). In the secondary school reading comprehension and vocabulary are key elements of all subject areas.

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

- In 2016 the College for the second time achieve 100% QCE for all students leaving year 12.
- The College had 68% of OP students achieve an OP 1-15.
- 100% of Year 12 complete a Certificate 2
- 82 students (53.6%) achieved a Certificate III qualification.
- Enhanced primary NAPLAN Results particularly in the area of Reading

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 1.0 FTE Head of Curriculum (Curriculum) P-6
- Appoint 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
- Teacher aide support in Reading (Reading Blitz)
- Teacher Aide Support Reading Groups (Flying Squad)
- Teacher Aide Support Prep
- STEM initiatives Years P-6
- PAT Reading, Mathematics and Science Tests Online
- Mathletics
- Year Level leaders Primary (0.4)
- Year Level Coordinators and Coaches- TRS and short term contracts (Secondary)
- Attendance Officer

Other Significant Achievements in the College included:

- WesTEC brokered a number of successful partnerships that provided the centre with significant physical and human resources that greatly enhance the opportunities that can be offered to students.
- The Woodcrest Business Network was established and launched.
- A partnership package has been launched and several partnerships are in the process of being finalised with local businesses.
- The College has aligned its enrolment program.
- The College revamped its website.
- The Woodcrest facebook page has been launched and it is a critical way of communicating with the parent and local community.
- The College has 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 student stay engaged in work or training.
- A full audit of all ICTs has been undertaken and a strategic ICT plan is being developed.
- 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.
- The camping program was again a feature of the College in both the Primary School and Junior Secondary School.
- 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 where the students participate in Jagera District.

## Future Outlook

Over the next few years the focus on Reading as the explicit improvement agenda will continue to provide outstanding opportunities for the students of Woodcrest State College and will provide the foundation for 'Creating an Outstanding School that will be the envy of the Greater Springfield Area.'

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Early Childhood - Year 12

#### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1652	766	886	80	91%
<b>2015*</b>	1676	786	890	86	94%
<b>2016</b>	1699	818	881	91	92%

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

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

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

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

## Characteristics of the Student Body

### Overview

The college has an enrolment management plan which prioritises enrolments to students residing in the Springfield 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 from a non-Australian background, representing over 30 different cultural groups. Five per cent of students are indigenous. The Special Education Unit staff support 92 students with disabilities.

### Average Class Sizes



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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	23	23
Year 4 – Year 7	26	27	27
Year 8 – Year 10	24	22	24
Year 11 – Year 12	18	18	19

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

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- 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
- 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 moves 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 KLAs.
- Junior Secondary School: 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
- 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 year 3-10 HPE classes undertake a semester study in AFL. Woodcrest State College is a hub for Central District Sport and a central venue for volleyball, basketball and AFL. Basketball, volleyball, netball, 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, Bring It On and Brisbane Performing Arts Challenges. Invited 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 junior secondary school, as part of the pastoral care program and in the senior school as part of student leadership programs

### 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. Numerous KLA departments were assigned a class set of laptops to support curriculum programs and access to VET subjects. Prep to Year 3 classes were 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

laptop computers, 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. School Wide Positive Behaviour Strategies are 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. A number of staff from across all sub schools are trained as Essential Skills Facilitators, providing further support to staff in the area of Essential Skills behaviour response. All sub schools operate a student support services committee to identify students in need and to provide appropriate support for their individual circumstances. Across years 7-12, Year Level Coordinators encourage a positive culture across the year level, support 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 needed.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	90%	88%
this is a good school (S2035)	96%	88%	88%
their child likes being at this school* (S2001)	91%	95%	92%
their child feels safe at this school* (S2002)	96%	93%	90%
their child's learning needs are being met at this school* (S2003)	89%	88%	83%
their child is making good progress at this school* (S2004)	89%	93%	86%
teachers at this school expect their child to do his or her best* (S2005)	98%	95%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	83%	89%
teachers at this school motivate their child to learn* (S2007)	89%	90%	86%
teachers at this school treat students fairly* (S2008)	89%	86%	83%
they can talk to their child's teachers about their concerns* (S2009)	95%	93%	94%
this school works with them to support their child's learning* (S2010)	93%	93%	90%
this school takes parents' opinions seriously* (S2011)	95%	84%	83%
student behaviour is well managed at this school* (S2012)	75%	70%	81%
this school looks for ways to improve* (S2013)	91%	92%	89%
this school is well maintained* (S2014)	89%	90%	90%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	94%	91%
they like being at their school* (S2036)	93%	96%	92%
they feel safe at their school* (S2037)	91%	97%	90%
their teachers motivate them to learn* (S2038)	93%	96%	89%
their teachers expect them to do their best* (S2039)	98%	98%	97%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	92%
teachers treat students fairly at their school* (S2041)	84%	86%	84%
they can talk to their teachers about their concerns* (S2042)	78%	87%	84%
their school takes students' opinions seriously* (S2043)	83%	92%	80%
student behaviour is well managed at their school* (S2044)	69%	84%	76%
their school looks for ways to improve* (S2045)	93%	97%	90%
their school is well maintained* (S2046)	84%	98%	89%
their school gives them opportunities to do interesting things* (S2047)	94%	94%	87%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	97%	96%
they feel that their school is a safe place in which to work (S2070)	95%	95%	97%
they receive useful feedback about their work at their school (S2071)	88%	90%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	89%	85%
students are encouraged to do their best at their school (S2072)	98%	98%	98%
students are treated fairly at their school (S2073)	97%	95%	98%
student behaviour is well managed at their school (S2074)	88%	84%	92%
staff are well supported at their school (S2075)	88%	92%	92%
their school takes staff opinions seriously (S2076)	88%	90%	92%
their school looks for ways to improve (S2077)	93%	94%	95%
their school is well maintained (S2078)	83%	88%	88%
their school gives them opportunities to do interesting things (S2079)	84%	90%	89%

\* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

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

Parents are actively engaged in discussions on their student's progress towards the Junior Secondary Agreement in Years 7-9 and with Year 10 Senior Education and Training (SET) plans.

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. Regular contact is maintained between parents and their child's teachers throughout the year via telephone conversations, email communication or by physically meeting with the teacher at the college.

The college website and eNewsletter continue to provide a valuable link to parents.

### 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 suCCcCess coach who monitors the all elements of a student's progress through the year.

## School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	261	205	324
Long Suspensions – 6 to 20 days	8	8	15
Exclusions	3	3	9
Cancellations of Enrolment	14	3	5

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

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

## Environmental Footprint

### Reducing the school's environmental footprint

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
2013-2014	861,021	7,533
2014-2015	814,595	500
2015-2016	706,965	5,332

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	130	72	<5
Full-time Equivalents	121	50	<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	6
Certificate	0

\*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 2016 were \$574 136

The major professional development initiatives are as follows:

- Coaching and mentoring in reading and numeracy 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 QCE seminars and conferences.
- Aspiring leaders program
- Campus Leaders Retreat
- Systemic priorities

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	88%

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

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

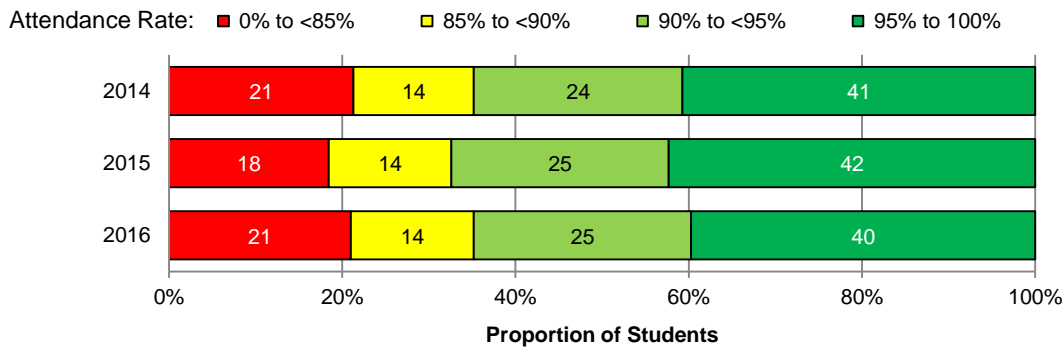
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	91%	92%	92%	93%	92%	94%	93%	90%	91%	87%	88%	89%	87%
2015	91%	91%	91%	92%	93%	90%	94%	93%	93%	91%	87%	89%	91%
2016	92%	90%	90%	92%	93%	94%	92%	92%	90%	87%	86%	88%	88%

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

DW = Data withheld to ensure confidentiality.

##### Student Attendance Distribution

The proportions of students by attendance range:



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

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 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. 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 at 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 both the Junior Secondary and Senior School Agreements 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	2014	2015	2016
Number of students receiving a Senior Statement	147	161	153
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	45	38	29
Percentage of Indigenous students receiving an Overall Position (OP)	38%	0%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	23	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	143	161	153
Number of students awarded an Australian Qualification Framework Certificate II or above.	100	161	153
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	146	161	153
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	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.	69%	66%	69%
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.	92%	95%	100%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	7	8	16	11	3
2015	2	11	12	13	0
2016	2	4	14	9	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	134	91	41
2015	21	161	74
2016	19	153	85

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

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	79%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	86%	64%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.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 obtain qualifications.

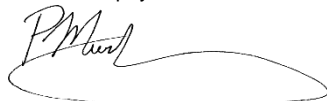
## Conclusion

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. The support for 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 significant part in the enhanced communication with our parent body and in enhancing the alignment of the P&C Association and the College over the last 6 months of 2016. Special thanks to Mark DeWitt and his wife Cassie DeWitt who over a long period of time maintained and organised the P&C Association of the College.

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 lead such a fabulous institution and help shape the future of our students in providing them with the keys to help unlock their potential.

Patrick Murphy



Executive Principal  
Woodcrest State College