

Woodridge State High School

Queensland State School Reporting

2015 School Annual Report



Postal address	PO Box 417 Woodridge 4114
Phone	(07) 3290 7222
Fax	(07) 3290 7200
Email	principal@woodridgeshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Sharon Schultz - Principal

Principal's foreword

Introduction

Throughout 2015, Woodridge State High School continued to make significant steps forward improving the school's overall performance, positive school culture and individual student outcomes. As a school community, we are committed to helping every individual student achieve their personal goals for learning and life. We have high expectations of behaviour; wearing correct school uniform; and a commitment to learning.

Woodridge has a very culturally diverse population, with students from many countries and cultures with most students coming from an English as a Second Language background. Every day we work with students to improve their language and literacy understanding so we can improve their access to pathways that will provide lifelong opportunities for our school community members.

Our curriculum in both the Junior and Senior School offers students a broad range of choices to enable students to select the most appropriate course for their future careers.

We believe that strong and positive relationships form the foundation for an environment focussed on learning. The development of these relationships through academic, sporting and cultural pursuits is a focus of our school.

This annual report provides an overview of the school that demonstrates the many accomplishments in the 2015 school year.

School progress towards its goals in 2015

The school continued to make progress towards its goals as outlined in the Annual Implementation Plan, whilst catering to the diverse educational needs of our students and providing a caring and supportive school environment.

The school improvement agenda had a very direct focus on the following:

- Reading and Numeracy programs
- Introduction of ASoT Pedagogical Framework to support quality teacher pedagogy
- Maximising Senior School Outcomes

The focus on these three areas will continue in 2016.

In 2015 the school made significant improvement in QCE attainment percentages with 97.5% of students attaining a QCE. This great result has been due to the work of the Senior Schooling team in working with students to ensure that they are aware of the importance of achieving a QCE by the completion of year 12.

In the National Literacy and Numeracy tests our Year 9 students have made significant gains in the literacy strands from 2014 to 2015. Our school performance improved in all strands of literacy at a substantially higher rate than the nation. Both year 7 & 9 were rated as above National Minimum Standards in Numeracy with similar/like schools for the first time. This is a fantastic achievement for the students and staff who have worked hard with the YUMi Deadly maths program. These amazing results are due to the collective effort of our students, our teachers and our families.

During 2015 the school continued to invest in building the skills and pedagogy of all teachers and staff, exploring new and innovative curriculum offerings and methodology. The introduction of the ASoT framework has given staff a definitive approach to teaching and Learning with extensive PD being conducted for all staff. Implementation will continue in 2016.

Woodridge SHS is in the third year of its Strategic Plan which identified six key priorities to be developed over the next four years:

- The Learning Environment
- Personalising Learning
- Building Teacher Capacity and Capability
- Community Engagement
- Raising the Bar (Closing the Gap)

In 2015 we welcomed our first cohort of year 7 students into the school. Due to the significant work done in planning the commencement of this cohort they year was extremely successful with year 7 students participating fully in life at Woodridge State High School.

During 2015 our EAL/D faculty continued to grow to approximately 355 students at the end of the year and have continued to meet the needs of the ever growing migrant refugee students who enrolled at our school through providing additional staffing, facilities and rooms to cater for this growth. This part of the school provides a significant service to our Mature Age Students who require significant support in learning to speak, write and communicate in English so that they may go into the workforce or further training.

Future outlook

Looking ahead to 2016, the school will continue on its pathway towards educational change and improvement. There will be a strong and deliberate focus on building teacher capacity and capability. Our school will embark upon its own teacher support and training to better equip our staff to improve student outcomes. This will be done through the implementation of the Australian Performance Standards for Teachers, and the use of I4S funds to employ a team of staff with a deliberate focus of Professional Practice.

To further build teacher capacity and capability Professional Learning Teams will continue to be established in line with school priorities thus enabling staff to undertake professional research and drive the school's improvement agenda.

The school will continue to develop systems and processes for staff to access and utilise data to inform planning, provide feedback and apply timely student interventions. This will be lead through the employment of a Data HOD. The Collaborative Inquiry process will continue to be expanded across faculties and Short Data Cycles established in all faculties with a specific focus on embedding formative assessment into these cycles. As a school there will continue to be a focus on Personal Learning for students through the establishment of learning goals. This will be achieved though the Connections Week Program in Week One of the 2016 school year.

Injection of significant funds via the Investing for Success (I4S) funding will enable the school to employ a Deputy Principal and HOD of Professional Practice. The school will also employ Coaches (teachers), to support teachers to develop their ability to teach reading and numeracy as well as being able to purchase further resources.

The school will continue its journey with Positive Behaviour for Learning (PB4L) as a vehicle to build a positive school culture and greater student engagement. This program was launched in 2010 and has contributed to improving the school culture and student behaviour.

The school continues to improve IT infrastructure and teaching approaches to e-pedagogy. This is a crucial element to helping improve student outcomes. The school is looking at the many platforms that we can utilize to enhance our digital pedagogy. Funding for IT remains a great challenge in 2016.

Woodridge SHS staff will continue to build its connection to community through the mentoring of students; case management of students in co-operation with families; continuation of the Community Hub concept by employing a Community Connections Officer who will lead a team to work with students and community members.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1033	509	524	69	85%
2014	1174	564	610	62	85%
2015	1288	677	611	71	85%

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 2015, 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:

The student body at Woodridge SHS is very culturally diverse. Many students have immigrated or are the children of immigrant parents. A significant proportion, approximately 1/4 of students, are migrant refugees from many countries in Africa, Asia and the Middle East. A further large proportion of the students are of Polynesian background. There is a strong Aboriginal and Torres Strait Islander enrolment as well. This great diversity is a strength of the school and community with everyone working together and learning from each other. This cultural diversity makes literacy a high priority for the students and staff. Woodridge SHS is located in a low socio-economic area, with many students and families having high needs across a wide range of social, emotional and educational areas.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	18	19	19
Year 11 – Year 12	16	16	16

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	279	295	328

Long Suspensions - 6 to 20 days	71	6	17
Exclusions	8	11	14
Cancellations of Enrolment	18	18	19

* 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.

Curriculum delivery

Our approach to curriculum delivery

Junior Secondary (Years 8 and 9)

- Our curriculum framework for Junior Secondary is focussed on the development of positive learning relationships and effective learning skills with a foundation in Literacy and Numeracy
- Through our curriculum offerings, we seek to enable students to engage in successful and purposeful learning which is meaningful to the students and relevant to contemporary society.
- The distinctive curriculum offering in 2015 was the continued development of the English as an Additional Language/Dialect (EAL/D) Unit and the significant growth and development of the Intensive Learning Centre for English. With continued enrolments, this section of the school is growing rapidly, placing an even greater emphasis on the explicit teaching of literacy.
- A special feature of Junior Secondary has been the extensive enrichment of the curriculum within the school's Special Education Unit and the integration of highly motivating skills based programs.

Senior School (Years 10, 11, 12)

- The curriculum framework for Year 10 is viewed as a preparatory year for further studies in Years 11 and 12.
- The curriculum focuses on offering a variety of subjects from both core and elective areas.
- Several variations of the core subjects are offered to differentiate learning needs and to enhance subject selection for senior school choices.
- Throughout 2015, the major focus has been to continue the consolidation of the senior curriculum with the emphasis on the achievement and completion of competencies within the vocational subjects and the attainment of enhanced results in the academic subjects in order to facilitate the move into more advanced learning at both University and TAFE.
- All students, upon graduating year 12, are required to exit senior School with a QCE.

Extra curricula activities

- Woodridge High offers a wide range of co-curricular programs.
- The school continues to be a strong contender in sporting competitions in Logan and Metropolitan East competitions. This has been especially identifiable in the sports of Rugby League, Rugby Union, Touch, Volleyball, Netball, Cross Country and Athletics.
- A vertical, whole of school, Student Leadership Program is in place and this assists to enable students to gain experience as leaders both at school and in the wider community. The school places a major emphasis on this program and is further supported by a number of community organisations.
- Homework program is available to all students after school two afternoons per week.
- ASPIRATIONS Program – facilitated through ABCN, UQ Young Scholars, linking students with industry and business, providing them with real life experiences beyond the school and developing student leaders.
- Mentoring and small group programs through St Vincent de Paul, CYMHS and Queensland Health, are provided to help meet students social and emotional needs.
- Breakfast Club operates three mornings per week and are sponsored by YMCA and Gospel Lighthouse and Chaplaincy.
- Academic competitions – Westpac Maths, Titration, OptiMinds
- Community performance competitions - Spark It Up Cultural dance performers who perform at school and community events
- Instrumental Music

How Information and Communication Technologies are used to improve learning

The students at Woodridge High have access to a large number of computers across the school. These computers are located in both computer labs (for class groupings) as well as computer pods (small groups) for student accessibility. In 2015 the school initiated a server upgrade which has enabled more efficient and timely access across school systems.

Students can also access computers in the school's Resource Centre for after school tutorials and lunch time activities.

Students engage in the use of computers across all subjects with the majority of subjects building in the use of information technologies into their work programs and learning activities. The use of technology extends far beyond computers with many subject areas embracing new technologies to help provide quality learning experiences.

Teachers are actively engaged in upgrading their pedagogical skills particularly in relation to the use of SMART Boards for classroom teaching.

The school implemented a wireless environment in 2011. During 2014 the school offered the BYOX computer program for students with over 100 devices being connected. In 2015 the BYOX program has grown with over 300 devices being connected to our school systems. This is encouraging growth and the school will continue to pursue the BYOX program for students, particularly those in Senior School.

Social Climate

The school's branding of "connected to every world" helps encapsulate the school. The incredibly diverse mix of students and cultures; the wide range of subjects and learning opportunities; the range of extra curricula activities; and the many connections the school has across education, tertiary education, business, industry and in the community ensures that if you are part of Woodridge SHS you are "connected to every world."

A major component of this "connectedness" is the Connect Class system through which every student in the school is mentored and supported by a Connect Teacher.

To build a constructive, positive and respectful culture we provided a range of opportunities for students:

Chaplaincy - the school has the services of a chaplain (4 days per week). This is an important support service for both students and staff especially in times of deep emotional need and trauma which unfortunately can be an all too common feature in the lives of some students and families.

School Nurse (4 days per week) School Based Police Officer (2 days per week) Youth Support Worker (4 days per week) Indigenous Community Education Counsellor (4 days per week) Attendance Officer, Deans of Students (2 full time) Guidance Officer (2 full time) Lunchtime activities and competitions. Extra-Curricular activities Camps, Tours and Excursions. Concerts and guest performers. Student Leadership – with student representatives from every Connect Class.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	82%	83%	90%
this is a good school (S2035)	73%	89%	77%
their child likes being at this school (S2001)	75%	93%	90%
their child feels safe at this school (S2002)	75%	86%	90%
their child's learning needs are being met at this school (S2003)	73%	83%	79%
their child is making good progress at this school (S2004)	73%	83%	83%
teachers at this school expect their child to do his or her best (S2005)	92%	93%	87%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	83%	90%	83%
teachers at this school motivate their child to learn (S2007)	82%	83%	83%
teachers at this school treat students fairly (S2008)	75%	88%	79%
they can talk to their child's teachers about their concerns (S2009)	82%	88%	93%
this school works with them to support their child's learning (S2010)	80%	86%	86%
this school takes parents' opinions seriously (S2011)	89%	92%	79%
student behaviour is well managed at this school (S2012)	91%	83%	74%
this school looks for ways to improve (S2013)	90%	86%	83%
this school is well maintained (S2014)	90%	88%	89%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	94%	95%
they like being at their school (S2036)	94%	93%	94%
they feel safe at their school (S2037)	88%	92%	94%
their teachers motivate them to learn (S2038)	90%	95%	94%
their teachers expect them to do their best (S2039)	94%	98%	96%
their teachers provide them with useful feedback about their school work (S2040)	94%	94%	93%
teachers treat students fairly at their school (S2041)	83%	88%	89%
they can talk to their teachers about their concerns (S2042)	82%	89%	82%
their school takes students' opinions seriously (S2043)	86%	89%	85%
student behaviour is well managed at their school (S2044)	77%	84%	86%
their school looks for ways to improve (S2045)	89%	96%	97%
their school is well maintained (S2046)	93%	94%	91%
their school gives them opportunities to do interesting things (S2047)	91%	95%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	95%	97%
they feel that their school is a safe place in which to work (S2070)	96%	94%	97%
they receive useful feedback about their work at their school (S2071)	79%	83%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	91%	88%
students are encouraged to do their best at their school (S2072)	93%	95%	95%
students are treated fairly at their school (S2073)	92%	94%	94%
student behaviour is well managed at their school (S2074)	82%	86%	79%
staff are well supported at their school (S2075)	84%	83%	84%
their school takes staff opinions seriously (S2076)	83%	80%	82%
their school looks for ways to improve (S2077)	94%	94%	96%
their school is well maintained (S2078)	80%	85%	65%
their school gives them opportunities to do interesting things (S2079)	86%	86%	86%

'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

There are several ways in which the school seeks to ensure that all parents and caregivers are involved in their child's education. These include:

- Daily and weekly communication with parents as to any specific learning issues for their students through phone conversations, personal meetings and via email.
- Special events which specifically include parents such as Community Connection Forums, Family Days and Special Events.
- Newsletter
- School website – publishing fortnightly newsletter and school information.
- School event advertising flyers posted home.

- Sports Carnivals
- Ceremonies – ANZAC Day, Harmony Day, Sorry Day, Year 12 Graduation, Awards Night, Honours Ceremonies
- Remembrance Day and World Refugee Day Celebrations
- Parent Information evenings regarding curriculum and subject choices

Reducing the school's environmental footprint

As a school we continue to take measures to reduce our environmental footprint. In 2015 a specific focus has been on reducing the amount of printing being done across the school. Specific initiatives have been put in place to assist this reduction.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	473,464	2,881
2013-2014	483,548	0
2014-2015	517,748	

*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.

Our staff profile

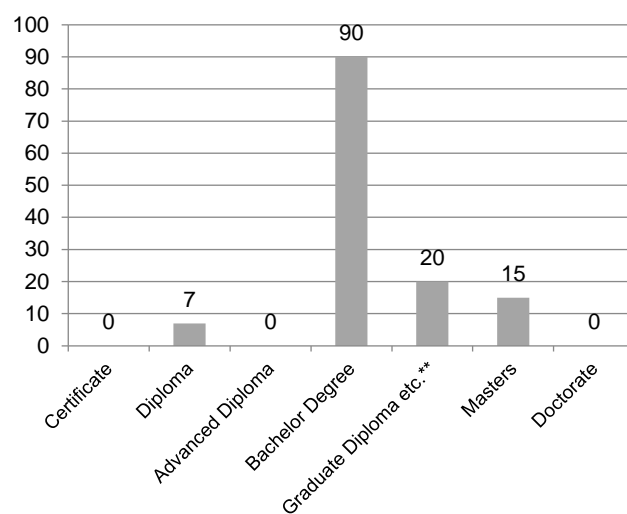
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2015 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	132	69	5
Full-time equivalents	126	51	5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	90
Graduate Diploma etc.**	20
Masters	15
Doctorate	0
Total	132



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$74,000.

The major professional development initiatives are as follows:

- Art and Science of Teaching (ASoT)
- YUMi Deadly Maths
- Literacy
- Growth Coaching
- Essential Skills in Classroom Management

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 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/>.

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

SEARCH

Where it says '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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	78%	86%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

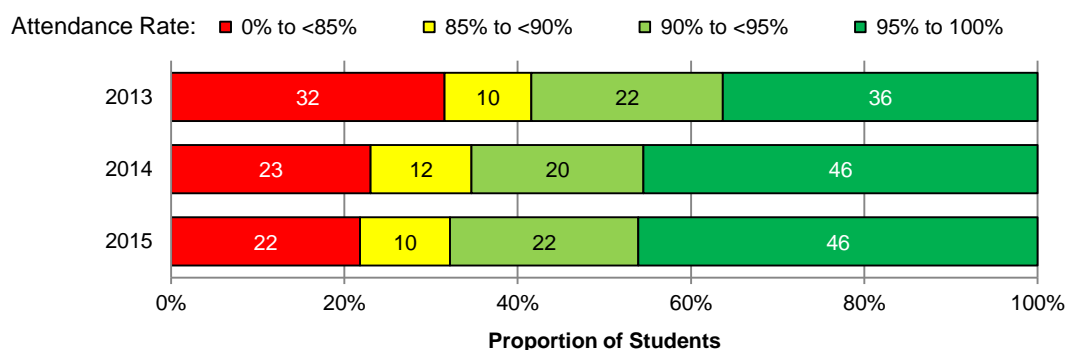
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	87%	85%	84%	85%
2014									92%	90%	88%	87%	89%
2015								92%	92%	91%	87%	91%	89%

*From 2013, the methodology used for calculating attendance rates effectively counts 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 Woodridge State High School attendance is managed by:

- Official Connect class roll is marked every morning;
- Teachers mark rolls every lesson using electronic roll marking system supported by software ID Attend;
- Student absences are reported to the attendance staff;
- Weekly meeting of "A Team" to review student attendance; patterns; individual case management and strategize for methods of improvement;
- The school employs staff who actively work in the school and wider community on a daily basis to build partnerships and support, conduct home visits and build community engagement.
- Using PB4L as a means to motivate, reward and engage students for being at school. If a student does not attend for part or all of the day the following steps are taken:
 - Letters sent, following EQ series of non - attendance letters;
 - Phone calls made to parents and carers;
 - Parent meeting arranged;
 - Home visits to parents and cares to help resolve issues as well as improve attendance;
- In 2015 more than 300 home visits were completed by school staff.

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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

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

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%	87%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	53%	38%	45%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	129	155	136
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	36	46	44
Percentage of Indigenous students receiving an Overall Position (OP)	29%	33%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	44	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	117	144	111
Number of students awarded an Australian Qualification Framework Certificate II or above.	93	111	102
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92	131	133
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71%	67%	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.	28%	33%	18%
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.	97%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	93%	95%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	0	6	4	13	13
2014	4	5	6	15	16
2015	1	3	4	16	20

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	106	84	41
2014	122	104	39
2015	58	94	34

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

Transience between schools and seeking other options is a major challenge within this setting. The school has a strict policy of tracking early leavers to other educational institutions or providing support through guidance officers, community workers, and youth workers to help transition to further education or work.

The school accesses numerous partners to support students who are early leavers.

Unemployment is still an issue for some school leavers. To this end the school has initiated an 'Employment Connections Team' with a specific focus of connecting students with employers. In 2016 this program will include Employment Connection Days and Master Classes tailored specifically to particular employment areas such as construction, hospitality, retail etc.