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Contact person	Sharon Schultz - Principal

Principal's foreword

Introduction

Throughout 2014, 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 2014 school year.

School progress towards its goals in 2014

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.

Our students have continued to excel in their learning. As of July 2014, 100 percent of our 2013 graduating students who had applied to undertake further tertiary study had received an offer. In 2014 our students again received many Scholarships including Logan City Bursaries, as well as Pearl Duncan and a Pacifica Scholarship, allowing them to continue with their study and pursue their chosen career path.

There was in excess of 70 students involved in School Based Apprenticeships and Traineeships, with 35 completed during 2014 and the majority of others continuing in 2015.

In the National Literacy and Numeracy tests our Year 9 students have made significant gains in the literacy strands from 2013 to 2014 particularly in Reading and Spelling. Our school performance improved in all strands of literacy at a rate faster than the nation. And in 2014 we have students in Band 10 of every test strand for the first time. These results are due to the collective effort of our students, our teachers and our families.

During 2014 the school continued to invest in building the skills and pedagogy of all teachers and staff, exploring new and

innovative curriculum offerings and methodology.

Woodridge SHS is in the second year of it's 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 (

- ☐ Seven to Certainty (

- ☐ Community Engagement (

- ☐ Raising the Bar (Closing the Gap) (

A key initiative for the school and our community in 2014 was the continuation of the amazing work of the community Hub under the auspice of BoysTown. Our Hub is a central point for the delivery of information, support and training services in conjunction with the school and external organisations and looks to engage and improve outcomes for students by building and empowering their families' and community members. It is aimed at assisting 'at risk' Year 12 students, parents, family members and former students to engage successfully in the labour market.   Since its commencement in July 2013 and until the end of 2014 the Community Hub achieved some significant outcomes, including:

- Partnering with Axiom College as the RTO to deliver a Certificate 3 in Business Admin with 16 students and community members completing the course; (

- The Facilitation of onsite access for students and their families to the Street Doctor and Psychologist (

- Over 90 students and 55 community members case managed by the Hub (

In 2014 we continued our planning for Year 7 entering high school in 2015. Our planning included developing responses and approaches to the six Guiding Principles of Junior Secondary and the design of a new Year 7 and Community building.

During 2014 our EAL/D faculty continued to grow to approximately 275 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.

Future outlook

Looking ahead to 2015, I find the school continuing its pathway towards educational change and improvement. With a particular focus on building teacher capacity and capability our school has embarked 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.

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. The Collaborative Inquiry process will continue to be expanded across faculties and Short Data Cycles established in all faculties. As a school there will continue to be a focus on Personal Learning for students through the establishment of Learning Logs.

Injection of significant funds via the Great Results Guarantee funding will enable the school to employ Coaches (teachers), STL&Ns and Student Support Teachers in order to support students, develop and support staff in their ability to teach reading and numeracy as well as being able to purchase further resources.

Planning and preparation for Junior Secondary will come to fruition with the introduction of our year 7 cohort to the school. We will continue to plan in relation to the 6 Guiding Principles of Junior Secondary. This will include the identification of

teaching staff and provision of professional development to prepare staff to meet the needs of Junior Secondary.

The school will continue its journey with Schoolwide Positive Behaviour 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. In 2015 this will be rebadged across our region as PB4L.

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 2015.

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 and development of and a further investment in staff to work within the communities with families. The community Hub funding does Cease on June 30th and the school is looking for options to continue to fund this vital resource.

Staff will continue the implementation of the National Curriculum into the school throughout 2015. This is a progressive work as subjects are added to the curriculum each year.

We will continue to meet the needs of the ever growing migrant refugee students who enrol at the school. Providing additional staffing, facilities and rooms will as a priority.

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Year 7 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	995	471	524	85%
2013	1033	509	524	85%
2014	1174	564	610	85%

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

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

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	19	18	19
Year 11 – Year 12	16	16	16

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	173	279	295
Long Suspensions - 6 to 20 days	75	71	6

Exclusions#	16	8	11
Cancellations of Enrolment	21	18	18

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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. 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 2014 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 2014, the major focus has been on 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.

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, 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

Uni-reach

How Information and Communication Technologies are used to assist 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.

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.

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 Care Group Class system through which every student in the school is mentored and supported by a Care 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 Care Class.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	82%	83%
this is a good school (S2035)	100%	73%	89%
their child likes being at this school* (S2001)	92%	75%	93%
their child feels safe at this school* (S2002)	100%	75%	86%
their child's learning needs are being met at this school* (S2003)	100%	73%	83%
their child is making good progress at this school* (S2004)	92%	73%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	92%	93%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	90%
teachers at this school motivate their child to learn* (S2007)	100%	82%	83%
teachers at this school treat students fairly* (S2008)	92%	75%	88%
they can talk to their child's teachers about their concerns* (S2009)	100%	82%	88%
this school works with them to support their child's learning* (S2010)	100%	80%	86%
this school takes parents' opinions seriously* (S2011)	77%	89%	92%
student behaviour is well managed at this school* (S2012)	92%	91%	83%
this school looks for ways to improve* (S2013)	92%	90%	86%
this school is well maintained* (S2014)	92%	90%	88%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	86%	95%	94%
they like being at their school* (S2036)	92%	94%	93%
they feel safe at their school* (S2037)	91%	88%	92%
their teachers motivate them to learn* (S2038)	86%	90%	95%
their teachers expect them to do their best* (S2039)	96%	94%	98%
their teachers provide them with useful feedback about their school work* (S2040)	85%	94%	94%
teachers treat students fairly at their school* (S2041)	65%	83%	88%
they can talk to their teachers about their concerns* (S2042)	68%	82%	89%
their school takes students' opinions seriously* (S2043)	69%	86%	89%
student behaviour is well managed at their school* (S2044)	64%	77%	84%
their school looks for ways to improve* (S2045)	91%	89%	96%
their school is well maintained* (S2046)	67%	93%	94%
their school gives them opportunities to do interesting things* (S2047)	82%	91%	95%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	95%
they feel that their school is a safe place in which to work (S2070)		96%	94%

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Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they receive useful feedback about their work at their school (S2071)		79%	83%
students are encouraged to do their best at their school (S2072)		93%	95%
students are treated fairly at their school (S2073)		92%	94%
student behaviour is well managed at their school (S2074)		82%	86%
staff are well supported at their school (S2075)		84%	83%
their school takes staff opinions seriously (S2076)		83%	80%
their school looks for ways to improve (S2077)		94%	94%
their school is well maintained (S2078)		80%	85%
their school gives them opportunities to do interesting things (S2079)		86%	86%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 mail. (

☐ Special events which specifically include parents such as Parent and Citizen Association Days, 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 (

Community Engagement through home visits from the school support staff. This has been a significant event in 2010 to 2014 helping many students and families engage with the school and provide a link to networks of support in the community.   The Pacific Links project to foster community engagement has expanded throughout 2014. It now involves students, families, church ministers, community members and school staff. The project encompasses diverse areas such as academic performance, professional development of staff, parent education, community involvement in daily school life and much more. Pacific Links has proven to be a great success and pathway to improving school community

engagement.

Reducing the school's environmental footprint

As a school we continue to implement measures to reduce our environmental footprint.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	666,943	2,954
2012-2013	473,464	2,881
2013-2014	483,548	0

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) 2014 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.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	117	61	7
Full-time equivalents	111	45	6

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	**70**
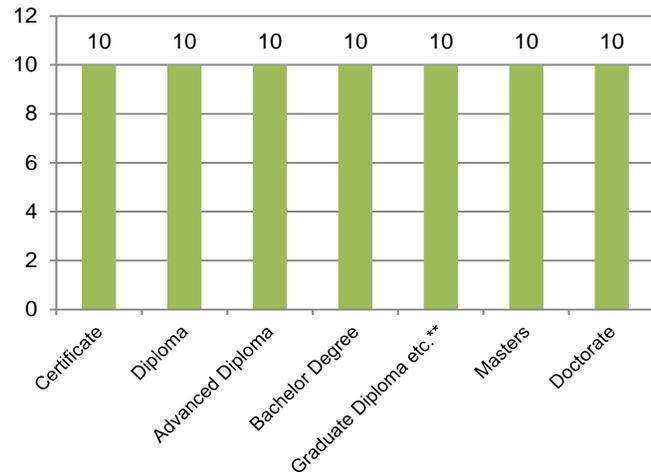
*Teaching staff includes School Leaders

**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 2014 were $80,240.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Leadership methodology and skills

- Literacy & numeracy

- Behaviour management / essential skills of teaching Understanding cultural differences

The proportion of the teaching staff involved in professional development activities during 2014 was100%.

Average staff attendance	2012	2013	2014
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, 97% 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/.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

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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

Search by school name

[   ] [GO]

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government

[SEARCH]

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

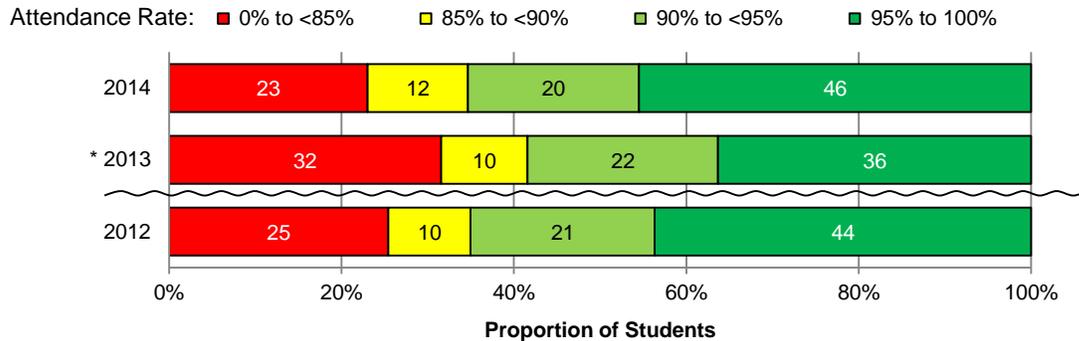| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	87%	90%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								93%	89%	87%	87%	90%
2013								91%	87%	85%	84%	85%
2014								92%	90%	88%	87%	89%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	23	12	20	46
* 2013	32	10	22	36
2012	25	10	21	44

Proportion of Students (0% – 100%)

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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At Woodridge State High School attendance is managed by:

☐ Official care 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 School Wide Positive Behaviour 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 2014 more than 500 home visits were completed by school staff. (

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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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
        ☑ Non-government

SEARCH

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

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	65%	87%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	135	129	155
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	43	36	46
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	33	44
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	131	117	144

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Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	92	110
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	85	92	131
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.	40%	28%	33%
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.	98%	97%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	90%	93%

As at 19 February 2015. 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
2012	1	7	9	13	13
2013	0	6	4	13	13
2014	4	5	6	15	16

As at 19 February 2015. 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
2012	127	95	25
2013	106	84	40
2014	122	104	37

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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

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 has partnered with BoysTown to have a regular service of support to students who are early leavers.

In 2013 the school's application to the Federal Department of Communities in the Better Futures local Solutions Program was approved and a Community Hub was established. The Community Hub employs staff to support students' successful transition from school to training or employment.