

Woodridge State High School (2128)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

Throughout 2012, Woodridge State High School continued to make significant steps forward towards 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 school uniform and commitment to studies.

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 understanding so we can provide partnerships and pathways that will provide lifelong opportunities for our school community members.

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

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

This annual report provides an overview of the school that demonstrates the many accomplishments in the 2012 school year.

School progress towards its goals in 2012

As a National Partnerships school, the school community has made significant progress in improving outcomes in student attendance, behaviour, school culture, student learning and post school destination success. The National Partnerships program has provided significant impetus to improve outcomes for our school.

The school continued to make progress towards its goals as outlined in the AIP:

- catering to diverse educational needs of students
- providing a caring and supportive school environment
- improving literacy and numeracy of all students
- improving the skills and pedagogy of all teachers and staff
- exploring new and innovative curriculum offerings and methodology
- improving post school destination results

Future outlook

Queensland State School Reporting

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Looking ahead to 2013, I find the school continuing its pathway towards educational change and improvement. With a national focus upon improving literacy and numeracy, our school has embarked upon its own teacher training to better equip our staff with the skills for teaching students who have English as their second language.

Woodridge is part of the Federal Governments initiative "National Partnership Schools Program," entering its final year in 2013. This program has already enabled the school to employ extra staff to help across the school to focus improvement in the five key areas of literacy, numeracy, attendance, Indigenous outcomes and post school destination success. The implementation of National Partnerships in 2010 has already produced a number of significant improvements in the key target areas across the school.

The school has continued its journey with Schoolwide Positive Behaviour as a vehicle to build a positive school culture and greater community engagement. This program was launched in 2010 and has also contributed to improving the school culture and student behaviour. In 2012, the school presented at the Queensland state conference for SWPB as an exemplar secondary school.

The school continues to attempt to improve IT infrastructure. This is a crucial element to helping improve student outcomes. The school implemented the 1:1 computer program for Years 9 & 10 in 2012. Due to funding changes this program has been latered to be directed to Year 10 and 11 in 2013. Funding for IT remains a great challenge in 2013.

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 and a further investment in staff to work within the communities with families.

In 2013 we will begin the preliminary planning for Year 7 entering high school in 2015.

Staff will continue the implementation of the National Curriculum into the school throughout 2013 with the focus being History. 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 be a priority.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	942	475	467	83%
2011	936	474	462	86%
2012	995	471	524	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 ¼ 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 also 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		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	19	19	19
Year 11 – Year 12	16	16	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	249	229	173
Long Suspensions - 6 to 20 days	104	81	75
Exclusions	12	14	16
Cancellations of Enrolment	20	8	21

Curriculum offerings

Our distinctive curriculum offerings.

Middle Phase of Learning (Years 8 and 9)

Our curriculum framework for the Middle Phase of Learning 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 are meaningful to the students and relevant to contemporary society.

The distinctive curriculum offering of note in 2012 was the continued development of the English as a Second Language Unit and the implementation 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 the Middle Phase of Learning has been the extensive enrichment of the curriculum within the school's Special Education Unit and the integration of highly motivating skills based programs.

In 2012 the school implemented the ACRA History curriculum.

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 2012, 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.

The introduction of English for ESL learners and Science 21 as OP subjects has proved to be both popular and successful.

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.

Hip Hop Dancing has gained great popularity with the school team gaining first place in the Queensland finals

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 – Hype

Cultural dance performers who perform at school and community events

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

Our school at a glance

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 2011 the school implemented the 1:1 computer program for Years 9 – 12 students. This will be introduced in 2012 for Years 9 & 10 students and families.

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 (4.5 days). 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)

School Based Police Officer (2 days)

Youth Support Worker (2 days)

Indigenous Community Education Counsellor (4 days)

Behaviour Advisory Teacher (3 days)

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.

School Opinion Survey Data from 2012 shows:

Students satisfaction with the learning climate, student outcomes and overall general satisfaction were all above the state mean

Overall parents were satisfied with the school climate, pedagogy, curriculum, school community relations and resourcing.

Parent, student and staff satisfaction with the school

The data presented below shows a very high degree of satisfaction from parents and students with the quality of the education and the quality of the school. Further work is required to improve the staff's overall morale and satisfaction with professional development.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:

2012[#]

Our school at a glance

their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	92.3%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	92.3%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	92.3%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	76.9%
student behaviour is well managed at this school*	92.3%
this school looks for ways to improve*	92.3%
this school is well maintained*	92.3%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	86.3%
they like being at their school*	92.2%
they feel safe at their school*	90.7%
their teachers motivate them to learn*	85.6%
their teachers expect them to do their best*	96.5%
their teachers provide them with useful feedback about their school work*	84.7%
teachers treat students fairly at their school*	64.9%
they can talk to their teachers about their concerns*	67.5%
their school takes students' opinions seriously*	69.0%
student behaviour is well managed at their school*	63.7%
their school looks for ways to improve*	91.3%

Our school at a glance

their school is well maintained*	67.0%
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their school gives them opportunities to do interesting things*	81.7%
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Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
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that they have good access to quality professional development	80.0%
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with the individual staff morale items	87.0%
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* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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:

Care Management Conferences at which parents, students and teachers collaborate to assess learning progress and develop action plans for improved learning.

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, Yr 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, 2011 and 2012 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 2012. 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

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

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As a school we continue to implement measures to reduce our environmental footprint including: solar power to offset electricity costs; improved plumbing and taps and a more efficient waste disposal process.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	366,099	3,306
2010-2011	9,976	3,980
2011-2012	666,943	2,954

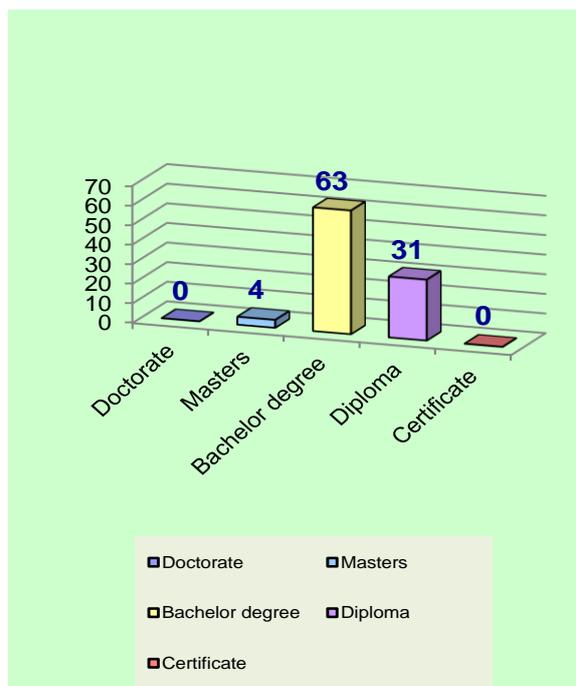
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	100	58	9
Full-time equivalents	94.5	42.9	7.8

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	63
Diploma	31
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$58,488.81.

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

Our staff profile

Understanding cultural differences

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.9%	94.8%	94.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.8% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	89%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

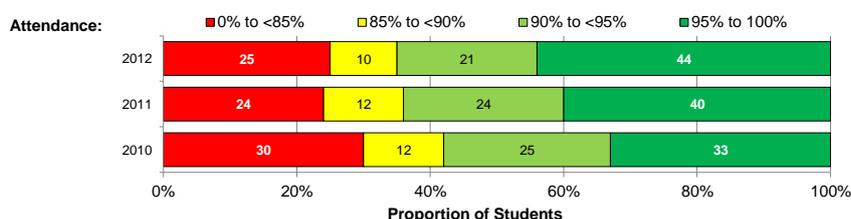
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	87%	87%	86%	86%
2011								92%	89%	87%	90%	89%
2012								93%	89%	87%	87%	90%

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

At 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 Schoolwide 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

Performance of our students

-in 2012 more than 600 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

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

Performance of our students

Achievement – Closing the Gap

Indigenous students at this school continue to remain at school above the state average; attend school 3% above the state average for all students and achieve positive learning outcomes.

Indigenous student's attendance, attainment and outcomes continue to improve on an annual basis. School enrolments of indigenous students has started to show growth.

In 2012 using National Partnerships funding a teacher was put on as a mentor to improve results. The On Up Program was designed and implemented benefitting many students academic achievements.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	94%	74%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	152	154	135
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP).	59	60	43
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	15	14	42
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	145	148	131
Number of students awarded an Australian Qualification Framework Certificate II or above.	98	115	98
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	73	94	85
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.	20%	28%	40%
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.	96%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	95%	96%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
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Performance of our students

2010	1	3	8	19	28
2011	3	3	11	12	31
2012	1	7	9	13	13

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	138	98	14
2011	141	99	42
2012	127	95	25

As at 2 May 2013. The above values exclude VISA students.

The Certificate 1 courses conducted in 2012 were Certificate 1 in Work Education.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early 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, 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.

The school has submitted an application to the Federal Department of Communities in the Better Futures local Solutions Program to seek support for employing staff to support students successful transition from school to training or employment. We are waiting the outcome of this submission.