



Woodridge State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

State Schools Strategy  
Department of Education



**Queensland**  
Government

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## School overview

Woodridge State High School is a dynamic, thriving and energetic school. The school's vision of being 'connected to every world' defines how we connect in learning, through country and culture, to business, education and the wider community. Woodridge has a very diverse school community which enhances the culture, and learning opportunities. Woodridge has specialist units for Special Education, English as a Second Language and an Intensive Learning Centre (for students who have no English Language skills). In recent times Woodridge has excelled in sport (winning district cross- country and athletics, Metropolitan Cup rugby league champions), and has prospered through its excellent business and educational partnerships and through the school's extremely high level of operation. Woodridge is focused on producing positive learning outcomes and connected pathways to employment, education and or training for all students.

## School progress towards its goals in 2018

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 elements has evolved in 2019 to include a narrow and sharp focus on:

- Great readers, exceptional writers!
- Questioning to cultivate cognition
- Empowered Learners

Woodridge State High School, once again, made improvement in QCE attainment percentages. At Woodridge State High School 100% of students attained a QCE or QCIA in 2018. 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 students have made improvement over time across reading, spelling, grammar and punctuation, and numeracy. Our school demonstrated significant improvement in year 9: reading; grammar and punctuation; and year 7: reading; and spelling; mean performance, achieving national minimum standard, and upper two band performance. Our school continues to work hard to ensure that every student is improving over time through differentiated teaching practice and individual support. Extra learning time was devoted to the Core Learning areas of English and Maths in order to provide high quality learning experiences for students.

## Future outlook

The school has continued on its pathway towards educational change and improvement in 2018 and 2019. There has been a strong and deliberate focus on building teacher capacity and capability. Our school has also embarked upon its own teacher support and training to better equip our staff to improve student outcomes. This has been 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.

In 2019, to further build teacher capacity and capability Professional Learning Teams will be established to deepen teacher knowledge and practice in the teaching of reading comprehension in every classroom, every day, through the delivery of rigorous curriculum. Full school review in term 1, 2019, has provided us with a deeper understanding of our future work as we commence our quadrennial school review. This will see a four year plan spanning 2020 – 2023 developed to further enhance our practice.

The 3 priorities for WSHS in 2019 are:



2019 saw the restructure of our leadership team to provide a clear focus on both the delivery of a rigorous curriculum to all students, and a team dedicated to developing empowered learners with a direct focus on students and their support. At WSHS we have a rich and diverse community of learners, and believe in the delivery of the curriculum within an inclusive setting. In 2019 we will continue to cater for all students and focus on further improvement to our practices that support all students to achieve.

Our 2019 explicit improvement agenda highlights a focus on the use of data to inform practice and further enhancing a whole school culture of learning, staff and students alike. A focus on intentional collaboration to enhance service delivery, and building a community that learns together through a collaborative inquiry process, will continue to be enhanced through building and enacting professional learning teams across the school. This will be done with the implementation of Assessment for Learning (AFL) strategies across the school.

Injection of significant funds via the Investing for Success (I4S) funding will enable the school to continue to employ an additional Deputy Principal to lead student performance, empowerment and culture. The school has also employed pedagogy coaches (teachers), to support teachers to develop their ability to enhance student reading comprehension through the curriculum daily.

At Woodridge State High school we will continue to develop a culture that understands and practices Positive Behaviours for Learning (PB4L) daily, and enhance our use of it 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 2019 the PB4L agenda will be driven by an increase in leadership of student year level cohorts. Currently there are 5 Head of department positions and 3 Guidance offices that lead the Student Performance, Empowerment and Culture team, their focus lies on individual students and cohorts.

# 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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1283	1279	1326
Girls	669	653	681
Boys	614	626	645
Indigenous	85	92	84
Enrolment continuity (Feb. – Nov.)	86%	88%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

## Characteristics of the student body

### Overview

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. In addition to this WSHS has a strong Aboriginal and Torres Strait Islander enrolment. 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	17	18	20
Year 11 – Year 12	16	16	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

#### Junior Secondary (Years 8 and 9)

- Our curriculum framework for Junior Secondary is focused on the development of positive learning relationships and effective learning skills with a foundation in Literacy and Numeracy.
- The distinctive curriculum offerings in 2018 resulted from 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 2018, 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.

### Co-curricular 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, Touch, Volleyball, 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 a variety of community providers, CYMHS and Queensland Health, are provided to help meet students social and emotional needs.
- Academic competitions – Westpac Maths, Titration, OptiMinds.
- Community performance competitions - Spark It Up Cultural dance performers who perform at school and community events.
- Instrumental Music is also offered to students.

### 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 to integrate the use of technology in the classroom, and beyond, to enhance learning.

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 2018 the BYOX program has grown with over 400 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. 2019 has seen a dedicated approach to significantly increasing the use of devices to enhance learning.

## Social climate

### Overview

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 students are supported by an extensive Student Connect Services team. This team includes:

- Chaplain
- School Based Health Nurse
- School Based Police Officer (2 days per week)
- Indigenous Community Education Counsellor
- Attendance Officer,
- 5 Student Performance, Empowerment and Culture Head of Departments consisting of Yr 7, Yr 8 & 9, Yr 10, Yr 11, and Year 12 HOD's.
- 6 Year Level Co-ordinators and 2 IES Co-ordinators
- Industry Liaison Officer
- Employment Connections Coach
- Leadership Co-ordinator
- House Co-ordinator
- Art Therapist
- IES student Engagement Officer (ACCESS)
- Community Liaison Officer
- Pacific Islander Community Engagement Counsellor
- Youth Support Officer
- Guidance Officer (3 full time)

Our *Student Performance, Empowerment, and Culture Team* facilitates lunchtime activities and competitions, extra-curricular activities camps, tours, excursions, concerts, guest performers and speakers, events throughout the year, and student leadership opportunities. These are just an example of the way in which we provide opportunity for students outside of the classroom.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2016	2017	2018
• their child is getting a good education at school (S2016)	77%	71%	91%
• this is a good school (S2035)	58%	71%	88%
• their child likes being at this school* (S2001)	69%	88%	89%
• their child feels safe at this school* (S2002)	62%	82%	86%
• their child's learning needs are being met at this school* (S2003)	69%	69%	86%
• their child is making good progress at this school* (S2004)	62%	76%	84%
• teachers at this school expect their child to do his or her best* (S2005)	85%	82%	97%
• teachers at this school provide their child with useful feedback about his or	69%	71%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
her school work* (S2006)			
• teachers at this school motivate their child to learn* (S2007)	62%	75%	92%
• teachers at this school treat students fairly* (S2008)	54%	65%	69%
• they can talk to their child's teachers about their concerns* (S2009)	77%	71%	86%
• this school works with them to support their child's learning* (S2010)	77%	65%	89%
• this school takes parents' opinions seriously* (S2011)	69%	50%	78%
• student behaviour is well managed at this school* (S2012)	69%	82%	75%
• this school looks for ways to improve* (S2013)	62%	75%	89%
• this school is well maintained* (S2014)	67%	76%	86%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	92%	94%
• they like being at their school* (S2036)	94%	90%	88%
• they feel safe at their school* (S2037)	93%	94%	91%
• their teachers motivate them to learn* (S2038)	97%	90%	92%
• their teachers expect them to do their best* (S2039)	100%	96%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	86%
• teachers treat students fairly at their school* (S2041)	88%	82%	72%
• they can talk to their teachers about their concerns* (S2042)	88%	76%	69%
• their school takes students' opinions seriously* (S2043)	83%	83%	81%
• student behaviour is well managed at their school* (S2044)	85%	80%	77%
• their school looks for ways to improve* (S2045)	93%	91%	91%
• their school is well maintained* (S2046)	92%	89%	85%
• their school gives them opportunities to do interesting things* (S2047)	92%	89%	81%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	99%	95%
• they feel that their school is a safe place in which to work (S2070)	96%	99%	96%
• they receive useful feedback about their work at their school (S2071)	89%	87%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	88%	84%
• students are encouraged to do their best at their school (S2072)	98%	98%	95%

Percentage of school staff who agree# that:	2016	2017	2018
• students are treated fairly at their school (S2073)	93%	95%	92%
• student behaviour is well managed at their school (S2074)	88%	84%	86%
• staff are well supported at their school (S2075)	88%	87%	84%
• their school takes staff opinions seriously (S2076)	84%	85%	87%
• their school looks for ways to improve (S2077)	97%	95%	97%
• their school is well maintained (S2078)	96%	99%	92%
• their school gives them opportunities to do interesting things (S2079)	91%	89%	88%

\* 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

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:

- P&C meetings and community
- 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
- Facebook
- School website – publishing fortnightly newsletter and school information.
- School event advertising flyers
- 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
- Parent Teacher Interviews

In 2019 consultation regarding future community engagement has commenced to further build a strong network of community within our school.

## Respectful relationships education programs

The school has developed and implemented a programs that focus on appropriate, respectful and healthy relationships. A variety of programs are offered through the school pastoral care program as well as those offered throughout the year by outside agencies. At all times WSHS is committed to modelling respectful and safe relationships and ensures that through our PB4L agenda the four universal values of Safety, Respect, Responsibility, and Learning are the cornerstone of trusting relationships at Woodridge.

In addition to this our whole school culture is based on our culture values of:

*Knowledge – Faith – Understanding*

and our culture virtues:

- Determination and Loyalty
- Enthusiasm and Unity
- Courage and Cooperation
- Confidence and Humility

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	303	307	356
Long suspensions – 11 to 20 days	15	8	10
Exclusions	6	12	6
Cancellations of enrolment	0	0	8

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

As a school we continue to take measures to reduce our environmental footprint. In 2018 the school continued to improve strategies for reducing the amount of printing being done across the school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	544,878	532,774	542,779
Water (kL)	13,371	19,296	21,497

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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](http://www.myschool.edu.au/) website at.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school

Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	121	58	8
Full-time equivalents	118	46	8

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	18	
Graduate Diploma etc.*	4	
Bachelor degree	115	
Diploma	2	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 196 258.83

The major professional development initiatives are as follows:

- Art and Science of Teaching (ASOT)
- QCAA
  - New QCE (curriculum development)
  - Feedback
  - Cognitions
- Australian Curriculum
- Essential Skills in Classroom Management

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 94% of staff were retained by the school for the entire 2018

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	89%
Attendance rate for Indigenous** students at this school	84%	86%	80%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

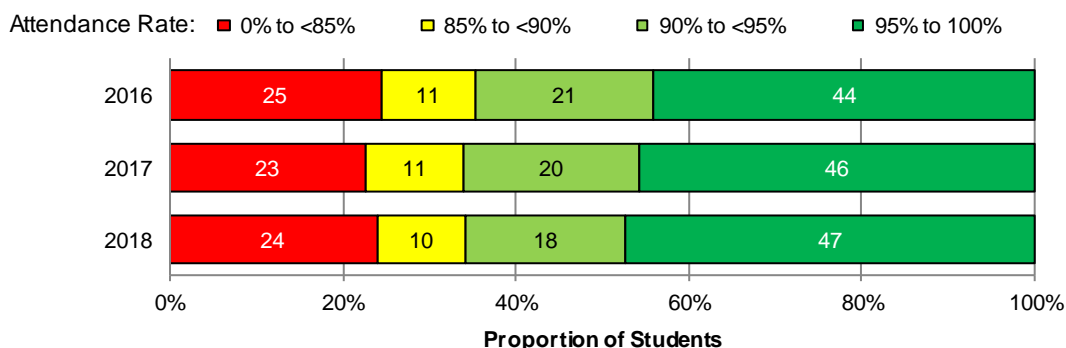
Year level	2016	2017	2018
Year 7	91%	92%	92%
Year 8	90%	89%	89%
Year 9	88%	89%	87%
Year 10	89%	88%	87%
Year 11	87%	91%	88%
Year 12	92%	93%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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 meetings of the Student Performance, Empowerment and Culture 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;

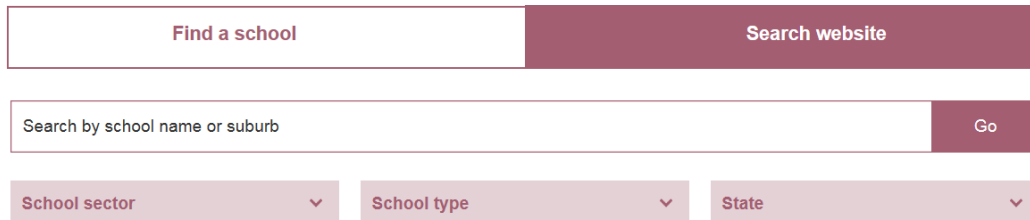
Proactive community education about the importance of attendance, and parent and caregiver obligations regarding attendance are communicated frequently through Facebook, meetings, and communication regarding attendance, absence and the exemption process.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](http://www.myschool.edu.au/) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](http://www.naplan.edu.au/)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	169	133	147
Number of students awarded a QCIA	4	8	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	165	125	142
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	89%
Number of students who received an OP	41	31	19
Percentage of Indigenous students who received an OP	18%	25%	0%
Number of students awarded one or more VET qualifications (including SAT)	154	98	129
Number of students awarded a VET Certificate II or above	133	91	124
Number of students who were completing/continuing a SAT	38	22	23
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	56%	58%	74%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	99%	97%	99%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	4	1	1
6-10	7	4	3
11-15	12	13	10
16-20	16	12	4
21-25	2	1	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	96	33	48
Certificate II	124	83	107
Certificate III or above	47	25	70

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

VET Courses completed by students at Woodridge State High School are in the following areas:

- Business
- Tourism
- Logistics and Warehousing
- Hospitality
- Engineering
- Furnishing
- Construction
- Work Readiness
- Sport and Recreation

These courses are provided by both WSHS and outsider RTO providers.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	74%	76%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	80%	73%	56%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 include transition to work, TAFE, or engagement with community providers to assist next steps.

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 remains an issue for a small percentage of school leavers. To this end the school has initiated an 'Employment Connections Team' with a specific focus of connecting students with employers. This team has done an amazing job in 2018 in order to appropriately place students into gainful, permanent employment. In 2019 this program will continue to include Employment Connection Days and Master Classes tailored specifically to particular employment areas such as construction, hospitality, retail, health, transport, logistics and warehousing. Proactive strategies, including Connecting with Careers (CWC) occurs annually 7 to 12 to assist students and families to determine future pathways early, and proactively engage students in school until the end of year 12.

WSHS works very closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal's Heads of Department, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways to assist their transition into further study and work.

## **Next Step – Post-school destinations**

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.woodridgeshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>