


WOREE STATE HIGH SCHOOL

	PO address	PO Box 12026, CAIRNS DC 4870
	Phone	(07)4081 5222
	Fax	(07)4081 5200
	Email	admin@woreeshs.qld.edu.au
	Website or Contact Person	Evelyn BACHMANN

Principal's foreword

Introduction

The following school annual report outlines the successes, challenges and exciting initiatives that the school is currently focussed on. Woree State High School (WSHS) prides itself on being a good all round performer, providing excellent pathways for both academic and vocationally orientated students. The school continually focuses on achieving high expectations and as a result 92% of our students wishing to continue onto higher University Education were successful in 2008. Woree SHS boasts one of the most comprehensive competency based vocational training programs in the State. The number of completions of vocational certificates continues to increase in 2008 and is complemented by the amazing number of 80 School Based Apprenticeship/Traineeship sign ups in 2008.

Throughout 2008/9 the school has played a lead role in developing "SchoolTech" the award winning Regional Showcase for Excellence in Community or Industry Partnerships. This is a partnership between Woree SHS, Tropical North Queensland TAFE and Skills 360 Australia and provides a new innovative option for school based trade training. SchoolTech allows students to complete their senior years of schooling, obtain a Queensland Certificate of Education (QCE) and start a career as an apprentice. Students have the opportunity to gain "real world" trade skills through work placement and working with industry standard facilities, equipping them to take their place in today's workforce.

Woree SHS currently has three campuses- the main campus being at Woree, the second based at TAFE (SchoolTech) and the third at the Hospital School. In 2010 we will expand to four campuses with the Great Barrier Reef International Marine College coming on line and students from all around the district being offered training and career opportunities within the Marine and associated industries.

The programs and structures within Woree SHS continue to be refined and enhanced making Woree SHS a great school for any child to complete their secondary schooling. The following are the key school planning priorities for 2009:

Enhancing secondary student pathways program

1. Continue implementation of and progressive updating of SETP's. Sub-contract components of the Certificate 1 Work Education across the curriculum. Lengthen the program over two terms. Introduce the activities of being a BEACON school (No Dole Program).
2. Maintain tracking program for student progress in attaining their QCE and ensure subject selection and change processes enhance student eligibility for a QCE. Increase staff awareness in ways of supporting a positive outcome
3. Consolidate the expansion of the SchoolTech Program for 2009 through implementation of effective systems and structures catering for the enrolment growth from 50 to 140 students.
4. Development of the Great Barrier Reef International Marine College in preparation for relocation into the facility in 2010.
5. Mentor and monitor students towards completion of Vocational Certificates.
6. Implement the academic supervision program to enhance year 11 and 12 student progress in academic subjects.

Continue to develop strong links with neighbouring Primary Schools

1. Introduce a 2 hrs /week elective curriculum for Woree SS year 7 students using secondary specialists in Science, Art, Drama, Home Economics, Industrial Technology and Design. To be assessed and reported on through OneSchool.
2. Explore options for shared experiences with White Rock SS
3. Consolidate excellence programs targeting year 5 and 6 students (Susan McQuillan):



4. Identify further shared workforce opportunities that will result in higher productivity and cost effectiveness with Woree Primary School

Focus on student attendance, engagement and achievement

1. Case management of families with poor attendance by culturally appropriate support staff
2. Implement new strategies to enhance student attendance
3. Consolidate curriculum programs (Student Support Services) that cater for all student needs such as Work Education Program for years 11 / 12, Rock and Water, Anger Management, Mind Matters etc. Ensure staff members involved are up-skilled to allow successful delivery.
4. Consolidate student reward system
5. High expectations program to focus on quality completion of student assessment

Development of effective learning communities

1. Focused approach to improving student outcomes by all staff learning communities operating at Woree SHS.
2. Continue implementing the Developing Performance Framework.

Future outlook

Two important areas of focus for Woree SHS for expected improvement in 2009 are (1.) the development and refinement of the school literacy and numeracy strategy and (2.) to increase the number of year 12 students obtaining a QCE from 45% in 2008 to 70% in 2009

Strategies for improvement in these two areas are:

Literacy and Numeracy results

1. Consolidate the school wide literacy strategy through
 - a. Maintain the time allocation to 140 minutes per week in years 8 and 9
 - b. Unpack NAPLAN results
 - c. Expand the focus from reading to include punctuation and grammar
 - d. Revise First Steps training for all staff to ensure a whole school ownership of literacy. Revise teaching strategies in TPLC through a practical approach.
 - e. PD in functional grammar
 - f. Common curriculum across district cluster
 - g. Target a specialist low level Literacy/English class in year 10 semester one and review for semester two.
 - h. Continue parents as first teachers strategy to further parental contribution
2. Develop and implement a whole of school numeracy strategy in year 8 and 9
 - a. Unpack NAPLAN results
 - b. Investigate the data to determine the strengths/weaknesses of student cohorts
 - c. Review what we are currently doing
 - d. Research best practice models around the State
 - e. Form a committee of relevant stakeholders to lead the implementation. HOD of Mathematics to take a lead role
 - f. Develop a strategy to implement in semester 2, 2009/semester 1, 2010

QCE results

3. Continue to lead the region in providing innovative programs that improve student engagement throughout all their secondary schooling. They are:
 - a. Implementation and expansion of SchoolTech to cater for over 200 students
 - b. Construction of the Great Barrier Reef International Marine College and implementation of the MarineTech program for year 11 and 12 students.
 - c. Maintaining high expectations for completion of vocational subjects



Our school at a glance

School Profile

Total student enrolments for your school	616
Year levels offered	8 - 12
Coeducational or single sex	Coeducational

Curriculum offerings

Our distinctive curriculum offerings

SUBJECTS OFFERED AT WOREE STATE HIGH SCHOOL					
SUBJECTS	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Accounting				x	x
Ancient History				x	x
Art	x	x	x	x	x
Biology				x	x
Business Principles		X	x		
Business Certificate 2				x	x
Career Preparation (Word Ed)			x	x	x
Catering		x	x	x	x
Chemistry				x	x
Construction Certificate 1 and 2				x	x
Coxswain certificate 2				x	x
Early Childhood Practices Certificate 3				x	x
Economics				x	x
Electrical certificate 2				x	x
English	x	x	x	x	x
English Communications				x	x
Engineering Certificate 1 and 2				x	x
Fashion				x	x
Geography			x	x	x
Graphics		x	x	x	x
Health & Physical Education	x	x	x		
History			x		
Home Economics	x	x	x		
Hospitality certificate 1 and 2				x	x
Information Processing & Technology	x	x	x	x	x
Indigenous Arts Certificate 3				x	x
Indigenous Health Certificate 2				x	x
Legal Studies				x	x
Manual Arts – Industrial Technology & Design	x	x	x	x	x
Machine Engine Driver Certificate 2				x	x
Marine Studies				X	x
Mathematics	x	x	x	x	x
Mathematics A				x	x
Mathematics B				x	x
Mathematics C				x	x
Mechanical Engineering				x	x
Modern History				x	x
Music	x	x	x	x	x
Music Industry Skills certificate 1 & 2			x	x	x
Physics				x	x
Physical Education				x	x
Recreational Studies				x	x
Science	x	x	x		
Science 21				x	x
Studies of Society & the Environment	x	x	x		
Senior Drama				x	x
Speech and Drama	x	x	x		
*Sport			x	x	x



Our school at a glance

Tourism Certificate 2				X	X
Typewriting		X	X		
Work Readiness certificate 1 and 2				X	X

Extra curricula activities:

Soccer, hockey and netball development programs
 Stage band
 Concert band
 Marching band
 Rugby League excellence program
 Debating
 Chess club
 Cheer Leading
 A wide range of interschool sports
 Project 5 (after school academic and cultural programs)
 Student Council
 Orientation and Leadership Camps
 Indigenous leadership program
 Cultural dance groups
 Pacific Islander drum group
 Optiminds
 School Magazine Planning group
 Tech Crew
 Skits club
 Harmony day
 8's are mates
 Community Action Team (CAT's)
 Overseas school visits
 Athletics coaching program
 Swimming, Cross Country and Athletics House Carnivals

How computers are used to assist learning

At Woree State High School we are committed to ensuring quality learning outcomes for every learner in a challenging, supportive and equitable learning environment. The school has eight fully operational computer labs and boast a 1:2 computer to student ratio for years 9 to 12.

We believe the full integration of ICTs into the curriculum will contribute to the development of our students and staff as lifelong learners in accordance with our agreed school global outcomes. To achieve this goal we will develop ICT skills in our students and staff through the following strategies:

1. Self-directed learning:

Ongoing self-learner

The ICT industry is constantly changing, new hardware, new software, new development concepts, all require the individual to be self-taught or maintaining a continual practice of keeping ICT knowledge current.

Students are explicitly encouraged to:

- Use manuals, (preferably electronic) and utilize "Help tutorials" that are part of software programs.
- Follow instructions, processes and algorithms.
- Research relevant literature, magazines and web sites pertaining to ICT needs.
- Develop strategies for persevering, time management and seeking help in a variety of ways. Eg. online, electronic manuals and resources, hard cover resources, peers, teachers or experts.

2. Complex thinking:

Developing and creating solutions using ICT's

Students are guided in using ICT's to solve problems that have an electronic solution. The student should be able to:

- Use trial and error processes and experiment.



- Document and track the steps or processes involved in developing a solution.
- Evaluate or appraise the processes involved in developing the final outcome.

3. Collaborative communities & contributions:

Sharing knowledge and skills is an important characteristic of actively participating in ICT communities.

The student are able to:

- Participate in online discussion groups
 - Communicate using email and Bulletin Boards in SharePoint
- Participate in peer tutoring
- Share knowledge and work productively together.
- Articulate and comment as an informed participant on ICT issues such as privacy considerations, hacking, plagiarism on the net, copyright issues, viruses, and spam.

4. Developing quality products and processes:

Quality processes bring quality products.

The student should be able to:

- Utilize ICT's in the most effective ways.
 - o This may involve developing touch-typing techniques or techniques to better utilize input devices.
 - o This may also involve developing techniques to better manage data, electronic processes and output.
 - o This may also involve developing techniques of design and skills in effective ways of presenting data/pages/documents (electronic and hardcopy) and other various outputs eg. multimedia, sound, drawings, web pages for relevant audiences
- Follow quality processes in the development of quality products.
 - o This may involve students documenting processes, planning, trialing, evaluating and redesigning. (Design, Make Appraise or Software Development Cycle)

5. Becoming a self-actualising person:

An ICT person should be an ethical moral person.

The student should be encouraged to:

- Articulate and comment as an informed participant on ICT issues such as privacy considerations, computer crime, hacking, plagiarism on the net, copyright issues, viruses, and spam.
- Use ICT's not only for self-development but also for the promotion of a better world community.

Social climate

Woree SHS is fast becoming a school of choice for students located in the Woree district and is a reflection of the confidence that the school community has in our capacity to deliver a quality education to a wide range of student abilities. No matter what cultural background, level of disadvantage or academic standing all students are treated equally in all aspects of school life.

All students at Woree SHS demonstrate a high level of school pride and ownership of their school. When they walk into the school grounds they are all very well presented in their uniform and operate within facilities that are beautifully maintained and innovative in design and function. Celebrating student success in academic achievement and extra curricular activities is an every day event at Woree SHS. Visitors to the school often reflect on the calmness and business like approach to learning that operates within the school. Woree SHS is regarded as one of the best kept secrets in Cairns.

Often in discussions with students they make reference to the quality of teachers and their passion to support and mentor them through their 5 years of secondary schooling. There are a host of support programs that contribute to our caring and nurturing learning environment.

The Responsible Behaviour Plan for students ensures that all students are treated fairly while maintaining high expectations in attitude and behaviour. Anti-social behaviour is not tolerated and results in very serious consequences, discouraging repeat offences.

Parents are always welcome in the school and have an open door to the administration team to discuss student progress or any particular issues.



Involving parents in their child's education.

Through the year a number of parent orientated functions are conducted. These include:

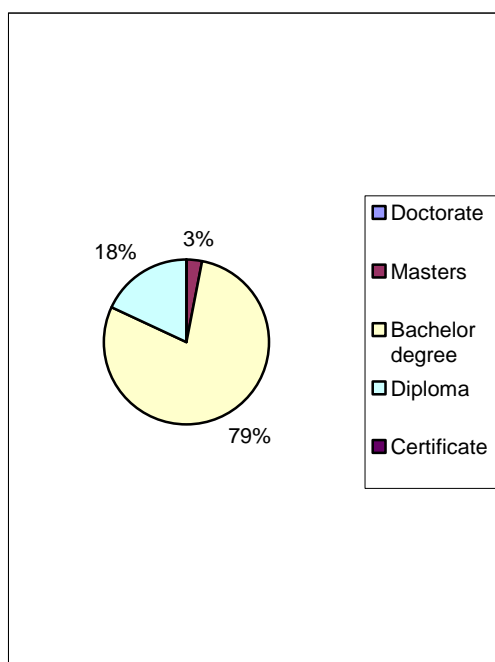
- Two face-to-face parent teacher interviews are conducted. A more comprehensive approach to engaging families in discussing student outcomes was implemented in 2007/2008 resulting in twice the number of parents attending.
- Parent interest is strongly evident in the various special events conducted through out the year. eg Student Leader Induction, ANZAC Day Ceremony, Harmony Day Celebrations, Musical Performances, Fanfare, Arts Festival, hospitality functions, various sporting events and carnivals.
- Students 'at risk' of dropping out of schooling are case managed with fortnightly meetings with Parents, Administration and Student.
- Indigenous parent meetings are conducted every term where student data is reviewed and initiatives discussed and family functions.
- Woree SHS has a very active P&C.
- The development of the Woree Community Learning Centre has seen very comprehensive after school student programs implemented in 2008
- The employment of a full time Pacific Islander Community Counsellor to work with families building aspirations and improving engagement in learning..



Performance of our students

Qualifications of all teachers.

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Bachelor degree	52
Diploma	12
Certificate	



Expenditure on and teacher participation in professional development.

The total fund expended on teacher professional development in 2008 was \$20,000.00.

The major professional development initiatives are as follows:

- First steps literacy training for all staff
- Crossing Cultures Training for all staff
- ICT Pedagogical Licence
- Certificate 4 training for all VET teachers
- ESL training- practical applications
- District Faculty Meetings
- Micro skills training in classroom strategies. All staff classroom profiled.
- The involvement of the teaching staff in professional development activities was 88% during 2008.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 95% of staff were retained by the school for the entire 2008 school year.

Student attendance

- The average attendance rate as a percentage in 2008 was 87%.



Performance of our students

Key outcomes

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.

Domain	Measures	Yr 9
Reading	Average score for the school	527
	Average score for Queensland	568.2
	For the school the percentage of students at or above the national minimum standard.	2008 78%
Writing	Average score for the school	516
	Average score for Queensland	555.3
	For the school the percentage of students at or above the national minimum standard.	2008 67%
Spelling	Average score for the school	531
	Average score for Queensland	567.8
	For the school the percentage of students at or above the national minimum standard.	2008 70%
Grammar and Punctuation	Average score for the school	514
	Average score for Queensland	563.2
	For the school the percentage of students at or above the national minimum standard.	2008 64%
Numeracy	Average score for the school	532
	Average score for Queensland	570.7
	For the school the percentage of students at or above the national minimum standard.	2008 77%

Outcomes for our Year 12 cohort of 2008

Number of students awarded a Senior Statement.	82
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	34
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	47
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	19
Number of students receiving an Overall Position (OP).	30
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	47%
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.	72%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	90%



Key outcomes in the senior phase of learning

Apparent retention rates Year 10 to Year 12.

- | | |
|--|-----|
| - Year 12 student enrolment as a percentage of the Year 10 student cohort. | 68% |
|--|-----|

Post-school destination information

- At the time of publishing this School Annual Report, the results of the 2008 Year 12 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 posted to our website by early September.

Value added

We pride ourselves for being innovative and responsive to student needs in all we offer at Woree SHS. In 2009 the Woree State High School was recognised for its excellence through the Regional Showcase Awards for Excellence in Schools, winning two of the seven categories on offer. Woree won both the Middle Phase of Learning category and the Excellence in Community or Industry Partnerships category.

Middle Phase of Learning

CY Science is an initiative to provide classrooms with everything needed for high quality school science experiments. Over the course of the year we delivered 130 CY Science Kits to 43 schools, involving over 3000 children across far North Queensland. The project was highly successful and has been personally promoted and sponsored by Federal Minister Brendon O'Connor. Congratulations to Mr David Romagnolo for his enthusiasm and passion for developing such an exciting and innovative program that has inspired many young budding science and mathematic students.

Excellence in Community or Industry Partnerships

SchoolTech is a joint initiative between Woree SHS, Tropical North Queensland TAFE and Skills 360 Australia and provided a new innovative option for school-based trade training. This program is fast growing recognition around the State as a preferred model for other districts and regions. SchoolTech allows students to complete their senior years of schooling, obtain a QCE and start a career as an apprentice or trainee. Student learning is tailored to their chosen trade area giving students the opportunity to gain real world trade skills through work placement and working with industry standard facilities, equipping them to take their place in today's workforce. In 2009 enrolments have grown to 140 students all based at our second campus at TAFE. My thanks to Jo Pyne, Donna-Maree O'Connor, Trade staff at TAFE and in particular Ron Todd for his passion and initiative to drive this exciting concept. My teaching team capably lead by Carmel Iivonen must be congratulated for all their hard work and commitment they give to the students involved in the program.

The selection panel feedback indicated both entries have a very good chance of moving onto the State level in 2009

The development of the Great Barrier Reef International Marine College with Woree SHS as the lead school is the next exciting innovation for Woree to be involved in. This has involved extensive community engagement, working across many different government agencies and partnering with Marine Industry groups such as the Australian Marine Training Network – Cairns. This is a \$7,000,000 project that will provide state of the art training facilities for our students and the community alike and is one five key trade centres planned for across the State. The schools program will be referred to as MarineTech and 2009 already seen the induction of this program to mirror our successful SchoolTech program. Board members of the Australian Marine Training Network, TAFE's Marine Faculty and program coordinator Tony Dawson all need to be congratulated on developing such an innovative and dynamic concept.

Literacy Initiatives

The focus on literacy development is of key importance to Woree SHS teachers with the introduction of a new literacy enhancement program for all year 8 and 9 students. An additional two 70 minute lessons are dedicated to Literacy enhancement on top of the three 70 minute lessons for the traditional subject of English. The program caters for all needs, from students experiencing reading and writing difficulties to the academic students focusing on extending their critical literacy skills. Data from the last two years has proven the effectiveness of the program and its importance to preparing students for the senior years of schooling.

Parent, student and teacher satisfaction with the school

The school opinion surveys for the past 3 years has demonstrated a worthy improvement in parent, student and staff satisfaction levels in how the school is functioning. 2008 has seen this stabilise with results better than most like schools and comparable results to the State average. It is a reflection of the confidence that all aspects of the school community have in our capacity to delivery an appropriate but modern delivery of education. The following table identifies the school advancement:

	2006	2008	State Average
STUDENT SATISFACTION LEVELS	61%	73%	79%
PARENT SATISFACTION LEVELS	65%	79%	78%
STAFF MORAL	69%	76%	79%



Performance of our students

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the [Education \(General Provisions\) Act 2006](#) outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#).

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	676	677	668	785

Disciplinary Absences	Reporting Period			
	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	203	114	94	47
Long Suspensions - 6 to 20 days	51	68	74	29
Exclusions	8	13	10	1
Cancellations of Enrolment	<5	0	0	0

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.

