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## 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 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 have experienced a pleasing increase in academic results for our graduating senior students. 100% of our students wishing to continue onto higher University Education were successful in 2006. The number of completions of vocational certificates has increased in 2006 in partnership with an increase in the number of School Based Apprenticeships and Traineeships (SAT's) sign ups. Throughout 2007/8 the school is developing stronger industry links with the aim of further expansion for our SAT's program.

The systems and structures within Woree SHS have been adjusted, resulting in pleasing progress on the 2007 key school planning priorities.

1. The academic culture within the school has continued to develop through the strengthening of the:
  - High expectations program
  - Maintaining a demanding curriculum
  - Quality teaching practices
  - Academic coaches in the senior school
  - Reviewing and moderating assessment pieces with a focus on quality
  - Maintaining a comprehensive QCS preparation
  - Student involvement in extra curricular activities of academic focus
  - Improve market share for enrolment base
2. Each Faculty has reviewed or is currently reviewing year 8, 9 & 10 work programs, unit plans and teaching resources to ensure richness and connectedness to the changing environment we live in.
3. Systems for implementation of individual professional learning programs for teaching and non teaching staff have been established and in practice.
4. The learning pathways in the Senior School continue to be developed through:
  - Enhanced partnerships with industry in the Marine Tourism and Building Construction sectors.
  - Increased opportunities in advanced vocational training (Certificate 2).
  - Setting of 80% completion rate in all Certificate courses.
  - Establishment of the Enterprise Pathways Program for at risk students.
  - Expansion of the SAT's pathways to provide greater student access and support.
  - The appointment of a full time SAT's co-ordinator (AO3 position)
5. The delivery of student pastoral care programs in partnership with effective communication links with families is currently being reviewed.
6. The establishment of stage 1 of the Woree Community Learning Centre and formalise learning partnerships with the community
7. The school wide literacy strategy expanded to year 9 and planning for year 10 in 2008 is under way.
8. Planning for the Alignment of the year 8, 9 and 10 curriculum and assessment structures with QCAR framework being actioned.
9. A comprehensive year 8 to 12 Careers Education Program has been embedded and linked to SET Plan.
10. Strategies implemented to foster a strong sense of school spirit.
11. The maintenance of a supportive school environment through:
  - High expectations
  - Mentoring and coaching of students
  - Consistent management and application of the school behavioural plan
  - Enhance the bullying and teasing program
  - Application of micro skills/ classroom profiling



## Future outlook

Two important areas of focus for Woree SHS for expected improvement in 2007 are:

An increase from 48% to 60% for our students being awarded a Senior Certificate and a VET qualification. This will consequently reduce the number of students that neither receive an OP score or any type of completed VET qualification.

Increase the percentage of workforce engaged in professional development opportunities from 72% to above 80%.

Strategies for improvement in these 2 areas are:

1. VOCATIONAL OUTCOMES - The school VET Curriculum has traditionally maintained a large range of offerings within the VET Area and attracted a significant number of student enrolments, however completion rates of the full certificates were below expectations. The following has been implemented in 2007:
  - (a) The subject offerings have been refined to ensure most areas have recognised AQTF recognition. This means subjects like Marine Studies and Office Studies are now certified to a Certificate 1 or 2 level.
  - (b) Clear targets were established for improving completion rates (80%).
  - (c) The introduction of a Marine and Associated Industries/School Trade Centre is proposed. This \$2,360,000 project will provide exciting opportunities for our students to move into a wider range of SAT position in their Senior schooling years.
  - (d) The commencement of the Doorways to Construction Program in partnership with Construction Training Queensland. Twelve Year 11 students have signed a contract to complete Certificate 1 in Construction resulting in a pathway to a school-based apprenticeship with the building industry.
  - (e) The current refurbishment of the new hospitality kitchen.
  - (f) A specific program to address the 29% of students failing to gain any form of recognised qualification has been established. The year 11 Enterprise Pathways Program has 20 students enrolled currently undertaking Literacy and Numeracy programs in partnership with a Certificate 1 in Work Readiness and Certificate 1 in Horticulture.
  - (g) Expansion of students enrolled in TAFE Secondary programs.
  - (h) Currently the Management Team is researching structures that better allow larger blocks of time for implementation of VET subjects and release of time for industry placement for students.
2. PROFESSIONAL DEVELOPMENT OPPORTUNITIES- The school has implemented the following strategies to allow for a more coordinated and focused approach to Professional Development:
  - (a) A framework for the establishment of Individual Learning Plans has been developed for all staff, coordinated by the school management team. Both a whole of school focus has been embedded as well as faculty and individual needs.
  - (b) The school PD budget has increased from \$18,000 to \$30,000 and cost centres established for each of the faculty areas.
  - (c) Individual Learning Plans are to be continually reviewed.
  - (d) Teacher Professional Learning time allocated each Monday afternoon has been focusing on:
    - First steps literacy training
    - Faculty team planning priorities
    - ICT's
    - Success for boys program
    - Cross cultures training



# Our school at a glance

## School Profile

<b>Total student enrolments for your school</b>	<b>699</b>
<b>Year levels offered</b>	<b>8 - 12</b>
<b>Coeducational or single sex</b>	<b>Coeducational</b>

## 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		
Business Certificate 2				X	X
Career Preparation (Word Ed)			X	X	X
Catering		X	X	X	X
Chemistry				X	X
Construction Certificate 1				X	X
Early Childhood Practices Certificate 3				X	X
Economics				X	X
English	X	X	X	X	X
English Communications				X	X
Engineering Certificate 1 and 2				X	X
Fashion				X	X
Film & TV				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				X	X
Horticulture certificate 1				X	X
Information Processing & Technology	X	X	X	X	X
Indigenous Arts Certificate 3				X	X
Legal Studies				X	X
Manual Arts – Industrial Technology & Design	X	X	X	X	X
Maritime operations Certificate 1 and 2				X	X
Mathematics	X	X	X	X	X
Mathematics A				X	X
Mathematics B				X	X
Mathematics C				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
Tourism Certificate 2				X	X
Typewriting		X	X		
Work Readiness certificate 1				X	X



## Extra curricula activities:

Stage band  
Concert band  
Marching band  
Rugby League excellence program  
Debating  
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  
Optiminds  
School Magazine Planning group  
Tech Crew  
Harmony day  
Community Action Team (CAT's)  
Japanese visits  
Gumba Gumba Boys 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.

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

The overall rating for Parent Satisfaction (2.92) from the Parent opinion Surveys is above the state mean (2.91). The overall rating for Woree Students (2.38) being satisfactory, however still marginally below the state mean of 2.50.

Woree SHS is recognised as a school that offers a very inclusive approach to education for students with disabilities, students of varying cultures and students of various social backgrounds. In 2006, the parent/carer satisfaction level has increased from 73% to 77%. Student satisfaction levels have also increased from 61% to 70%. The school is currently implementing the following strategies with the aim to raise the satisfaction levels above the state mean:

- Implementation of the revised Behavioural Plan for the school in a fair and firm approach.
- Positive rewards program
- Revision and implementation of the bullying and teasing strategy
- Growing the pastoral responsibilities of the form teachers and maintaining year coordinators responsibilities.
- Implementation of the Rock and Water Program.
- Support of 'at risk' students into alternative pathways and linking with external agencies.
- Mentoring and academic coaching programs for our academic students.
- Student services team that comprises of a Nurse, Police Officer, Community Education Counsellor, Guidance Officer, Learning Support Team regularly meeting to review the case management of individual students and student groups. The position of School Chaplain is currently being negotiated.
- The creation of a new position of SAT's coordinator for placement and mentoring of students into industry.
- The funding of an attendance officer to case manage indigenous students with poor attendance.



## Our school at a glance

### Involving parents in their child's education.

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

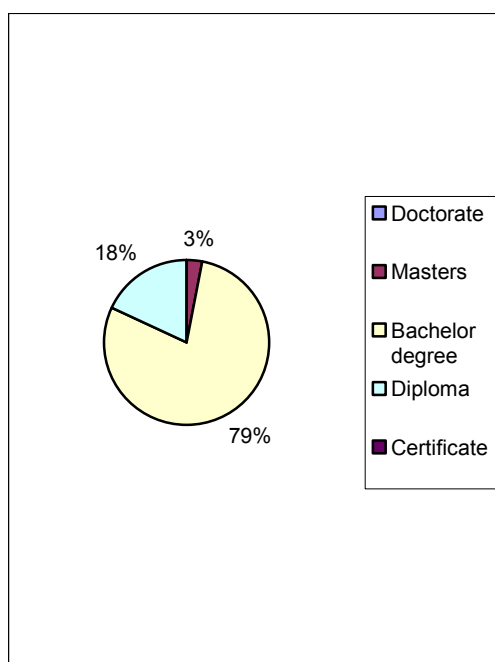
- Two face to face parent teacher interviews are conducted. A more comprehensive approach to engaging families in discussing student outcomes was implemented in 2006 resulting in twice the number of parents attending.
- Parent interest is strongly evident in the various special events conducted through out the year. eg Student Leader Induction, ANZAC Day Ceremony, Harmony Day Celebrations, Musical Performances, Fanfare, Arts Festival, 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 2006 and plans are in place to develop adult programs from semester 2 onwards. The Arts, Literacy and ICT's being the initial focus.
- Funding is currently being sort to provide a Pacific Islander Community Counsellor to based full time at school.



# 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 2006 was \$18,000.00.

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
- Leading Learning Schools Training for Management Team
- District Faculty Meetings
- ESCM training for 2<sup>nd</sup> and 3<sup>rd</sup> year teachers
- The involvement of the teaching staff in professional development activities during 2006 was 72%.

## Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2006.

## Proportion of staff retained from the previous school year.

- From the end of the 2005 school year, 90% of staff were retained by the school for the entire 2006 school year.



# Performance of our students

## Student attendance

- The average attendance rate as a percentage in 2006 was 88%.

## Key outcomes in the senior phase of learning

### Apparent retention rates Year 8 to Year 12.

- |   |     |
|---|-----|
| - Year 12 student enrolment as a percentage of the Year 8 student cohort. | 82% |
|---|-----|

### Outcomes for our Year 12 cohort of 2006

- Total number of Senior Certificates awarded	109
- Percentage of Overall Position (OP) -eligible students with OP 1-15	61
- Percentage of students awarded Senior Certificates and awarded a Vocational Education and Training (VET) qualification	48%
- Percentage of students awarded Senior Certificates with OP-eligibility or awarded a VET qualification	71%
- Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	100%

### Post-school destination information

- At the time of publishing this School Annual Report, the results of the 2006 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.

### Parent, student and teacher satisfaction with the school

Over the past 3 years the satisfaction levels of parents, students and staff have either been maintained at a consistent level or improved, bridging the gap between school and state means.

2010 TARGET	2004	2005	2006
STUDENT SATISFACTION LEVELS	35	45	61
PARENT SATISFACTION LEVELS	53	50	65
STAFF MORAL	71	72	69

Through a more detailed analysis of the item responses from the opinion surveys the following areas have been identified for action:

- Concerns from staff are still evident in the areas of physical environment, relationships, school operations and morale.
- Parents are generally satisfied across all areas outlined in the opinion survey
- Students have indicated a satisfactory level of satisfaction in all areas except Curriculum.



## Other Key Outcomes

### *Value added*

Woree has a proven history for being a good all round performer. We work very hard on catering for all students whether they are an outstanding academic performer or a student wanting to enter the vocational pathways or a student that struggles with engaging in the learning process. We are proud of our academic standards, our modern curriculum, our cultural richness, our professional teaching, our innovative practices, our sporting champions and our creative brilliance, all within a disciplined and caring environment.

Examples of the innovative practices designed to maintain and improve the school academic profile are:

- The JCU Maths/Science Excellence Program
- The highly regarded Instrumental Music Program
- The introduction of a whole of school Literacy Program
- The supportive approach delivered to the senior student cohort through the academic coaching program.

Historically Woree SHS has provided approximately 30 school based apprenticeships and Traineeships opportunities for our students each year. This has increased to 46 students in 2007 and we are aiming for a target of 70 students by the end of 2008. This is being achieved through establishing effective partnerships with local industry, linking vocational course offerings directly into employment opportunities. Our adoption by the Construction Industry through the Doorway to Construction Program and the introduction of Marine School to Industry Trade Centre are two excellent examples of productive partnerships. Woree is proud to be the lead agent in building this Trade Centre, one of five Excellence Programs for Vocational Education within the State. This Centre will open doors for employment opportunities within the Engineering, Office Administration, Hospitality and Tourism industries for our students.

