



William Ross State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

William Ross State High School is located in Townsville, North Queensland. Our school strives to develop highly successful students by providing responsive and flexible curriculum pathways with exceptional support services for students. Our high-quality curriculum includes a specialist leading learner and academic mentoring program. Mandarin Chinese and literacy development are also available. Industry pathways offer students certification and industry placement. Construction students are currently renovating a heritage Queenslander located on our campus. The specialist Rhinos Sports Academy provides quality training programs, accredited coaches and top class facilities including a new sports and exercise science centre for developing athletes. Students also excel through our extensive performing and visual arts opportunities. The positive behaviour support program and focus on student well-being is the foundation for our supportive school and classroom environments. Specialist staff, leadership activities and our personal development program help students to become active and informed citizens. Our school community strives to make the difference for every individual student.

Principal's Foreword

Introduction

This school annual report details outstanding student achievements throughout 2017. These achievements include key learning outcomes, operational data and progress towards specific school goals taken from the school's Strategic Plan. Within the school's 2017 - 2021 Strategic Plan which contains identified guiding principles for our major program areas:

- Writing and Reading
- Teacher Capacity
- Monitoring Data
- Positive Environment
- Stuart Cluster of schools

School Progress towards its goals in 2017

The driving principle of our current Strategic Plan is '*We develop highly successful students*'. The major program areas which are described in our guiding principles are:

Learning:

We meet each student's aspirations to "learn and to achieve to the very best of their ability".

Infrastructure:

We provide exceptional support services, resources and facilities to maximise the teaching/learning process.

Wellbeing:

We deliver outstanding support and programs that meet the social, emotional and physical needs of all.

Key strategies to address these focus areas were contained in the 2017 William Ross State High School Annual Implementation Plan. Progress was made towards the achievement of all the focus areas throughout 2016..

These include:

- A major focus and continuation of the intervention program to support students in Reading Comprehension and Writing for all Year 7, 8, 9 and 10 students below the National Minimum Standard for Literacy in the NAPLAN assessment.
- Extending the implementation of the Pedagogical Framework to improve the quality of instruction within classroom teaching practice.
- Quality School Curriculum programs that align with the National Curriculum ACARA and Queensland Studies Authority requirements.
- Improved National Assessment Program – Literacy and Numeracy (NAPLAN) outcomes with an increased percentage of Years 7 and 9 students meeting or exceeding the national minimum standards in Grammar & Punctuation and Numeracy and increases in the percentage of students in the Top 2 Bands in Reading.
- Improved Year 12 Student Outcomes against State benchmarks including increases in the percentage of Year 12 students achieving:
 - Queensland Certificate of Education - QCE
 - An Overall Position (OP) score.
 - Vocational Education and Training – Certificates II and above.
 - School Based Apprenticeship or Traineeship.
- A reduction in students' absenteeism resulting in a school increase in the rate of student attendance.
- A strengthened Student Support Services Team with improved Case Management of students providing targeting individualised support programs for students.

Continued improvement in the school's delivery of support services, allocation of resources and provision of facilities to support student learning.

Future Outlook

The school's Strategic Plan will continue the focus on Learning, Infrastructure and Wellbeing. The school will continue to develop and implement programs that *'develop highly successful students'*.

Future strategies will include:

WRITING & READING

Evidence-based processes to monitor progress of the explicit improvement priorities of reading and writing

- Create a culture of innovation and consistency focused on continual improvement of writing and reading through an explicit strategy across all year levels.
- Set clear expectations and support teachers through model training and skilling priorities.

TEACHER CAPACITY

Collaboratively develop and implement ASOT, including coaching and mentoring processes to build teacher capacity

- Further enhance a collaborative pedagogical framework that builds the capabilities of teachers and school leaders using research and evidence-based practices.
- Build a formal Coaching and Mentoring Framework to support increased teacher capacity.

MONITOR DATA

Monitor and review the impact of data processes and goal setting in the junior school, through an enquiry cycle model

- Collaborate and build review evidence-based performance processes that differentiate and support age appropriate pedagogies.
- Clearly articulate future focused strategies through the Enquiry Cycle approach.

POSITIVE ENVIRONMENT

Develop and embed consistent student management practices to improve behaviour within the school environment.

- Build a school wellbeing plan that targets effective and consistent improvement practices.
- Use targeted strategies to reconnect students at-risk of disengagement through alternate models of teaching and learning.

STUART CLUSTER

Collaboratively develop a strategic plan across the Mount Stuart Cluster of Schools to drive collective school improvement.

- Use strategic partnerships to deliver innovative and agile solutions to complex problems.
- Collaborate with Corporate stakeholders and use a collective high performance delivery culture to increase capacity and delivery of State Education.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	990	447	543	108	89%
2016	910	429	481	110	89%
2017	820	379	441	94	91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

William Ross State High School is a coeducational state school with enrolments from Years 8 to 12. In 2017, William Ross State High School had a total of 820 students enrolled. Of this 54% of enrolments are male while 46% are female. Defence force families are a focus of our school, being directly adjacent to ADF Lavarack Barracks. Included in our student population there are 11% of students that identified as Aboriginal and / or Torres Strait Islander.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	21
Year 11 – Year 12	18	18	18

Curriculum Delivery

CURRICULUM:

While we offer a broad range of the National Australian Curriculum there is flexibility and scope to cater for the interests of all students from Years 7 to 12. With traditional Core subjects embedded in the early years, students still access and opportunities in Electives in an increasing scale from Junior Secondary into Senior Secondary.

LEADING LEARNER PROGRAM:

This is a program for academically advanced students in Years 7, 8, 9 and 10. Students are invited to join one or more of these classes which cover English, Mathematics, Science and Humanities. In 2017, Elective subjects Arts and Engineering were also included.

RHINOS SPORTS ACADEMY:

This program caters for elite athletes from Year 8 – 12 in the sports of Australian Rules Football, Basketball, Cricket, Football (Soccer), Hockey, Netball, Rugby and Touch. The school established this program in 1998. Since that time teams across these sports have won many regional championships and success in state championships.

INSTRUMENTAL MUSIC:

The school runs a traditional Instrumental Music program that caters for brass, woodwind, percussion and strings students. Also on offer is a contemporary program based around the guitar.

SENIOR PATHWAYS:

Students in Years 11 and 12 follow either a Tertiary or an Industry Pathway. Tertiary Pathway students receive an Overall Position (OP). Industry Pathway students are able to undertake Vocational Education Certification I, II and III courses, school-based apprenticeships, school-based traineeships and work placement.

PERSONAL DEVELOPMENT:

This school has a significant focus on personal development. We believe the role of nurturing young people is a significant part of a child's education. Our Student Support Services Team include:

- Guidance Officer
- School-based Nurse
- School-based Police Officer
- Youth Support Coordinator
- Community Education Counsellor
- Chaplain
- Defence Force Mentor

Co-curricular Activities

William Ross State High School offers a wide range of activities and opportunities that cater for students. Through our school camping program we offer a range of personal development and growth activities.

These camps include:

- Year 7, Year 9 and Year 11 Student-led Conference, Student Leaders Retreat and the Learning Access Transition Camp.
- A Junior and Senior Student Representative Council allows students to further develop leadership skills and contribute to the school community.
- Each year students are able to participate in a number of arts-based activities. These include musical concerts, stage performances including dance, musicals and rock eisteddfods as well as art shows. These opportunities allow us to showcase the considerable talents of our creative students.
- Students are able to enjoy sport at their level. Opportunities exist within inter-house competitions and interschool competitions. Students may also trial for selection in district, regional and state teams across all sports endorsed by Queensland Secondary School Sport. The school has a proud sporting tradition. Since its establishment the school has seen students regularly gaining representative selection at all levels right through to Australian representation.
- Other opportunities include an extensive list of other school activities including; Excursions, Inter-house Sports Carnivals, School Chaplaincy activities, Junior and Senior Debating and Public Speaking and a range of community, civic and social opportunities.

How Information and Communication Technologies are used to Assist Learning

The school has extensive student computer access with over 700 student computers on the campus. These include both desktop and class sets of laptops. The school also supports a full wireless network and the use of interactive Promethean Smart Boards in classrooms. All computers have internet access with classrooms having either hardwire or wireless connection. These are serviced by a well-maintained computer network.

Each fulltime teacher also has a laptop and uses this to enhance their pedagogical delivery in the classroom. Teachers also are required to do their planning through OneSchool Planning Units and have access to professional learning in order to increase their capacity to use computer technology to support student learning.

Students use computers for research as well as for creating assessment responses. In addition we deliver our Graphics program from Years 8 – 12 via Computer Aided Design (CAD) software with accompanied 3D printing capability. Students in Art are also able to undertake learning activities and product creation using software packages along with students in Film and Television and Digital Photography within our newly constructed Green Room.

Students learn how to create websites and to productively use a range of software. Teachers are able to present instruction via digital lessons and can create virtual learning environments for students to access outside regular class.

Social Climate

Overview

William Ross State High School was one of the first Queensland schools to introduce School-Wide Positive Behaviour Support (PBS). This model was further supported by the introduction of the Positive Education Program in following years and now forms the basis of our Positive Education Classrooms. This approach is based on the view that around 80% of students come to the school environment knowing what appropriate social behaviours are, they have acquired these skills either from parents, peers or teachers.

In supporting all students, our school provides a comprehensive Positive Behaviour program that is explicitly taught within the context of a subject area and also embedded across all subject offerings. These positive characteristics and behaviours expectations are undertaken within small groups throughout the year, at every year level.

The development of responsible student behaviour in the school is based on the explicit teaching of appropriate social behaviours and developing positive relationships within the school. The explicit teaching of these social skills occurs through PEC, Positive Education Classes, plus Junior Health and Physical Education and they are also modelled in every classroom through our integrated Positive Education Program. There are also a number of programs in place to acknowledge and reward students that demonstrate these social skills in the classroom, here the school has established a long tradition of acknowledging students and staff that commit themselves to the ideals of positive difference via the "Making a Difference Awards".

The School Opinion Survey results indicate that the majority of parents and students believe William Ross State High School is a safe, well-disciplined school that creates a good learning environment for their child. The survey also indicates that students are treated fairly and are happy to attend.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	88%	100%	90%
this is a good school (S2035)	92%	90%	87%
their child likes being at this school* (S2001)	96%	95%	94%
their child feels safe at this school* (S2002)	96%	86%	88%
their child's learning needs are being met at this school* (S2003)	92%	90%	88%
their child is making good progress at this school* (S2004)	92%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	87%
teachers at this school motivate their child to learn* (S2007)	92%	100%	90%
teachers at this school treat students fairly* (S2008)	87%	90%	81%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	89%
this school works with them to support their child's learning* (S2010)	88%	90%	91%
this school takes parents' opinions seriously* (S2011)	87%	89%	84%
student behaviour is well managed at this school* (S2012)	67%	76%	77%
this school looks for ways to improve* (S2013)	91%	95%	89%
this school is well maintained* (S2014)	92%	90%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	84%	90%	94%

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they like being at their school* (S2036)	78%	81%	85%
they feel safe at their school* (S2037)	80%	84%	90%
their teachers motivate them to learn* (S2038)	85%	84%	81%
their teachers expect them to do their best* (S2039)	93%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	82%	88%	83%
teachers treat students fairly at their school* (S2041)	77%	81%	73%
they can talk to their teachers about their concerns* (S2042)	75%	76%	63%
their school takes students' opinions seriously* (S2043)	68%	69%	70%
student behaviour is well managed at their school* (S2044)	64%	76%	70%
their school looks for ways to improve* (S2045)	81%	88%	86%
their school is well maintained* (S2046)	71%	86%	81%
their school gives them opportunities to do interesting things* (S2047)	76%	86%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	87%	89%	98%
they feel that their school is a safe place in which to work (S2070)	94%	92%	97%
they receive useful feedback about their work at their school (S2071)	75%	85%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	66%	85%	90%
students are encouraged to do their best at their school (S2072)	92%	95%	97%
students are treated fairly at their school (S2073)	85%	95%	97%
student behaviour is well managed at their school (S2074)	61%	80%	92%
staff are well supported at their school (S2075)	63%	74%	88%
their school takes staff opinions seriously (S2076)	51%	70%	83%
their school looks for ways to improve (S2077)	77%	89%	98%
their school is well maintained (S2078)	79%	79%	93%
their school gives them opportunities to do interesting things (S2079)	79%	90%	91%

* 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

The relationship between parents and the school community is welcomed and promoted within our school. Parents are considered a vital component in the education of the child, informed and supportive parents are acknowledged as critical to the education of the whole-child.

The most recognisable forum for parent input at an organisational level is the school's Parents and Citizens Association. Our Parents & Citizens Association is a forum available for any parent from within our school. This meets on the second Tuesday of each month from 7:00pm. The role of the Parents & Citizens Association is to advise and to support the agreed targets and outcomes as well as providing timely advice to the school on a variety of matters. Parents are also encouraged to contact the school to discuss any issues of concern as well as positive feedback.

Parents regularly make contact with many members of staff through arranged meetings, interviews, telephone contact and email. Email has proven to be an increasingly useful avenue for school-home communication in this



time-challenged age. Newsletters are given to students or sent by email to those families with internet access. Parent nights are held for a variety of purposes throughout the year.

There are many opportunities for parents to attend the school and discuss matters with staff, these range from the Meet-'n-Greet, requested Parent-Teacher Interviews, Student Success Conferences to reporting through to subject information nights. These are all great opportunities for parents to speak directly to their child's teachers or to members of the Administration.

Parents have also been involved in a number of school based committees including Positive Behaviour Support, Local Chaplaincy, and for major reviews such as the development of the school's Strategic Plan. As an Independent Public School, our School Council will provide an absolute forum for consultation and collaboration well into the future.

Respectful relationships programs

The school's Wellbeing Program is contained in every students' Learning Journal. This program is specifically run through designated subject class time and is based on the recognized 'Learning Curve' format. Year Level Coordinators also provide targeted presentations throughout the year to address social behaviours that impact on student wellbeing, these presentations include external providers and the School-based Police Officer, School Nurse and motivational speakers to raise awareness and support individual development.

Throughout the year and day-to-day on-going support basis, members of the Student Support Services Team are looking into meeting students' needs and what programs could be implemented.

Our school has a versatile and strong commitment to student safety and the promotion of a safe and supportive school environment that is established by building rapport with students. Conflict resolution, acknowledgement of no violence is highlighted and addressed initially through group mediation sessions with a support staff member. Support staff also provide 'check-ups' with students who access support to reinforce individual safety and teach them what to do if feeling unsafe both within/outside the school environment.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	291	258	132
Long Suspensions – 11 to 20 days	22	22	19
Exclusions	4	8	8
Cancellations of Enrolment	8	0	5

Environmental Footprint

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. With the number of computers and air conditioners in the school the school's electricity costs continue to be a focus for better managed efficiency and effectiveness. During the period 2012-13 the school installed master cut-out switches in all computer rooms to reduce the costs associated with equipment presently being left in 'standby' mode, resulting in a reduction in the 2013-2014 period. More timed watering systems were installed during 2015 to address and target a reduction in water use. In 2015-2016 water restrictions significantly reduced the water use and environmental impact with a revised garden management plan. This is reflected in the reduction of water used in the 2016-2017.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	596,929	43,789
2015-2016	568,290	47,048
2016-2017	533,306	10,580

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

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* 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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	76	36	<5
Full-time Equivalents	74	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	0
Bachelor degree	76
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$ 111,682.00.

The major professional development initiatives are as follows:

- Classroom Profiling
 - Classroom Profiler
 - Facilitator for Classroom Profiling.
- Coach / Peer Coaching and Mentor
- Trainer and Assessor for Vocational Education
- International Accreditation facilitators
- Specific Industry skills
- Tactical Reading and Tactical Writing strategies
- CSIRO supported Maths program
- Targeted Literacy skills development.
- Subject specific QCAA
- First Aid & CPR

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2017.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	87%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	80%	83%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

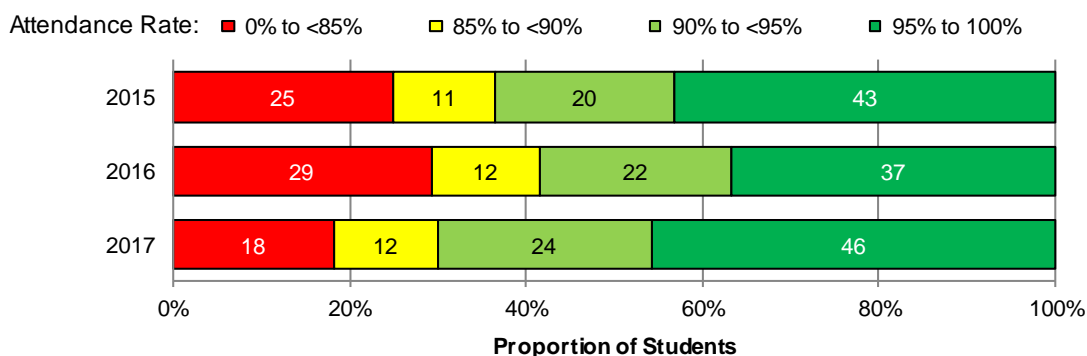
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	93%	88%	87%	88%	92%
2016								89%	87%	85%	84%	88%	89%
2017								92%	90%	89%	90%	92%	93%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 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.

Each teacher completes electronic marking of their classes that is uploaded to a central database. Each day at 10.00am an electronic text messaging system is activated and notification of student absence is sent direct to the parents' mobile phone.

Absence information is also analysed to show detailed patterns and trends about and against individual student attendance and performance. Roll Marking teachers are also responsible for monitoring daily attendance and

following up on individual student absences. Each two weeks details of absences are also forwarded home for parents to respond where unexplained absences still appear on records. SMS/text messaging of absent students is delivered daily to parents and responses entered by office staff. Our Year Coordinators also track this data to ensure students are engaged and attending.

Students identified by our Year Coordinators with a pattern of non-attendance will receive intervention and support from members of our Student Support Services Team. The school also implements a number of proactive strategies to support and encourage student attendance. These include regular newsletter articles, timetabled considerations and positive recognition of outstanding attendance.

NAPLAN

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

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	171	126	167
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	6
Number of students receiving an Overall Position (OP)	74	56	64
Percentage of Indigenous students receiving an Overall Position (OP)	33%	30%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	7	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	170	121	162

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students awarded an Australian Qualification Framework Certificate II or above.	166	120	149
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	169	126	161
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	93%	100%	94%
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.	73%	82%	80%
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.	100%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	97%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	9	21	24	20	0
2016	8	14	24	10	0
2017	11	19	21	13	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	77	165	53
2016	69	117	31
2017	156	147	38

As at 14th February 2018. The above values exclude VISA students.

VET Qualifications include:

- Certificate 1 Construction
- Certificate 1 Engineering
- Certificate 2 Business
- Certificate 2 Hospitality
- Certificate 1 Work and Life Skills
- Certificate 2 Skills for Work and Vocational Pathways
- Certificate 2 Information, Digital Media and Technology
- Certificate 2 Visual Arts
- Certificate 3 Early Childhood Education and Care
- Certificate 3 Fitness
- Certificate 3 Sport and Recreation
- Certificate 3 Active Volunteering

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	77%	81%

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	84%	72%	64%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

A number of students had left the school between the end of Year 10 and the completion of Year 12. The school has in place strategies that support students in Year 11 and 12 who are at risk of not completing Year 12.

This includes work undertaken by the Head of Senior School, support from the Regional Pathways College as well as members of the school's Student Support Services Team such as the Defence Transition Mentor, Youth Support Coordinator, Community Education Counsellor, Guidance Officer and Chaplain with individual case management and personal and wellbeing assistance.

These strategies target students with attendance issues, engagement issues and personal wellbeing issues. Our Youth Support Coordinator also provides interagency support and gains direct involvement of community agencies to assist with effecting school engagement or transition to work or further learning.