



Ormeau Woods State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Located on the corner of Goldmine Road and Minka Lane, Ormeau Woods State High opened in January 2009 with 250 students in Years 8 and 9. In 2012 the first cohort of Year 12 students graduated. In 2015 Year 7's moved into the school as part of the 'Flying Start' initiative. The school accommodates students in Years 7 – 12 and draws most all of its students from the local feeder schools: Norfolk Village, Ormeau and Woongoolba State Schools.

Ormeau Woods State High School is developing new and innovative approaches to education. There is extensive use of modern technologies and the latest in software applications. The school was an 'early adopter' of the BYOD program where students have access to their own learning device. Our ambition is to be a leading Queensland school where students can excel in; academic studies, cultural and creative fields, sporting pursuits and community service. These are referred to in the school as our 'Four Pillars'. Staff have demonstrated their willingness to adopt practices which involve developing flexible classroom landscapes and cultures that support modern learners. Ormeau Woods SHS offers comprehensive and innovative programs which attract both tertiary bound students and those who value vocational qualifications. We have forged strong partnerships with local universities that offer 'Guaranteed Admission Programs'. We are also committed to vocational education and workplace learning. Students have the opportunity to combine paid work with schooling by applying for School - Based Apprenticeships and Traineeships coordinated by school staff. The number of students studying a TAFE subject as part of their senior course has increased significantly. The school offers a diverse range excellence programs including; Dance, Art, Design Technology, Sports Science and Junior Secondary Academic Extension (XL).

Our commitment to Positive Behaviour for Learning (PB4L) creates effective learning environments. The program emphasises the use of preventative teaching and reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes. Students are accountable for their own actions, resolving differences in constructive, peaceful ways, contributing to the overall school community and becoming empowered to take responsibility for their learning. Our guiding principles, expressed in our Responsible Behaviour Plan are; Respect for Teaching and Learning, Respect for Self and Others and Respect for Property.

The recent School Improvement Unit Report concluded that ... 'The culture of the school is built upon positive behaviour and engaged learning. Positive Behaviour for Learning (PB4L) is fundamental to the drive for and establishment of positive behaviour standards and a learning culture in the school. A clearly documented whole school plan for curriculum delivery is being implemented effectively throughout the school. A strong alignment exists between the overall curriculum delivery plan, term

and unit plans, classroom teaching and the regular assessment of student progress in relation to curriculum expectations. There is also strong 'vertical' alignment of the curriculum and which is substantially delivered through digital pedagogy. There is an extensive range of partnerships in place to improve learning opportunities and outcomes for students.'

Our students are part of a unique 'new school' experience which provides them with personal challenges and rewards in shaping our history and future direction.

Principal's Forward

Introduction

The 2016 School Annual Report is used to evaluate our performance against our goals and to inform our 2017 planning, reviewing and reporting framework. It is a significant means of communicating our performance and future plans to our community. Contained in this report is information and statistical data designed to give a thorough understanding of our school, its unique profile and operation.

School Progress towards its goals in 2016

In 2016 our Improvement Agenda priorities were to:

- Continue to improve students' literacy and numeracy standards
- Continue to address the learning and wellbeing needs of all students
- Establishing high academic standards for student performance (e.g. NAPLAN, Upper 2 Bands, Junior Secondary and Senior Schooling Phases)

Our Priority Areas of Development were the:

- Further implementation of the Learning and Wellbeing Framework.
- Universal implementation of the School's Pedagogical Framework in order to create expert teaching teams who are knowledgeable and confident in the subjects they teach.
- Reducing the behaviours that negatively impact student learning.
- Continue to foster school pride and sense of belonging to the school community

Future Outlook

In 2017 our focus is:

Pedagogy

- ❖ Continue the implementation of the Key Improvement Strategies from the 2015 SIU Review.
 - Develop and implement a systematic, whole school approach to the provision of feedback, coaching and mentoring for all teachers
- ❖ Create an expert teaching team who are knowledgeable and confident in the subjects they teach and who have highly developed pedagogical skills and abilities.

Curriculum

- ❖ Develop an implementation strategy for the introduction of the new senior curriculum.
- ❖ Continue to improve students' literacy and numeracy standards

Learning Culture:

- ❖ Continue to implement and refine Positive Behaviours for Learning (PB4L).

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	914	474	440	20	91%
2015*	1005	525	480	27	92%
2016	1092	567	525	26	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the Student Body

Overview

Located on the eastern side of the M1 the school draws its students from the main primary feeder schools of Ormeau, Norfolk Village and Woongoolba State Schools. There has been strong enrolment growth over the past few years due to the rapid urban expansion occurring in the area with a number of new housing estates opening. Many new families to the area have either moved from interstate or relocated from the Brisbane and Sunshine Coast areas. ABS data indicates that most families in the catchment area are couples with children less than 15 years of age or with dependent students.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Year 4 – Year 7			
Year 8 – Year 10	22	23	24
Year 11 – Year 12	19	20	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

All students in Years 7 - 9 (the Junior Secondary years of schooling) complete a program of core and rotational subjects spread over the three years. The Core comprises: English, Mathematics, Science, Humanities, LOTE and Health and Movement Studies.

Year 7 and 8 students participate in a range of rotational subjects from the remaining KLA's – The Arts and Technology. In Years 9 and 10 students continue with their core subjects and are able to select two elective subjects from a wide range of offerings from the KLA's.

The Senior Phase of Learning prepares students for the transition from school life to the adult world. To support our students in their learning journey we are creating a comprehensive and flexible approach to Senior Schooling. Our curriculum has been designed so that students can choose a course of study that will meet their career and vocational needs. It caters to their individual interests and abilities and provides them with academic rigour and personal challenges.

In Years 11 and 12 students choose from a variety of subjects offered by the Queensland Curriculum and Assessment Authority (QCAA). A range of post-school links have already been established allowing students access to tertiary courses and enrichment programs. We have been selected by Griffith University to be a member of the prestigious Valued Partners Program. Our students will be offered unique opportunities to attain prestigious scholarships and direct entry into many tertiary courses.

We are also committed to vocational education and workplace learning. Students have the opportunity to combine paid work with schooling by applying for School - Based Apprenticeships and Traineeships coordinated by school staff. The number of students who chose to study a TAFE subject as part of their senior course increased significantly.

Co-curricular Activities

Ormeau Woods State High School continued to gain a strong reputation for its commitment to extracurricular activities through our involvement in:

- Australian Mathematics Competition
- University of Queensland Optiminds Challenge
- District and Regional sport
- Futsal – Indoor Soccer
- The Human Powered Vehicle Team (HPV) which competed at the RACQ All Schools Pedal Prix held at Willowbank and the Maryborough 24 Hour Challenge. The Ormeau 'Eagles' performed beyond all expectations finishing as State Champions in the Senior Boys category.
- The Kokoda Challenge
- The All School's Touch Championships
- Our Performance Dance and Dance Excellence students continued to perform at exceptional levels.
 - BPAC
 - Gold Coast Eisteddfod
 - Beenleigh Eisteddfod

How Information and Communication Technologies are used to Assist Learning

Staff confidence in using ICT technologies was demonstrated in their use of a wide array of software applications, e-books and multi-media based lessons.

Staff communicated regularly with parents and the wider community through the use of email data bases. Class rolls were marked electronically and absence emails sent to families within an hour of marking. The fortnightly newsletter was sent electronically to families. Students submitted assessment via their email accounts.

Social Climate

Overview

Ormeau Woods State High School students have the right to receive a quality education. Our aim is to influence and manage behaviour by creating a positive learning environment which; establishes expectations, reinforces desired behaviours and develops in students self-motivation, accountability for their actions and behaviour and self-management.

Our Positive Behaviour 4 Learning Program (PB4L) creates effective learning environments. The program emphasises the use of preventative teaching and reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes.

Students are accountable for their own actions, resolving differences in constructive, peaceful ways, contributing to society and civic life and taking care of the environment. In order to be able to provide each student with the opportunity to reach their potential, students should expect to:

- Be able to learn without distraction or interference from others.
- Work in a safe environment.
- Feel safe from harassment, bullying and discrimination.
- Be shown respect by their peers and teachers.
- Be empowered to take responsibility for their behaviour and progress.

The successful impact of PB4L was reflected in the Student School Opinion Survey responses (see table below)

Parent, Student and Staff Satisfaction

Overall in 2016 there was consolidation of the gains made in recent years.

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	92%	93%	91%
this is a good school (S2035)	92%	90%	92%
their child likes being at this school* (S2001)	92%	90%	91%
their child feels safe at this school* (S2002)	92%	92%	90%
their child's learning needs are being met at this school* (S2003)	87%	86%	90%
their child is making good progress at this school* (S2004)	87%	91%	90%
teachers at this school expect their child to do his or her best* (S2005)	93%	94%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	87%	93%
teachers at this school motivate their child to learn* (S2007)	83%	86%	90%
teachers at this school treat students fairly* (S2008)	82%	86%	87%
they can talk to their child's teachers about their concerns* (S2009)	92%	91%	95%
this school works with them to support their child's learning* (S2010)	89%	88%	92%
this school takes parents' opinions seriously* (S2011)	83%	84%	85%
student behaviour is well managed at this school* (S2012)	79%	85%	79%
this school looks for ways to improve* (S2013)	90%	91%	93%
this school is well maintained* (S2014)	98%	97%	98%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	85%	97%	91%
they like being at their school* (S2036)	87%	97%	87%
they feel safe at their school* (S2037)	90%	96%	86%
their teachers motivate them to learn* (S2038)	80%	95%	82%
their teachers expect them to do their best* (S2039)	94%	99%	94%
their teachers provide them with useful feedback about their school work* (S2040)	80%	94%	84%
teachers treat students fairly at their school* (S2041)	67%	84%	66%
they can talk to their teachers about their concerns* (S2042)	67%	74%	62%
their school takes students' opinions seriously* (S2043)	68%	85%	61%
student behaviour is well managed at their school* (S2044)	61%	85%	55%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their school looks for ways to improve* (S2045)	92%	97%	93%
their school is well maintained* (S2046)	88%	97%	87%
their school gives them opportunities to do interesting things* (S2047)	86%	93%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	94%	91%
they feel that their school is a safe place in which to work (S2070)	98%	96%	93%
they receive useful feedback about their work at their school (S2071)	85%	88%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	81%	87%
students are encouraged to do their best at their school (S2072)	92%	92%	88%
students are treated fairly at their school (S2073)	92%	90%	93%
student behaviour is well managed at their school (S2074)	77%	76%	75%
staff are well supported at their school (S2075)	85%	78%	70%
their school takes staff opinions seriously (S2076)	75%	79%	75%
their school looks for ways to improve (S2077)	90%	88%	95%
their school is well maintained (S2078)	93%	92%	96%
their school gives them opportunities to do interesting things (S2079)	92%	88%	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.

Parent and community engagement

Throughout the year a number of functions are conducted. There are two Parent-Teacher-Students Reporting functions held where students' academic progress and learning needs are discussed.

Staff will frequently either phone home or use email to communicate with parents regarding; assessment tasks, upcoming excursions, homework and performance concerns.

To assist students and their families at subject selection time Career Expos and Information Evenings are held.

An important part of our curriculum's Rich Tasks is real world engagement. Parents are invited to participate in a diverse range of events which include; Art Shows, Music, Dance and Drama performances, Hospitality morning teas, German Cultural presentations, Science Fairs and academic competitions.

Parents are invited to attend our three Inter-House carnivals; 'Splashfest' (swimming), 'Run in the Sun' (cross country) and 'Ormeaulympics' (athletics) and Recognition Assemblies.

As part of our Primary School transition program a series of information evenings are conducted. Families intending on enrolling are able to tour the facilities and gain an understanding of curriculum offerings and school policies.

Respectful relationships programs

Our commitment to Positive Behaviour for Learning (PB4L) creates effective learning environments. The program emphasises the use of preventative teaching and reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes. Students are accountable for their

own actions, resolving differences in constructive, peaceful ways, contributing to the overall school community and becoming empowered to take responsibility for their learning.

Ormeau Woods State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Responsible Behaviour Plan for students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

At Ormeau Woods State High School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Ormeau Woods State High School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The support team includes the Guidance Officer, Chaplain, School Based Youth Health Nurse, members of the administration team and individuals from other agencies already working with the student and their family.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	147	261	299
Long Suspensions – 6 to 20 days	9	8	4
Exclusions	5	7	4
Cancellations of Enrolment	7	5	14

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Innovative features included in the design of the school have contributed significantly to a reducing the environmental footprint as we continue to grow. Six huge underground water tanks take the run off from the roofs in Stage One storing it for use in toilets and watering the ovals. Solar panels on the Hospitality block provide the power for that building, servicing the hot water needs of the Catering Department. Shade louvers on windows eliminate direct sunlight entering rooms, reducing the need for ceiling fans to cool classrooms.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	532,084	0
2014-2015	569,899	
2015-2016	600,868	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	83	44	<5
Full-time Equivalent	82	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	5
Graduate Diploma etc.**	30
Bachelor degree	46
Diploma	
Certificate	1

*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 2016 were \$33,033

The major professional development initiatives are as follows:

- Tactical Teaching of Reading and Writing
- Pedagogical Framework
- Curriculum Specific Workshops
- PB4L
- Leadership
- Mentoring Program
- Literacy
- Students With Disabilities
- Digital Pedagogy
- Workplace Health and Safety
- Health and Wellbeing Framework

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	87%	87%

*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 2016 for all Queensland Secondary schools was 90%.

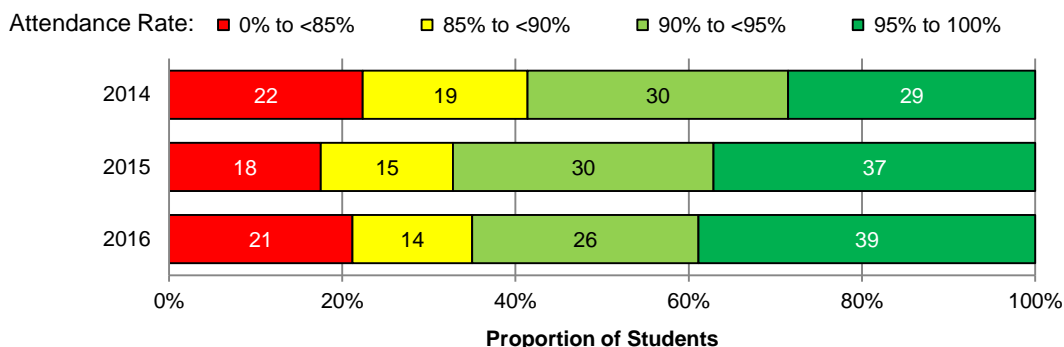
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	89%	87%	89%	88%
2015								93%	91%	90%	89%	91%	92%
2016								93%	90%	91%	88%	90%	90%

*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 DET 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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked each morning during Futures Class or Roll Mark Classes (Monday). An email is immediately sent to families notifying them of any absence and seeking an explanation. Each week, letters are sent home to families where students have unexplained absences as a follow up.

Teachers mark class rolls for each class they teach daily. Staff notify the Administration where there are discrepancies between the morning Form Roll and their class rolls. The Administration notifies parents of irregularities in class 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

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 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	2014	2015	2016
Number of students receiving a Senior Statement	156	146	172
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	65	62	58
Percentage of Indigenous students receiving an Overall Position (OP)	33%	0%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	12	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	153	143	121
Number of students awarded an Australian Qualification Framework Certificate II or above.	57	59	71
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	155	146	172
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	69%	77%	53%
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%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	90%

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
2014	2	11	32	20	0
2015	6	15	27	13	1
2016	6	8	17	26	1

As at 3rd February 2017. 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
2014	150	44	18
2015	136	36	30
2016	94	52	30

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

The school offered a range of Certificate courses in 2016. These included;

Certificate I

Information, Digital Media and Technology

Business

Hospitality

Certificate II

Hospitality

Business

Certificate III

Fitness

Certificate IV

Dance

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	83%	73%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	20%	83%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.ormeauwoodsshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Document s.aspx>

Early leaver's information

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

The predominant destination of young people who left the school in Years 10, 11 and prior to completing Year 12 as to attend another secondary school in the South East Region. This is indicative of a high level of transience with families moving within the South East Education Region in order to obtain cheaper rental accommodation or employment.

Our partnerships with alternative education providers saw a significant number of students choosing alternative education programs outside the traditional school setting, with Eagleby Learning Centre proving a popular destination.

A relatively small percentage of students chose to leave school to take up full time employment or attend a TAFE/ RTO to gain VET qualifications.