



Ormeau Woods State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### School overview

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.

### School progress towards its goals in 2018

The 2018 School Annual Report is used to evaluate our performance against our goals and to inform our 2019 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. In 2018 our focus was:

#### **Pedagogy:**

- ❖ Creating an expert teaching team who are knowledgeable and confident in the subjects they teach and who have highly developed pedagogical skills and abilities.

#### **Learning Culture:**

- ❖ Continuing to implement and refine a culture that promotes learning.

#### **Targeted Use of Resources**

- Improving communications

#### **Curriculum**

- ❖ Systematically aligning the curriculum

We made substantial progress in achieving these goals. This is evidenced in:

- ✓ Reinforcing the Signature Practices in all classes.

- ✓ Implementing a Differentiation Coaching Model in the classroom facilitated by the Student Performance Centre staff.
- ✓ Reviewing the current induction program for new and beginning staff to ensure understanding of the school's pedagogical framework.
- ✓ Reviewing the allocation of Teacher Aides to increase level of support to students.
- ✓ Implementing processes for students and parents when attendance and participation rates fall below expectations.
- ✓ Continuing to source alternative programs for disengaging students.
- ✓ Developing a communication, marketing and branding strategy for the school community.
- ✓ Providing curriculum meeting time to enable staff to focus on SATE planning (including Cognitive Verbs).
- ✓ Establishing consistent communication practices and advice given to students during the subject selection process.
- ✓ Providing opportunities for staff to regularly engage in moderation practices.

## Future outlook

In 2019 our goals areas for improvement are:

### Pedagogy:

- ❖ Continuing to create an expert teaching team who are knowledgeable and confident in the subjects they teach and who have highly developed pedagogical skills and abilities.

### School Culture:

- ❖ Continuing to implement and refine a culture that promotes learning and wellbeing.

### Curriculum

- ❖ Continuing to systematically align the curriculum to ensure it makes clear what and when teachers should teach and students should learn.

### Targeted Use of Resources

- ❖ Continue to use school resources (staff time, expertise, funds, facilities, materials) in a targeted manner to meet the learning and wellbeing needs of all students

## Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**Independent public school** Yes

**Year levels offered in 2018** Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1092	1147	1263
Girls	567	583	619
Boys	525	564	644
Indigenous	26	23	30
Enrolment continuity (Feb. – Nov.)	93%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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. Just over half of families in the Ormeau area comprise parents with children (54.9%). Less than 35% of the population rent (34.1%). More than 60% of the population over the age of 15 works full time (60.2%) with an additional 28.5 working part time. Less than 7% are unemployed.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	24	23	22
Year 11 – Year 12	18	19	18

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

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 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) depending upon their career pathway.

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:

- Academic Competitions
- District and Regional sport
- Futsal – Indoor Soccer
- The Human Powered Vehicle Team (HPV)
- 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
  - Creative Generations

## 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	97%	94%
• this is a good school (S2035)	92%	92%	89%
• their child likes being at this school* (S2001)	91%	95%	89%
• their child feels safe at this school* (S2002)	90%	92%	85%
• their child's learning needs are being met at this school* (S2003)	90%	95%	92%
• their child is making good progress at this school* (S2004)	90%	95%	91%
• teachers at this school expect their child to do his or her best* (S2005)	93%	95%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	89%	91%
• teachers at this school motivate their child to learn* (S2007)	90%	83%	89%
• teachers at this school treat students fairly* (S2008)	87%	83%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	95%	94%	91%
• this school works with them to support their child's learning* (S2010)	92%	89%	88%
• this school takes parents' opinions seriously* (S2011)	85%	78%	81%
• student behaviour is well managed at this school* (S2012)	79%	70%	74%
• this school looks for ways to improve* (S2013)	93%	91%	88%
• this school is well maintained* (S2014)	98%	95%	97%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	90%	95%
• they like being at their school* (S2036)	87%	89%	88%
• they feel safe at their school* (S2037)	86%	88%	93%
• their teachers motivate them to learn* (S2038)	82%	82%	83%
• their teachers expect them to do their best* (S2039)	94%	93%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	88%	93%
• teachers treat students fairly at their school* (S2041)	66%	62%	73%
• they can talk to their teachers about their concerns* (S2042)	62%	65%	73%
• their school takes students' opinions seriously* (S2043)	61%	71%	74%
• student behaviour is well managed at their school* (S2044)	55%	62%	71%
• their school looks for ways to improve* (S2045)	93%	91%	97%
• their school is well maintained* (S2046)	87%	89%	88%
• their school gives them opportunities to do interesting things* (S2047)	91%	90%	92%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	91%	89%	90%
• they feel that their school is a safe place in which to work (S2070)	93%	91%	94%
• they receive useful feedback about their work at their school (S2071)	81%	79%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	95%	85%
• students are encouraged to do their best at their school (S2072)	88%	93%	87%
• students are treated fairly at their school (S2073)	93%	96%	92%
• student behaviour is well managed at their school (S2074)	75%	75%	71%
• staff are well supported at their school (S2075)	70%	68%	71%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	75%	70%	68%
• their school looks for ways to improve (S2077)	95%	94%	86%
• their school is well maintained (S2078)	96%	95%	92%
• their school gives them opportunities to do interesting things (S2079)	81%	85%	87%

\* 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, Japanese 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 education 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 social media 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, Student Advisors, 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	299	207	259
Long suspensions – 11 to 20 days	4	6	16
Exclusions	4	8	7
Cancellations of enrolment	14	1	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

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. In 2017 the school undertook a major project in partnership with the P and C to air condition all classrooms providing more conducive learning environments.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	600,868	661,294	656,368
Water (kL)		1,221	5,517

Note:

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

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

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### How to access our income details

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	98	56	6
Full-time equivalents	96	41	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	5
Graduate Diploma etc.*	34
Bachelor degree	58
Diploma	
Certificate	1

\*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 2018 were \$141,750.

The major professional development initiatives are as follows:

- Tactical Teaching of Reading and Writing
- Pedagogical Framework
- QCAA - Curriculum Specific Workshops for SATE
- PB4L
- Curriculum Specific Training
- Behaviour Management
- STEM
- Leadership
- Growth Coaching
- Aspiring Thinkers
- Mentoring Beginning Teacher's 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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	91%
Attendance rate for Indigenous** students at this school	87%	87%	82%

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

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

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

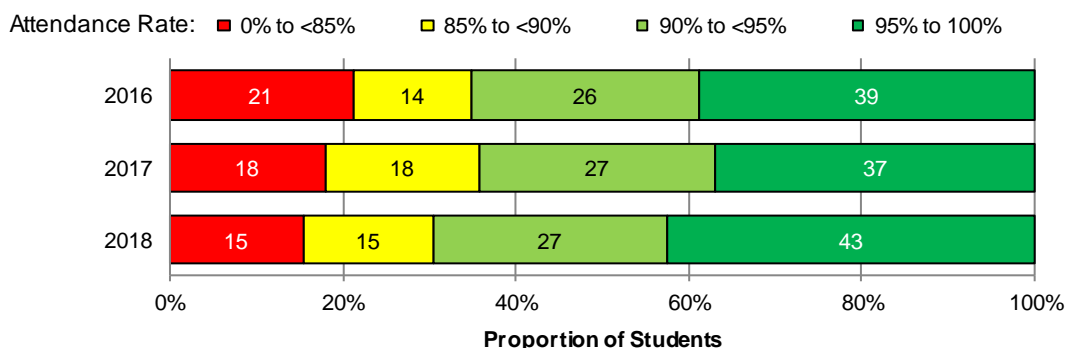
Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	90%	92%	92%
Year 9	91%	88%	90%
Year 10	88%	90%	90%
Year 11	90%	90%	90%
Year 12	90%	91%	91%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

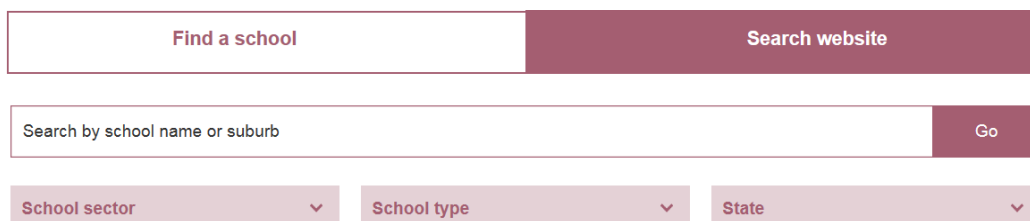
Teachers mark class rolls for each class they teach daily. Staff notify the Administration where there are discrepancies between the morning Form Roll and their class rolls. The Administration notifies parents of irregularities in class attendance.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

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



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



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



Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	172	152	176
Number of students awarded a QCIA	0	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	172	151	176
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	58	50	55
Percentage of Indigenous students who received an OP	20%	0%	33%
Number of students awarded one or more VET qualifications (including SAT)	121	151	165

Description	2016	2017	2018
Number of students awarded a VET Certificate II or above	71	73	98
Number of students who were completing/continuing a SAT	24	18	34
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	53%	62%	76%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	90%	91%	94%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	6	4	1
6-10	8	15	23
11-15	17	12	18
16-20	26	14	12
21-25	1	5	1

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	94	147	152
Certificate II	52	56	64
Certificate III or above	30	31	50

Note:

The values in table 15:

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

The school offered a range of Certificate courses in 2018. These included;

**Certificate I**

Information, Digital Media and Technology

**Certificate II**

Hospitality

Business

**Certificate III**

Fitness

**Certificate IV**

Dance

## Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	84%	88%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	83%	100%	60%

Notes:

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

## Student destinations

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

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The predominant destination of young people who left the school in Years 10, 11 and prior to completing Year 12 was 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 or Helensvale Learning Centre proving popular destinations.

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

### Next Step – Post-school destinations

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

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

This school's report will be available at

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