



Wellington Point State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Wellington Point State High School has a vision to become Redlands high school of choice. As a school, we are committed to ensuring every student succeeds and graduates with qualifications. Underpinning the way we work is a team of committed staff who demonstrate values-based leadership. The school is reknown for its high expectations with high support culture.

Since 1988, Wellington Point State High School has been supporting students to develop as young people with integrity, courtesy, initiative, resilience and common sense. Our school values shape our safe and inclusive school culture. As a school, we pride ourselves on being dynamic, determined, respectful, selfless and united. Our motto - AIM HIGH – encourages all students to achieve their personal best.

Our quality academic programs are complemented and supported by vocational education and training opportunities and a wide range of sporting and cultural activities. The school's student welfare system pays close attention to the wellbeing and social development of students who are guided and supported by clear expectations with respect to behaviour and presentation.

We support our students to achieve their personal best and thus be prepared for the future while also encouraging students to develop the knowledge, attitudes and confidence to contribute to a sustainable society. As an educational organisation devoted to learning we are constantly reviewing and developing our programs, practices and facilities. Our challenge is to effectively blend what is currently working well with innovation, build capacity and provide learning pathways preparing students for their futures.



Principal's Foreword

Introduction

School Progress towards its goals in 2016

The Annual Report documents the school achievements on a range of outcome measures for the last twelve months at Wellington Point State High School (2016). Wellington Point State High School has a strong sense of community and is able to offer individual attention combined with a comprehensive range of academic, sporting, vocational and cultural opportunities. Wellington Point enjoys an excellent reputation and has outstanding achievements across the academic, cultural, citizenship and sporting areas. We have outstanding staff who have contributed much to the lives of our students over the years. Wellington Point State High School has a focus on nurturing caring relationships, resulting in a safe, disciplined and inclusive educational environment where young people can focus on achieving excellence in a range of academic, vocational, sporting and cultural pursuits. As a school community, we are focused upon communicating strong academic and social values where everyone is encouraged to take responsibility for their own behaviours – the school is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building a school culture that models and promotes inclusivity, strong traditional values and high standards.

The school takes pride in its culture where the Academic Performance, Codes of Behaviour and Dress Standards support a strong Wellington Point State High School identity and school spirit within the Redlands. This school has an experienced and dynamic leadership team that focuses on innovation to ensure every student is at the forefront of its decision making. The leadership team works with all staff in a collegial atmosphere where staff are challenged and supported to try new ideas to ensure continuous improvement. Wellington Point State High School's enrolment is stable as the school has become enrolment managed. Students are drawn primarily from the Redlands Shire.

We are committed to our students and the community. Wellington Point State High School is known for its strong sense of community; it is an exceptional school that embraces innovation and a community where all students are challenged to work towards our school vision and to be the best they can be. We value parental involvement in our school activities and welcome visits from interested members of the school community. The focus on Teaching & Learning has enabled students to reach their full potential.

School Progress towards Goals in 2016-2017

TEACHING & LEARNING

- Effective teaching and learning in embedding evidence-based teaching practices through the implementation of the ASOT pedagogical framework
- Every student succeeding and graduating with qualifications
- Continue to build capacity in staff across all levels to ensure a culture of continuous learning and improvement is embedded to have a positive influence on classroom practice and student outcomes
- Ensure that there is a shared understanding of the need for all staff to embed high yield reading, writing and numeracy strategies into classroom practice to improve these essential skills in students in the Junior Secondary cohort.

RELATIONSHIPS & WELLNESS

- Further develop teachers' skills in the routine use of accessing, interpreting and applying data to meet whole school targets to ensure rigorous student tracking and personalised differentiated learning
- Maintain and promote the unique positive school culture between staff, students and parents to ensure the community of Wellington Point State High School (WPSHS) is increased to attract student enrolment and community confidence.
- Continue to educate around and embed a high expectations with high support culture amongst the school community to ensure targets are met and community relationships forged.
- Building strong relationships
- Encouraging responsibility, tolerance and understanding through students being respectful, united, selfless, dynamic and determined.

COMMUNITY

- Continual development of a strong and supportive school community
- Building and maintaining meaningful partnerships with the local and global community
- Developing learning partnerships between teachers, students, parents, experts, industry and community

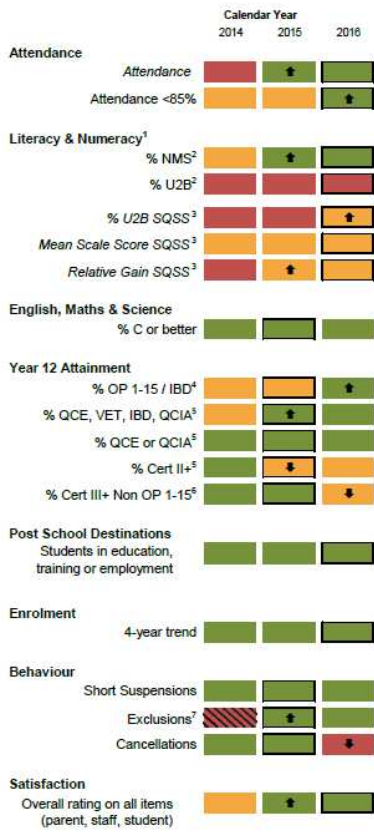
Future Outlook

Attendance	Literacy & Numeracy ¹	English, Maths & Science	Year 12 Attainment	Post-School Destinations
Attendance Rate	% NMS ²	% C or Better	% OP 1-15 or an IBD ⁴	Students in education, training or employment (six months after Year 12)
	% U2B ³		% QCE, VET, IBD or QCIA ⁵	
Attendance <85	% U2B - SQSS ³		% QCE or QCIA ⁵	
	Mean Scale Score - SQSS ³		% Cert II+ ⁵	
	Relative Gain - SQSS ³		% Non OP 1-15 Cert III+ ⁶	

Enrolment	Behaviour	Satisfaction	Context		
4-year trend EMP	Short suspensions	Overall rating for all survey items (Staff, Parent and Student)	Enrolments		
			990		
	Indigenous students %		5%		
	Students with disability % ⁸		5%		
	NAPLAN Absent/Withdrawn		NAPLAN Participation Trend	12%	↓
	OP / IBD Students % ⁵		43%		
	School Audit Report		Sound (2015)		
	Bank Balance per Student		\$370.67		
ICSEA		1003			
ICSEA Decile National	ICSEA Decile State Schools	5	7		
Geographic Region (Level 2)		South East (S4)			

Below threshold criteria	At threshold criteria	Above threshold criteria

Wellington Point State High School (2178)
South East (S4)
Secondary



WPSHS School Headline indicators have improved. This data tells us that the attendance for all students has moved upward. We would like this to increase to 95% in 2017.

The proportion of student results being a grade c or better for English, Maths and Science has improved and remains in the green. % OP 1 – 15 results have also improved.

Our School at a Glance

Wellington Point State High School is a friendly community school that embrace the underlying philosophy of being respectful, united, selfless, dynamic and determined. The school is a coeducational state high school offering comprehensive curriculum from Years 7 – 12. The school is in an idyllic setting in close proximity to Moreton Bay.

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1021	504	517	45	92%
2015*	1050	516	534	53	95%
2016	990	486	504	51	94%

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

The characteristics of the students at Wellington Point State High can be defined by the following:

- The school 2016 Index of Community Socio-Educational Advantage (ICESA) rating is 1003 (Australian average is 1,000)
- Families are predominately middle class
- There is a small but valued number of families of indigenous heritage
- The school is proudly inclusive with gifted and talented students, students who need learning support and students with a disability
- The Wellington Point School Community has a number of strong sporting competition and cultural groups including: Our Arts Excellence Program (Encore); our Sporting Excellence Program (ESAP); our Academic and Enrichment Program (LEAP); Indigenous Support for female students via the Broncos Academy for Girls; in addition to participation in state, regional and national championships for sport, music and other extra-curricular activities.
- Most families use English as their first language, with only a few families having English as their second language.
- The Wellington Point community values family, lifestyle and environment.

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	24	21	22
Year 11 – Year 12	17	19	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

- Wellington Point State High School offers a quality curriculum for all students based upon the Australian Curriculum, Assessment and Reporting Authority's national standards in Years 7, 8, 9 and 10 and the Queensland Studies Authority (QSA) or Vocational Education and Training (VET) accredited courses in Years 11 and 12.
- Both academic and vocational education courses are valued at Wellington Point State High School. The school prides itself on preparing its students for life long success.
- In addition to the key learning areas, our school offers elective subjects and unique signatures programs in the Arts (Encore), Sport (ESAP) and Academic (LEAP).
- Subjects are offered through the key learning areas in the Junior Secondary school in Years 7 (in 2016), 8 and 9 with a focus on providing all students with a broad education.
- Students undertake a core curriculum of English, Maths, Science, Social Science and Health and Physical Education. They are able to choose electives from The Arts, Technology and Japanese.
- While Year 10 is a transition year, it is still part of the senior school with subjects designed to give students the skills and knowledge to ensure appropriate course selections and career pathways for the future.
- In Years 11 and 12, students may select six subjects from an array of Authority subjects, Authority Registered subjects and Vocational Education and Training (VET) subjects.
- Opportunities exist for students to undertake on the job training as part of the school curriculum. A traineeship or structured work placement program is also offered, where students are placed in business and industry one day a week. School-Based Traineeships and Apprenticeships (SATs) allow students to complete nationally accredited modules to Certificate II or Certificate III level.
- Year 7,8 &9, 10 students study a set course consisting of 4 x 70min lessons each day
- Year 11 and 12 students are offered an extensive range of subjects to allow individualised learning pathways to be developed. These learning pathways are linked to each students post school options.
- Language Other Than English (LOTE) subject offered is Japanese.

Co-curricular Activities

The school encourages and fosters extra-curricular activities and sees it as an integral component of students overall development. Extra-curricular activities include:

- Programs of Excellence – ESAP (Elite Sporting Achievers Program), ENCORE (Arts Excellence Program), LEAP (Leadership and Academic Enrichment Program).
- Debating, academic competitions, School Musicals, Readers Cups, Music and Dance Eisteddfods, School Camps
- Ski Trips and Overseas Study Tour to Japan
- Instrumental Music
- School based Traineeships and Apprenticeships, Work Education & Work Experience
- Student Leadership Program
- LEOs Club

How Information and Communication Technologies are used to Assist Learning

Wellington Point SHS regards digital literacy as an important skillset within the school's curriculum framework and the 21st Century workplace. The school has a blend of BYO iPads and laptops as well as school supplied laptops and specialist computer labs. Teachers are committed to continual professional development in the use of ICT's to engage the digital generation, improve individual learning opportunities, spark innovation and enhance pedagogy.

Students who cannot provide their own device are supported through the school's Equity Program using the school's supply of older devices.

Social Climate

Overview

A strong student welfare and support system exists in the school, which fosters care and respect for all. It endorses socially just practices in a supportive school environment through having high expectations with high support.

Wellington Point State High School provides a range of services that include inter-agency support networks, career advice and support, alternative programs linking work and school, counselling, support in managing behavior, bullying and harassment (including cyber), self-esteem, transitional programs for 'at risk' students and a mentoring program.

Wellington Point SHS has a clear focus on student support across all year levels. A year coordinator is allocated to each year level who is supported by a Deputy Principal. Students meet with their "welfare" teacher each day and this teacher integrates their learning expectations and focus of the week. Student welfare is paramount at Wellington Point State High School. A range of support staff inclusive of 2 x Guidance Officers, school nurse, school chaplain and youth support coordinators all contribute to the social and emotional well - being of every student to ensure academic success.

Parent, Student and Staff Satisfaction

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)	93%	89%	100%
this is a good school (S2035)	90%	95%	100%
their child likes being at this school* (S2001)	91%	95%	100%
their child feels safe at this school* (S2002)	93%	97%	94%
their child's learning needs are being met at this school* (S2003)	93%	84%	94%
their child is making good progress at this school* (S2004)	90%	92%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	84%	100%
teachers at this school motivate their child to learn* (S2007)	91%	86%	100%
teachers at this school treat students fairly* (S2008)	90%	86%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	89%	100%
this school works with them to support their child's learning* (S2010)	90%	84%	100%
this school takes parents' opinions seriously* (S2011)	82%	91%	93%
student behaviour is well managed at this school* (S2012)	79%	81%	94%
this school looks for ways to improve* (S2013)	92%	91%	94%
this school is well maintained* (S2014)	90%	84%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	96%	96%
they like being at their school* (S2036)	82%	92%	86%
they feel safe at their school* (S2037)	94%	97%	89%
their teachers motivate them to learn* (S2038)	82%	92%	90%
their teachers expect them to do their best* (S2039)	95%	97%	96%
their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	86%
teachers treat students fairly at their school* (S2041)	80%	74%	76%
they can talk to their teachers about their concerns* (S2042)	78%	77%	83%
their school takes students' opinions seriously* (S2043)	75%	80%	77%
student behaviour is well managed at their school* (S2044)	65%	72%	69%
their school looks for ways to improve* (S2045)	89%	95%	93%
their school is well maintained* (S2046)	84%	87%	81%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school gives them opportunities to do interesting things* (S2047)	82%	92%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	88%	100%	97%
they feel that their school is a safe place in which to work (S2070)	89%	99%	98%
they receive useful feedback about their work at their school (S2071)	68%	93%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	82%	90%
students are encouraged to do their best at their school (S2072)	99%	100%	97%
students are treated fairly at their school (S2073)	96%	99%	98%
student behaviour is well managed at their school (S2074)	67%	100%	95%
staff are well supported at their school (S2075)	59%	97%	91%
their school takes staff opinions seriously (S2076)	51%	98%	94%
their school looks for ways to improve (S2077)	93%	100%	97%
their school is well maintained (S2078)	89%	96%	94%
their school gives them opportunities to do interesting things (S2079)	69%	94%	95%

* 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

There is a strong sense of community at Wellington Point State High School and this especially applies to parental involvement in the school. Parents are kept informed of upcoming events through Facebook and a newsletter that is also posted on the school website. As well, progress reports, end of semester reports and student recognition certificates and postcards are posted to parents on a regular basis. Parents are also invited on campus to attend morning teas or parent workshops throughout the year for various occasions / Award Ceremonies.

Teachers make parental contact and parents are encouraged to contact teachers either directly or via email to discuss any concerns regarding their child's education so that timely communication can be had and appropriate action can be taken.

Respectful relationships programs

Wellington Point SHS has developed a broad-based yet flexible Welfare Program across years 7 to 12 that focuses on Respectful Relationships - Respecting Others and Respecting Self. These two broad categories highlight the Power of Welfare (POW) at Wellington Point SHS and encompass goals and strategies from the Learning Curve Student Wellbeing Program (<http://learningcurve.com.au/products/student-wellbeing-program.html>) as well as the Qld Department of Education and Training's Respectful Relationships Education Program, and Learning and Wellbeing Framework.

Students participate in weekly Welfare lessons where they are engaged in topic discussions and age appropriate activities on the themes Respecting Others and Respecting Self.

Respecting Others lesson topics cover issues like Contributing to a Civil Society, Conflict Resolution and Problem Solving, Building and Maintaining Relationships, Social Management, Advocacy for Others, Cyber and other bullying, Social Awareness and Empathy. These lessons also encompass issues such as Identifying and Responding to Abuse, Violence and Bullying as well as Resolving Conflict in Non-Violent Ways.

Respecting Self lesson topics include Self-management, Resilience, Risk Taking, Personal Goals, Healthy Relationships, Self-Awareness, Stress Management, and Assuming Personal Responsibility. These lessons also encompass issues such as Personal Safety and Awareness and being able to recognise and take action when they or others are unsafe.

Students and staff at Wellington Point SHS also promote, support and participate in numerous focus days and events across the school year. In support of Respectful Relationships education, the school continues to be an active participant in the following annual or special events:

- Million Stars to End Violence Project
- National Day of Action Against Bullying and Violence
- Harmony Day – celebrating cultural diversity
- Motivational Media - students of all year levels participated in the Take the Shot presentation on 04/05/17. This presentation focussed on empowering students to avoid harmful behaviours and to make positive changes in their lives. After the presentation, staff delivered follow up lessons on resilience and respectful behaviours.
- Day for Daniel (Morcombe)
- Queensland Mental Health Week

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	117	171	218
Long Suspensions – 6 to 20 days	2	7	3
Exclusions	13	2	2
Cancellations of Enrolment	5	4	8

* 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

The school is conscious of the environment and is decreasing the reliance on hard copies of documents in the workplace. The school's photocopying budget is minimized to support this as too is the introduction to Ipads in the classroom. In order to save electricity, lights and air-conditioning is only switched on when a classroom is in use and turned off when teachers/students exit the classroom.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	362,593	1,828
2014-2015	371,126	
2015-2016	365,891	958

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

GO

Sector:

Government

Non-government

SEARCH

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	39	<5
Full-time Equivalent	77	26	<5

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	5
Graduate Diploma etc.**	0
Bachelor degree	76
Diploma	9
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 2016 were \$57,457.

The major professional development initiatives are as follows:

- QCAA
- Targeting Student Management
- ASOT New Senior Subjects / Syllabus
- Mental Health & Well-Being of Young People
- Problem Solving in Numeracy
- OneSchool Student Portal

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%	97%	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%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	86%	84%

*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%.

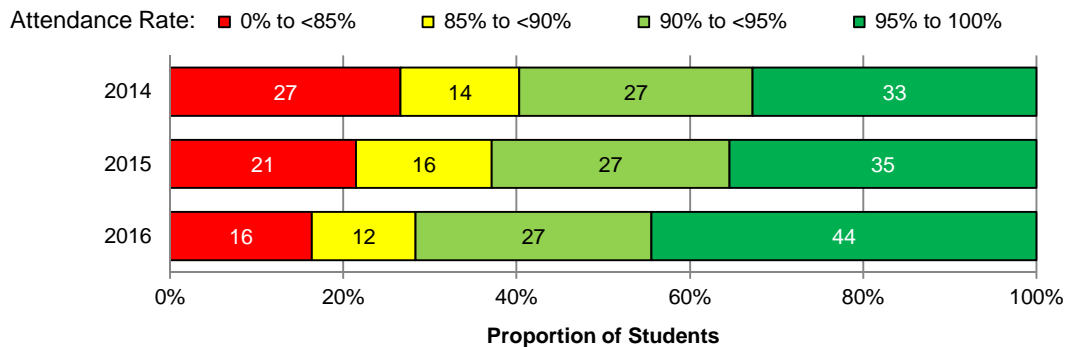
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	89%	89%	86%	86%
2015								94%	91%	90%	88%	90%	88%
2016								93%	92%	91%	89%	90%	92%

*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.

Student rolls are marked electronically at every lesson. Non-attendance reported home via an SMS message with the use of ID attend software.

Year coordinators and Deputy Principals monitor non-attendance and discuss patterns with parents. Departmental policy is followed where there are patterns of behavior in non-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.

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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	167	185	211
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	5
Number of students receiving an Overall Position (OP)	71	54	91
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	44	41
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	152	94	86
Number of students awarded an Australian Qualification Framework Certificate II or above.	110	66	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	159	183	206
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.	77%	78%	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.	99%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	96%	100%

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	9	24	22	10	6
2015	13	18	11	11	1
2016	9	35	29	16	2

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	125	102	37
2015	26	38	34
2016	19	47	29

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

VET Students at Wellington Point State High School undertook Certificates across a wide range of industries. However, the most popular industry areas were: Building (0403), Food & Hospitality (1101), Mechanical and Industrial Engineering and Technology (0307), Other Engineering and Related Technologies (0399) and Sales and Marketing (0805).

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.	80%	87%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	133%	117%	67%

* 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.wellpoinshs.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.

Wellington Point State High School is committed to ensuring that every student who leaves our gates is on a pathway to earning or learning. Any student who indicates a desire to leave early is counselled. In most instances the student is redirected and supported onto a successful completion of their studies within the school environment. If this is not in the best interest of the student, we ensure their pathway is clear and that the student and their parent/carer have the necessary information and connection to make an earlier exit a success. In many instances, the school's Senior Guidance Officer will make contact to ensure a successful outcome.

Conclusion