



Keebra Park 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

Keebra Park SHS offers our students the opportunity to develop a personalised pathway in a small, supportive, and caring environment. The school offers a wide range of subjects across Years 7- to 12 with both QCAA subjects and Vocational Education offerings. The school offers a highly successful sports specialisation program in Rugby League and Touch football as well as an Academic Excellence Program for students in the Middle Phase. Keebra Park has an outstanding record in Science achievement through multiple Gold Crest awards and the prestigious Eureka awards. The Arts are also well represented in our curriculum offerings with students able to study Dance, Music, Drama and Visual Arts with the school being one of the few schools to offer the exclusive Music Extension program. Keebra Park SHS also hosts the Intensive English Centre services for the Gold Coast region and as such is extremely multi-cultural in its nature. As an active participant in Education Queensland's International program, Keebra Park hosts students from many nations for both International Study Tours and Study Abroad programs. We have a very supportive parent community with an extensive student support structure.

Principal's Forward

Introduction

Introduction

This report provides an overview of the 2016 year at Keebra Park SHS. The outcomes demonstrated are a result of the ongoing commitment to improving student engagement, capacity and performance outcomes. Through this process the school has continued to reflect and refine programs, subject offerings and experiences for students to ensure they can succeed in their chosen direction.

School progress towards its goals in 2016

With a clear strategic direction in 2016, the school has continued to improve; particularly in senior outcomes, data, a culture that promotes attendance as key to successful learning, and in continuing to develop our staff to provide best practice teaching through our continued implementation of "The Art and Science of Teaching" Framework across the school.

Future Outlook

The key strategic directions into 2017 are:

Explicit Improvement:

- Implementation of a reading improvement plan focussed on the explicit teaching of comprehension in Yr 7 - 9.
- Implementation of the ASOT pedagogical framework with a focus on rolling out DQ7, DQ8 and D9
- Revisit ASoT DQ2 and DQ3 to assist with Reading comprehension
- Clarify roles and responsibilities to ensure Line Management practices are aligned with school priorities, accountable, rigorous and quality assured.
- Development of a Professional Learning Plan and Data Plan to support teachers and leaders to target (differentiate) their teaching.
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- Begin the introduction of "Positive Behaviour for Learning" as the Philosophical and operational base of the School's Behaviour Management policy and associated documents.

Ongoing Priorities:

- Maintain our efforts in the senior school to continue adding value to student outcomes through rigorous courses and a wide variety of pathways
- Continuing our focused approach on student attendance and engagement
- Closing the gap across all year levels through close, comprehensive support of our indigenous students

Our School at a Glance

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	683	254	429	29	79%
2015*	770	282	488	36	81%
2016	759	306	453	41	83%

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.

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview



Keebra Park SHS has a very multicultural student body with students from over sixty cultural backgrounds. The school's male populations contributes to approximately 60% of the overall population. Our English as an Additional Language numbers continue to grow and in. The School also has a large Pacific contingent who often come from backgrounds where English is not the first language. The school recognises the needs of students from low socio-economic background and supports these students as they strive for success across academic, cultural and sporting pursuits. Our modest size enables us to provide an individualised and personalised service delivery for all our students. The school recognises this and supports the education of students from low socio-economic backgrounds. Students who come to Keebra strive for excellence in their chosen fields which include academic, cultural and sporting pursuits. The school population enables a personalised service delivery for our 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
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	21	21
Year 11 – Year 12	19	19	16

*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

Our distinctive curriculum offerings include:

- Core Junior school subjects are based on the Australian Curriculum
- Junior school taster program for all electives through years 7 and 8
- Academic excellence program in mathematics, science, English and history for years 7 to 10
- A strong academic tradition and a full range of authority subjects for tertiary bound students
- Sports Specialisation Program with a focus on rugby league for boys
- Sports Specialisation Program for girls focusing on the elite athlete
- An extensive vocational pathway for senior students
- EAL/D program

Co-curricular Activities

- Academic competitions including STEM program and science master class
- Band and vocal performances earning regional recognition including 2 silver and a bronze medal at Fanfare, highly commended vocal group at G.C. eisteddfod
- Sting Showcase at Global welfare summit
- Cultural Competitions including multicultural activities,
- Sporting Competitions in all age groups of rugby league, basketball and netball
- State champions and National Finalists for Rugby League
- Representatives in Broadwater, South Coast and Queensland School sport teams
- Performing Arts events including Showcase 2016
- Beacon Program, Pacifica LEAD Program
- Visits to Griffith University and Southern Cross University

How Information and Communication Technologies are used to Assist Learning

Students in the academic excellence program and senior students have access to the laptop program. This enables them to access the virtual learning classroom to extend their learning beyond the school gate. All other students have access to laptops during class time through classroom allocation and PCs are available in many classrooms across the school and in the library.

The staff incorporate digital pedagogies into lessons including but not limited to the Learning Place. The BYOD program rolls began roll out with year 7 students and an increasing use of digital technologies for learning in junior classrooms.

Social Climate

Keebra Park State High School is a diverse mix of cultures and languages and strives to provide a safe and supportive environment for staff, students and parents. Our School Opinion Survey (SOS) data shows 100% satisfaction from parents that *“students get a good education at this school.”*

During 2016 the school underwent a review by the School Improvement Unit (SIU), that looked at a number of domains. The findings under the domain *“A culture that promotes learning”*, the reviewers stated, *“Interactions between staff members, students, parents and families are caring, polite and inclusive. The school views parents and families as integral members of the school community and partners in student learning”*.

To ensure the ongoing growth of a positive social culture The school utilises Year Coordinators, Youth Support Coordinators, School Based Youth Health Nurse and a Guidance Officer to provide guidance for decision making, careers and general health and wellbeing.

The staff at Keebra Park SHS are highly committed to the students and go above and beyond in providing a range of extracurricular activities as well as other additional activities. Students participate across disciplines and encourage and support each other in their endeavours.

The diverse cultural background of Keebra opens up a world of new experiences for many students, in an environment that is caring, rich in diversity and respectful of difference. The skill level of the staff both in and out of the classroom ensures that programs and extracurricular opportunities are delivered in a well informed and nurturing environment.

Students feel valued and supported as indicated in their SOS responses and this is seen within the school as students are friendly, welcoming and tolerant.

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)	91%	100%	100%
this is a good school (S2035)	91%	100%	97%
their child likes being at this school* (S2001)	82%	100%	94%
their child feels safe at this school* (S2002)	82%	100%	97%
their child's learning needs are being met at this school* (S2003)	91%	95%	100%
their child is making good progress at this school* (S2004)	91%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	100%	97%
teachers at this school motivate their child to learn* (S2007)	82%	100%	100%
teachers at this school treat students fairly* (S2008)	91%	100%	90%
they can talk to their child's teachers about their concerns* (S2009)	82%	96%	97%
this school works with them to support their child's learning* (S2010)	82%	91%	94%
this school takes parents' opinions seriously* (S2011)	73%	88%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	64%	95%	91%
this school looks for ways to improve* (S2013)	82%	86%	100%
this school is well maintained* (S2014)	91%	90%	91%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	90%	88%	92%
they like being at their school* (S2036)	86%	90%	94%
they feel safe at their school* (S2037)	91%	93%	96%
their teachers motivate them to learn* (S2038)	86%	87%	90%
their teachers expect them to do their best* (S2039)	92%	92%	97%
their teachers provide them with useful feedback about their school work* (S2040)	81%	89%	89%
teachers treat students fairly at their school* (S2041)	83%	84%	82%
they can talk to their teachers about their concerns* (S2042)	63%	79%	76%
their school takes students' opinions seriously* (S2043)	75%	86%	81%
student behaviour is well managed at their school* (S2044)	65%	80%	84%
their school looks for ways to improve* (S2045)	85%	87%	90%
their school is well maintained* (S2046)	84%	90%	92%
their school gives them opportunities to do interesting things* (S2047)	86%	89%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	98%	93%
they feel that their school is a safe place in which to work (S2070)	94%	93%	90%
they receive useful feedback about their work at their school (S2071)	86%	83%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	86%	87%
students are encouraged to do their best at their school (S2072)	90%	89%	95%
students are treated fairly at their school (S2073)	96%	96%	96%
student behaviour is well managed at their school (S2074)	71%	63%	86%
staff are well supported at their school (S2075)	82%	80%	79%
their school takes staff opinions seriously (S2076)	85%	84%	82%
their school looks for ways to improve (S2077)	94%	89%	94%
their school is well maintained (S2078)	90%	87%	87%
their school gives them opportunities to do interesting things (S2079)	88%	91%	89%

* 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

Respectful relationships programs

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

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	129	172	173
Long Suspensions – 6 to 20 days	20	13	15
Exclusions	12	20	10
Cancellations of Enrolment	30	22	11

* 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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	366,131	4,499
2014-2015	375,413	2,435
2015-2016	335,382	746

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	70	38	<5
Full-time Equivalent	66	28	<5

Qualification of all teachers

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

*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 \$26,710.47.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was [INSERT VALUE] %.

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% 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).	82%	84%	86%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	77%	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									88%	84%	82%	81%	79%
2015								87%	86%	85%	82%	84%	83%
2016								90%	83%	84%	85%	86%	87%

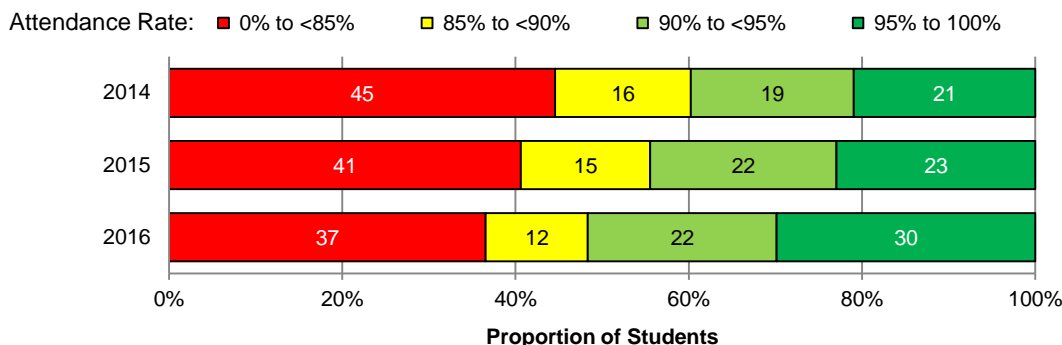
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed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

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

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.

The school utilises the ID attend system which results in text messages being sent to parents on the day of a student's absence. Class teachers mark the roll electronically for every lesson as well as the roll being marked at home group at the start of each day. An automated text message informs parents/carers of absence each day, and letters are mailed home on a regular basis to notify parents of unexplained absences. The school continues its 'Every Day Counts at Keebra' initiative and has seen continued improvement in attendance in 2016 and will continue to focus on this aspect of schooling in 2017. Analysis of weekly data is reported to the relevant staff and students for follow up or response. In 2016 the school introduced a focus on attendance using a traffic light system, rewards and awards for excellent attendance, and a more focussed approach to excessive absences. These efforts have been successful, and are being developed in the 2017 Explicit Improvement Agenda.

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	107	100	92
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	14	20	18
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	28	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	102	90	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	75	89
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	106	100	92
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.	86%	75%	44%
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.	88%	96%	93%

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	1	2	9	2	0
2015	2	4	9	5	0
2016	1	1	6	8	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	95	79	18
2015	72	65	27
2016	75	84	34

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

Students have opportunities to complete Certificate I, II and III qualifications on site. Many complete these as part of their school based traineeship or apprenticeship. On school courses are related to fitness, engineering, and Spoken and Written English. The school also offers students opportunities to participate in Certificate II in Health, and a Certificate II in Salon Assistant. All non-OP Senior students are enrolled in a Certificate II in Volunteering. The school has also incorporated a Diploma of Business for selected senior students.

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.	99%	67%	86%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	70%	50%	60%	

* 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:

<https://kebraparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/nextstep-2016.pdf>

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.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 include part and fulltime work, returning to their families who are overseas and early entry to TAFE. The school has a proud tradition of continuing to support students beyond their departure date. Many students access the guidance officer for additional support when they have already transitioned from school to their next destination. Likewise the school follows students of particular concern to offer ongoing support as necessary. The school engages with many organisations to provide the entire student body with options and support to access those options and pathways.