Keebra Park State High School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

The report provides an overview of the 2014 year at Keebra Park SHS. The outcomes demonstrated are a result of the ongoing commitment to improving student outcomes. Through this process the school has continued to reflect and refine programs, subject offerings and experiences for the students to ensure they may succeed in their chosen direction.

School progress towards its goals in 2014

By having clear strategic direction in 2014 the school has seen an improvement in three key areas; senior data, a culture that promotes learning and quality teaching.

The school also continued to focus on literacy and numeracy improvements across all year levels with a particular focus on the junior years. The outcome of this has seen points of celebration in the 2014 NAPLAN outcomes. Keebra Park continues to offer a well-rounded program. The school focused attention on student attendance. This will continue to be a focus for 2015.   Additionally, in 2015 the school will capitalise on the improvements made to date to maximise student outcomes and continue to focus on improving in those areas previously identified. Initiatives of 2014 will continue to be embedded in teacher and learning practices of Keebra.

Future outlook

The key strategic directions for 2015 are:
Improvement Agenda

- Develop a focused plan based on data triangulation to support student improvement in NAPLAN; specifically to enable relative gain in U2B and NMS in reading and numeracy
- Maintain momentum and rigour in senior school to further value add to the measurable senior data and outcomes through explicit teaching and realistic targets
- Targeted approach and a relentless focus on improving student attendance and punctuality
- Closing the gap across all facets through comprehensive and interactive monitoring
- Building teacher capacity for strong and confident curriculum delivery

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Priority Areas of Development

- Improvement in all student outcomes both in class performance and in State and National testing processes
- Promoting a culture of learning and providing systematic curriculum delivery through the ongoing implementation of our pedagogical framework and the specific items of the Art and Science of Teaching
- Improved attendance and retention rates of students through streamlined recording and follow up processes
- Continued Positive school image promotion through external marketing and internal organisational processes with specific focus on presentation, behaviour and values to improve public confidence in KPSHS

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014: **Year 7 - Year 12**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	693	241	452	82%
2013	711	254	457	81%
2014	683	254	429	79%

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

Characteristics of the student body:

Keebra Park SHS has a very multicultural student body with students from 64 cultural backgrounds. The school's male population contributes to approximately 60% of the overall population. Our EAL/D numbers continue to grow and in 2014 over 100 students were identified in EAL/D. However the school has a large Polynesian contingent who often come from backgrounds where English is not the first language. The ICSEA value of the school recognises it supports the education of students from low socioeconomic families. Students who come to Keebra are striving for excellence in their chosen fields which include academic, cultural and sporting excellence opportunities. The school population enables a personalised service delivery for our students.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 8 Secondary – Year 10	22	23	23
Year 11 – Year 12	17	19	19

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	70	58	129

Long Suspensions - 6 to 20 days	29	20	20
Exclusions#	8	6	12
Cancellations of Enrolment	14	2	30

\# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

- Academic excellence program in math, science, English and History for years 7 to 10
- A strong academic tradition and authority choices 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
- A personalised and unique service delivery

Extra curricula activities

Academic competitions including STEM program and master class

Band and vocal performances earning regional recognition and receiving a gold in choral fanfare

Cultural Competitions including multicultural activities, Glee GC and eisteddfods

Sporting Competitions state and national champions in all age groups of rugby league

Representatives in Broadwater, South Coast and Queensland School sport representative teams

Performing Arts events which included winning Glee GC

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 to 24/7. 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.

Social Climate

Keebra Park SHS community is proud of the safe and caring environment it provides. Through the programs provided students are taught resilience, ambition and general health and wellbeing that supports their academic programs and aids in the production of a holistic education. 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. Programs within the curriculum and additional to it are designed to be relevant to our students and their personal needs. The staff at Keebra 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 differences. The skill level of the staff both in and out of the classroom ensure that program delivery and extracurricular opportunities are delivered in a well informed and nurturing landscape. Students feel valued and supported as indicated in their SOS responses and this is felt within the school as students are friendly, welcoming and tolerant.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	97%	100%	91%
this is a good school (S2035)	100%	100%	91%
their child likes being at this school* (S2001)	100%	100%	82%
their child feels safe at this school* (S2002)	100%	100%	82%
their child's learning needs are being met at this school* (S2003)	97%	100%	91%
their child is making good progress at this school* (S2004)	97%	100%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%	82%
teachers at this school motivate their child to learn* (S2007)	97%	100%	82%
teachers at this school treat students fairly* (S2008)	100%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	82%
this school works with them to support their child's learning* (S2010)	100%	100%	82%
this school takes parents' opinions seriously* (S2011)	100%	100%	73%
student behaviour is well managed at this school* (S2012)	97%	100%	64%
this school looks for ways to improve* (S2013)	100%	100%	82%
this school is well maintained* (S2014)	100%	80%	91%

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	88%	90%
they like being at their school* (S2036)	97%	91%	86%
they feel safe at their school* (S2037)	95%	92%	91%
their teachers motivate them to learn* (S2038)	95%	90%	86%
their teachers expect them to do their best* (S2039)	95%	94%	92%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their teachers provide them with useful feedback about their school work* (S2040)	91%	88%	81%
teachers treat students fairly at their school* (S2041)	91%	82%	83%
they can talk to their teachers about their concerns* (S2042)	82%	81%	63%
their school takes students' opinions seriously* (S2043)	88%	77%	75%
student behaviour is well managed at their school* (S2044)	82%	78%	65%
their school looks for ways to improve* (S2045)	94%	92%	85%
their school is well maintained* (S2046)	95%	87%	84%
their school gives them opportunities to do interesting things* (S2047)	94%	85%	86%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	94%
they feel that their school is a safe place in which to work (S2070)		98%	94%
they receive useful feedback about their work at their school (S2071)		96%	86%
students are encouraged to do their best at their school (S2072)		95%	90%
students are treated fairly at their school (S2073)		95%	96%
student behaviour is well managed at their school (S2074)		77%	71%
staff are well supported at their school (S2075)		89%	82%
their school takes staff opinions seriously (S2076)		88%	85%
their school looks for ways to improve (S2077)		95%	94%
their school is well maintained (S2078)		80%	90%
their school gives them opportunities to do interesting things (S2079)		85%	88%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

In 2014 parent involvement continued to be a focus. The school provided numerous parent/teacher interview nights, information evenings and subject selection nights. The introduction of Beacon also provided opportunities for parents and local communities to interact with the students with regards to their future pathways. Parents are included in the SET Planning process to ensure a clear understanding by all stakeholders of the future pathways of each student. Additionally Academic Excellence has several events that encourage parents to see and hear directly from their child their experiences at Keebra.

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Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.   In terms of reduction in water the school is working through a maitenance program that will reduce issues with amenities. Air conditioners, although provided throughout the school are discouraged unless it is considered essential (computer class rooms). The school has a plant regeneration program to ensure that the school overall is environmentally friendly.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	377,131	3,521
2012-2013	352,619	3,801
2013-2014	366,131	4,499

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	62	38	<5
Full-time equivalents	58	26	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	29
Graduate Diploma etc.**	24
Masters	4
Doctorate	0
Total	**60**
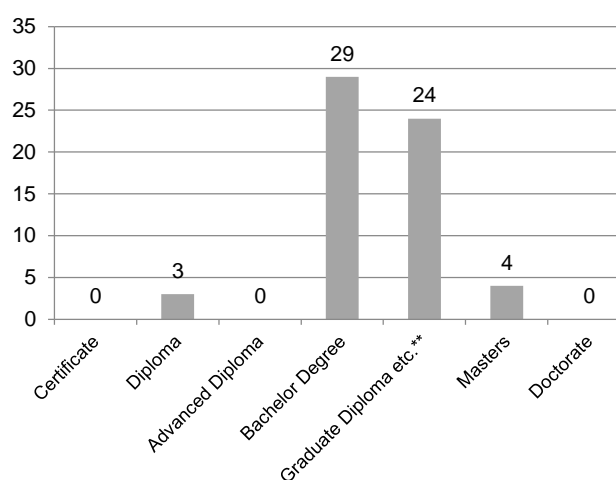
*Teaching staff includes School Leaders

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

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Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $21600.

The major professional development initiatives are as follows:

- Art and Science of Teaching
- QAR
- SWD
- Professional Learning Teams
- Literacy and Numeracy
- Asbestos awareness
- Code of conduct
- Getting ready for secondary
- QCAA

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of permanent staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

[_____] GO

Search by suburb, town or postcode

[_____]

Sector ☑ Government
☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

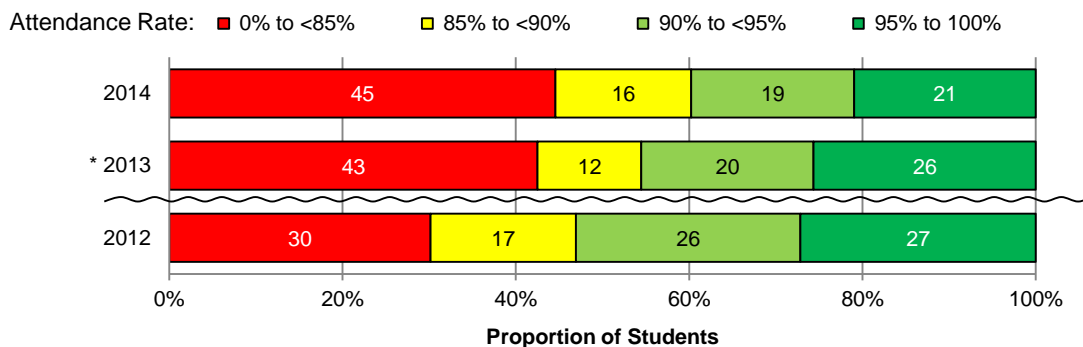| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	83%	82%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	87%	84%	88%	86%
2013								89%	84%	82%	78%	85%
2014								88%	84%	82%	81%	79%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

2014	45	16	19	21
* 2013	43	12	20	26
2012	30	17	26	27

0%   20%   40%   60%   80%   100%

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

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. Letters are mailed home on a weekly basis to notify parents of unexplained absences. The school continues its 'Every day counts at Keebra' initiative and has seen an improvement in attendance in 2014 and continue to focus on this aspect of the school community. A HOD of department analyses the weekly data and reports this to the relevant staff and students for follow up or response.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014, 29 indigenous students attended Keebra Park SHS. With respect to NAPLAN results, the indigenous students of Keebra fell below the NMS in Reading, writing and numeracy. However in both reading and numeracy the mean result of the indigenous students was higher than the mean results of non-indigenous students. A gap still exist between indigenous and non-indigenous students. The school continues to engage in the AIME (Australian Indigenous Mentoring Experience) program as it provides students with an opportunity to discover a range of different pathways for their future. The attendance rate of our senior indigenous students continues to be significantly below the goal attendance of Keebra and remains a focus for the school.

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Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	94%	99%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	132	110	107
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	18	25	14
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	15	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	123	106	102
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	78	86
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	68	88	106
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.	56%	36%	86%
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.	95%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	100%	88%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	3	3	4	8	0
2013	1	3	5	7	9
2014	1	2	9	2	0

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2012	102	65	25
2013	92	67	25
2014	95	79	18

As at 19 February 2015. 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, furnishings and hospitality.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2015 post-school destinations survey, Next Step – Student Destination Report (2014 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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.