

Keebra Park State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report provides an overview of the 2015 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 2015

With a clear strategic direction in 2015, 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 2016 are:

Explicit Improvement

- Continuing development of staff use of data to guide teaching and learning
- A rigorous focus on NAPLAN and ongoing efforts to improved the relative gain in upper two bands and all students achieving to the NMS in reading and numeracy.
- 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
- Continuing to build teacher capacity and providing excellent opportunity for Middle Management to develop leadership skills to enhance our school's delivery of a strong curriculum.

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

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 711 | 254 | 457 | 26 | 81% |
| 2014 | 683 | 254 | 429 | 29 | 79% |
| 2015 | 770 | 282 | 488 | 36 | 81% |

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 2015, 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:

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 2015 over 145 students were identified as EAL. 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

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 23 | 23 | 21 |
| Year 11 – Year 12 | 19 | 19 | 19 |

*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.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 58 | 129 | 172 |
| Long Suspensions - 6 to 20 days | 20 | 20 | 13 |
| Exclusions | 6 | 12 | 20 |
| Cancellations of Enrolment | 2 | 30 | 22 |

* 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.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- 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
- A personalised and unique service delivery

Extra curricula activities

- Academic competitions including STEM program and science 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 teams
- Performing Arts events which included winning Glee GC again
- Beacon Program, Pacifika LEAD Program
- Visits to Griffith University and Southern Cross University

How Information and Communication Technologies are used to improve 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 out in 2016.

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 supports their academic programs and aiding in the production of an 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 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 with the school

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 100% | 91% | 100% |
| this is a good school (S2035) | 100% | 91% | 100% |
| their child likes being at this school (S2001) | 100% | 82% | 100% |
| their child feels safe at this school (S2002) | 100% | 82% | 100% |
| their child's learning needs are being met at this school (S2003) | 100% | 91% | 95% |
| their child is making good progress at this school (S2004) | 100% | 91% | 100% |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 91% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 100% | 82% | 100% |
| teachers at this school motivate their child to learn (S2007) | 100% | 82% | 100% |
| teachers at this school treat students fairly (S2008) | 100% | 91% | 100% |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 82% | 96% |
| this school works with them to support their child's learning (S2010) | 100% | 82% | 91% |
| this school takes parents' opinions seriously (S2011) | 100% | 73% | 88% |
| student behaviour is well managed at this school (S2012) | 100% | 64% | 95% |
| this school looks for ways to improve (S2013) | 100% | 82% | 86% |
| this school is well maintained (S2014) | 80% | 91% | 90% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 88% | 90% | 88% |
| they like being at their school (S2036) | 91% | 86% | 90% |
| they feel safe at their school (S2037) | 92% | 91% | 93% |
| their teachers motivate them to learn (S2038) | 90% | 86% | 87% |
| their teachers expect them to do their best (S2039) | 94% | 92% | 92% |
| their teachers provide them with useful feedback about their school work (S2040) | 88% | 81% | 89% |
| teachers treat students fairly at their school (S2041) | 82% | 83% | 84% |
| they can talk to their teachers about their concerns (S2042) | 81% | 63% | 79% |
| their school takes students' opinions seriously (S2043) | 77% | 75% | 86% |
| student behaviour is well managed at their school (S2044) | 78% | 65% | 80% |
| their school looks for ways to improve (S2045) | 92% | 85% | 87% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| their school is well maintained (S2046) | 87% | 84% | 90% |
| their school gives them opportunities to do interesting things (S2047) | 85% | 86% | 89% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 96% | 94% | 98% |
| they feel that their school is a safe place in which to work (S2070) | 98% | 94% | 93% |
| they receive useful feedback about their work at their school (S2071) | 96% | 86% | 83% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 89% | 86% | 86% |
| students are encouraged to do their best at their school (S2072) | 95% | 90% | 89% |
| students are treated fairly at their school (S2073) | 95% | 96% | 96% |
| student behaviour is well managed at their school (S2074) | 77% | 71% | 63% |
| staff are well supported at their school (S2075) | 89% | 82% | 80% |
| their school takes staff opinions seriously (S2076) | 88% | 85% | 84% |
| their school looks for ways to improve (S2077) | 95% | 94% | 89% |
| their school is well maintained (S2078) | 80% | 90% | 87% |
| their school gives them opportunities to do interesting things (S2079) | 85% | 88% | 91% |

'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

In 2015 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 about their experiences at Keebra.

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 maintenance 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. These efforts have borne fruit seeing water use decline significantly.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 352,619 | 3,801 |
| 2013-2014 | 366,131 | 4,499 |
| 2014-2015 | 375,413 | 2,435 |

*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.

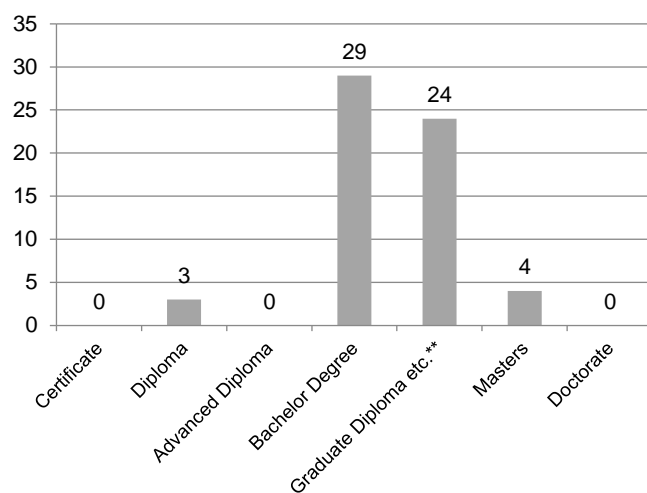
Our staff profile

Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 70 | 39 | <5 |
| Full-time equivalents | 65 | 28 | <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.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$30215.

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
- QCAA

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

| Average staff attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 95% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says '**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.

Performance of our students

Key student outcomes

| Student attendance | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 83% | 82% | 84% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 71% | 81% | 77% |

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

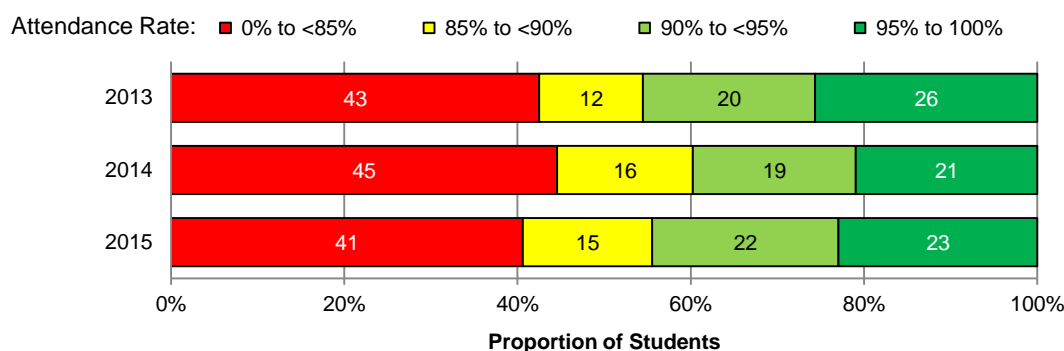
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2013 | | | | | | | | | 89% | 84% | 82% | 78% | 85% |
| 2014 | | | | | | | | | 88% | 84% | 82% | 81% | 79% |
| 2015 | | | | | | | | 87% | 86% | 85% | 82% | 84% | 83% |

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

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 continued improvement in attendance in 2015 and continue to focus on this aspect of the school community. A Head 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

Where it says '**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.

| Apparent retention rates Year 10 to Year 12 | 2013 | 2014 | 2015 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 94% | 99% | 67% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 25% | 70% | 50% |
| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
| Number of students receiving a Senior Statement | 110 | 107 | 100 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 0 | 0 |
| Number of students receiving an Overall Position (OP) | 25 | 14 | 20 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 0% | 0% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 15 | 20 | 28 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 106 | 102 | 90 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 78 | 86 | 75 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 88 | 106 | 100 |
| 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 |

| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
|---|------|------|------|
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 36% | 86% | 75% |
| 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. | 100% | 88% | 96% |

As at 16 February 2016. 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 |
| 2013 | 1 | 3 | 5 | 7 | 9 |
| 2014 | 1 | 2 | 9 | 2 | 0 |
| 2015 | 2 | 4 | 9 | 5 | 0 |

As at 16 February 2016. 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 |
| 2013 | 92 | 67 | 24 |
| 2014 | 95 | 79 | 18 |
| 2015 | 72 | 65 | 27 |

As at 16 February 2016. 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 (2015 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.