



Keebra Park State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

Contact Information

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|-----------------|---|
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School Overview

Schooling at Keebra Park State High School will be an inspiring and positive experience where all students will know, perform and achieve based on their individual academic pursuits and personal endeavours. Our vision is that our young people become influencers in their local community and become equipped with the skills to transform their world. Our motto is 'Every Student Succeeding'. Keebra Park SHS offers the students an opportunity to develop a personalised pathway in a supportive caring involvement.

We will achieve our vision because:

- we set high performance expectations
- we focus on quality learning outcomes for students that are responsive to their needs
- we strive for world class standards and personal excellence
- we enhance and nurture the curiosity of students to develop them into life-long learners
- we believe that cultural identity, languages and values should be respected.

The school values are:

Know:

- Teachers know their students, their data, their curriculum and how current research underpins their pedagogy
- Students know their individual strengths and are able to adapt these unique skills to a responsive and ever changing global environment.

Perform:

- Teachers perform at the highest level and are experts in their relevant fields using current research based instructional practices
- Students perform at a high level in various academic, artistic and physical pursuits

Achieve:

- Students achieve

Intellectually: curious learners and deep thinkers

Personally: confident communicators

Socially: caring community participants

The school offers a highly successful signature programs through the Rugby League, Girls Sport, STEM, Music and Performing Arts Academies, as well as an Academic Excellence Program.

Keebra Park SHS also has an Intensive English Centre, that caters for students who are EAL/D, and is such 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 Foreword

Introduction

Introduction

This report provides an overview of the 2017 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 2017

With a clear strategic direction in 2017, 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. The school has had a strategic focus on using the rigorous reading strategy in the junior school to improve reading outcomes for students.

These priorities have allowed our Year 12 outcomes to have significant improvement in 2017 with 100% of our students obtaining a QCE or QCIA, 92.9% achieving an OP 1-15 and 93.3% of students obtaining a Certificate 2 VET qualification or higher.

Our semester 2 focus on rigorous reading in the High Performance Reading program saw effect sizes between 0.7 and 1.2 for our junior school cohorts. NAPLAN data showed the year 7 cohort was above 90% for both Reading and Numeracy. Comparing to like Queensland State Schools our Yr. 7 and Yr. 9 Reading and Numeracy data was similar for Mean Scale Score and Relative Gain.

Future Outlook

More information about our 2018 focus can be accessed through our website, in particular the Annual Implementation Plan for 2018.

Keebra Park SHS has three clear strategic priorities for 2018.

1. To deepen teacher knowledge, expertise and delivery of the Australian Curriculum
2. To create a high expectations culture
3. To enhance community engagement

Key targets for 2018 are:

1. Percentage of students in the A-C range to be 80% or above
2. Attendance above 92%
3. Students who attain a QCE – 100%
4. Reading U2B – Yr. 7-23%, Yr. 9 – 15%.

Our School at a Glance

School Profile

| | |
|-------------------------------------|------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Year 7 - Year 12 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 770 | 282 | 488 | 36 | 81% |
| 2016 | 759 | 306 | 453 | 41 | 83% |
| 2017 | 841 | 349 | 492 | 48 | 83% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 58% of the overall population. We have approximately 40 students who take part in our Intensive English Centre, as well as a number of students in the school who are EAL/D (41%). 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 | 2015 | 2016 | 2017 |
| Prep – Year 3 | | | |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | 21 | 21 | 23 |
| Year 11 – Year 12 | 19 | 16 | 18 |

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
- 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
- Sting Showcase at Global welfare summit
- Cultural Competitions including multicultural activities,
- Sporting Competitions in all age groups of rugby league, basketball and netball
- National champions for Rugby League
- Representatives in Broadwater, South Coast and Queensland School sport teams
- Performing Arts events including Showcase
- Beacon Program, Pacifika LEAD Program
- Visits to Griffith University and Southern Cross University

How Information and Communication Technologies are used to Assist Learning

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

Social Climate

Overview

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. To ensure the ongoing growth of a positive social culture the school utilises Dean of Students, 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.

Students responding positively to the SOS of they are getting a good education at school and they feel safe at school with 93% and a 95% response rate that they like being at their school.

Staff enjoy working at the school and feel it is safe to work at with both responses being over 90%.

Parents feel it is a good school, where their student feels safe and receives a good education with responses being over 90%.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | 2015 | 2016 | 2017 |
| their child is getting a good education at school (S2016) | 100% | 100% | 91% |
| this is a good school (S2035) | 100% | 97% | 90% |
| their child likes being at this school* (S2001) | 100% | 94% | 91% |
| their child feels safe at this school* (S2002) | 100% | 97% | 94% |
| their child's learning needs are being met at this school* (S2003) | 95% | 100% | 88% |
| their child is making good progress at this school* (S2004) | 100% | 94% | 91% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 100% | 91% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 97% | 93% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 81% |
| teachers at this school treat students fairly* (S2008) | 100% | 90% | 91% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 97% | 94% |
| this school works with them to support their child's learning* (S2010) | 91% | 94% | 88% |
| this school takes parents' opinions seriously* (S2011) | 88% | 100% | 81% |
| student behaviour is well managed at this school* (S2012) | 95% | 91% | 87% |
| this school looks for ways to improve* (S2013) | 86% | 100% | 94% |
| this school is well maintained* (S2014) | 90% | 91% | 91% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 88% | 92% | 93% |
| they like being at their school* (S2036) | 90% | 94% | 95% |
| they feel safe at their school* (S2037) | 93% | 96% | 93% |
| their teachers motivate them to learn* (S2038) | 87% | 90% | 83% |
| their teachers expect them to do their best* (S2039) | 92% | 97% | 90% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89% | 89% | 86% |
| teachers treat students fairly at their school* (S2041) | 84% | 82% | 77% |
| they can talk to their teachers about their concerns* (S2042) | 79% | 76% | 67% |
| their school takes students' opinions seriously* (S2043) | 86% | 81% | 78% |
| student behaviour is well managed at their school* (S2044) | 80% | 84% | 73% |
| their school looks for ways to improve* (S2045) | 87% | 90% | 90% |
| their school is well maintained* (S2046) | 90% | 92% | 87% |
| their school gives them opportunities to do interesting things* (S2047) | 89% | 88% | 88% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 98% | 93% | 95% |
| they feel that their school is a safe place in which to work (S2070) | 93% | 90% | 91% |
| they receive useful feedback about their work at their school (S2071) | 83% | 83% | 85% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 86% | 87% | 80% |
| students are encouraged to do their best at their school (S2072) | 89% | 95% | 87% |
| students are treated fairly at their school (S2073) | 96% | 96% | 95% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| student behaviour is well managed at their school (S2074) | 63% | 86% | 74% |
| staff are well supported at their school (S2075) | 80% | 79% | 82% |
| their school takes staff opinions seriously (S2076) | 84% | 82% | 83% |
| their school looks for ways to improve (S2077) | 89% | 94% | 95% |
| their school is well maintained (S2078) | 87% | 87% | 78% |
| their school gives them opportunities to do interesting things (S2079) | 91% | 89% | 91% |

* 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

Keebra Park offer multiple engagement opportunities for parents. We hold two face to face parent teacher interviews in the year, as well as several opportunities for parents to come and take part in the school. We have many community connections that help our students to become successful. These opportunities extend to traineeships and also community connections for our students.

Respectful relationships programs

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

The school has a close relationship with various community agencies who engage with the students in informing them about respectful relationships. This includes but is not limited to the QPS running programs around safe and respectful relationships around cyber-safety.

In the senior school we have engaged Headspace in developing a performance enhancement program where students are tracked and monitored on their mental health and wellbeing in our rugby league academy.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 172 | 173 | 171 |
| Long Suspensions – 11 to 20 days | 13 | 15 | 14 |
| Exclusions | 20 | 10 | 20 |
| Cancellations of Enrolment | 22 | 11 | 20 |

Environmental Footprint

Reducing the school's environmental footprint

Write a brief paragraph on the efforts made by the school during 2017 to reduce its environmental footprint (as based on electricity and water usage rate provided in the table below).

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 375,413 | 2,435 |
| 2015-2016 | 335,382 | 746 |
| 2016-2017 | 340,190 | 2,682 |

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 74 | 39 | <5 |
| Full-time Equivalents | 72 | 29 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | |

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| 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 2017 were \$20296

The major professional development initiatives are as follows:

- Rigorous Reading
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2017 was [INSERT VALUE]%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| 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, 99% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 84% | 86% | 85% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 77% | 84% | 85% |

*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 2017 for all Queensland Secondary schools was 90%.

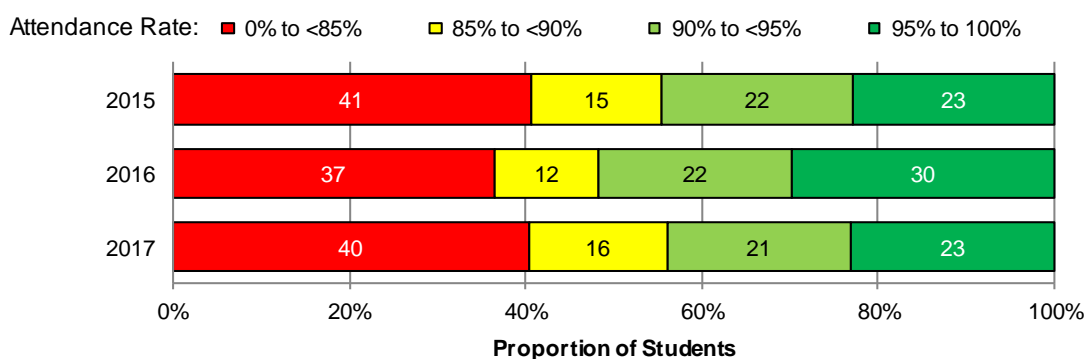
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | | | | | | | | 87% | 86% | 85% | 82% | 84% | 83% |
| 2016 | | | | | | | | 90% | 83% | 84% | 85% | 86% | 87% |
| 2017 | | | | | | | | 91% | 86% | 82% | 83% | 85% | 85% |

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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. Analysis of weekly data is reported to the relevant staff and students for follow up or response. In 2017 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 2018 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 | 2015 | 2016 | 2017 |
| Number of students receiving a Senior Statement | 100 | 92 | 90 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 0 | 2 |
| Number of students receiving an Overall Position (OP) | 20 | 18 | 14 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 100% | 14% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 28 | 23 | 28 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 90 | 90 | 85 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 75 | 89 | 84 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 100 | 92 | 88 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 100% | 100% | 86% |
| 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. | 75% | 44% | 93% |
| 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. | 96% | 93% | 85% |

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 |
| 2015 | 2 | 4 | 9 | 5 | 0 |
| 2016 | 1 | 1 | 6 | 8 | 2 |
| 2017 | 4 | 2 | 7 | 1 | 0 |

As at 14th February 2018. 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 |
| 2015 | 72 | 65 | 27 |
| 2016 | 75 | 84 | 34 |
| 2017 | 25 | 77 | 27 |

As at 14th February 2018. 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 | 2015 | 2016 | 2017 | |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 67% | 86% | 82% | |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 50% | 60% | 78% | |

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.keebroparkshs.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. 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.