



Keebra Park State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 40 Southport 4215
Phone	(07) 5509 2555
Fax	(07) 5591 7256
Email	principal@keebraparkshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Adam Brandis, Principal

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. 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 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 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.

School progress towards its goals in 2018

This report provides an overview of the 2018 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.

With a clear strategic direction in 2018, the school has continued to improve; particularly in senior outcomes, data, a culture that promotes attendance as key to successful learning. The school has had a strategic focus on using the rigorous reading strategy in the junior school to improve reading outcomes for students. All learning areas had a strategic focus on establishing a guaranteed and viable curriculum, which is defined by the Australian Curriculum. The teaching and learning and assessment practices has established a clear focus on obtaining the standards set in the Australian Curriculum, and the general capabilities, specifically literacy and numeracy.

These priorities have allowed our Year 12 outcomes to have significant improvement in 2018 with 100% of our students obtaining a QCE or QCIA, the school also obtained 2 OP1s.

Our semester focus on rigorous reading in the High Performance Reading program and a focus on Explicit Instruction in Mathematics saw NAPLAN data improve in 2018. NMS% data improved across all 10 tests when compared to 2017 results. This also extended to our U2B%, where 8 of 10 tests showed improvement compared to 2017. Compared 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 2019 focus can be accessed through our website, in particular the Annual Implementation Plan for 2019.

Keebra Park SHS has three clear strategic priorities for 2019.

1. Teachers' pedagogical strategies are adaptive to our learners' needs.
2. Our well-being framework supports our students to thrive and succeed.
3. We are engaged with our community to support our students and school.

Key targets for 2019 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%

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	759	841	803
Girls	306	349	339
Boys	453	492	464
Indigenous	41	48	58
Enrolment continuity (Feb. – Nov.)	83%	83%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	23	23
Year 11 – Year 12	16	18	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings include:

- Core Junior school subjects are based on the Australian Curriculum 5
- 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 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
- Cultural Competitions including multicultural activities,
- Sporting Competitions in all age groups of rugby league, basketball and netball
- 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 95% and a 91% 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	91%	95%
• this is a good school (S2035)	97%	90%	95%
• their child likes being at this school* (S2001)	94%	91%	91%
• their child feels safe at this school* (S2002)	97%	94%	95%
• their child's learning needs are being met at this school* (S2003)	100%	88%	90%
• their child is making good progress at this school* (S2004)	94%	91%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	91%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	93%	93%
• teachers at this school motivate their child to learn* (S2007)	100%	81%	95%
• teachers at this school treat students fairly* (S2008)	90%	91%	82%
• they can talk to their child's teachers about their concerns* (S2009)	97%	94%	98%
• this school works with them to support their child's learning* (S2010)	94%	88%	87%
• this school takes parents' opinions seriously* (S2011)	100%	81%	85%
• student behaviour is well managed at this school* (S2012)	91%	87%	89%
• this school looks for ways to improve* (S2013)	100%	94%	86%
• this school is well maintained* (S2014)	91%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	93%	92%
• they like being at their school* (S2036)	94%	95%	87%
• they feel safe at their school* (S2037)	96%	93%	93%
• their teachers motivate them to learn* (S2038)	90%	83%	89%
• their teachers expect them to do their best* (S2039)	97%	90%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	86%	87%
• teachers treat students fairly at their school* (S2041)	82%	77%	77%
• they can talk to their teachers about their concerns* (S2042)	76%	67%	74%
• their school takes students' opinions seriously* (S2043)	81%	78%	79%
• student behaviour is well managed at their school* (S2044)	84%	73%	75%
• their school looks for ways to improve* (S2045)	90%	90%	90%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	92%	87%	84%
• their school gives them opportunities to do interesting things* (S2047)	88%	88%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	90%	91%	98%
• they receive useful feedback about their work at their school (S2071)	83%	85%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	80%	81%
• students are encouraged to do their best at their school (S2072)	95%	87%	96%
• students are treated fairly at their school (S2073)	96%	95%	98%
• student behaviour is well managed at their school (S2074)	86%	74%	95%
• staff are well supported at their school (S2075)	79%	82%	90%
• their school takes staff opinions seriously (S2076)	82%	83%	91%
• their school looks for ways to improve (S2077)	94%	95%	98%
• their school is well maintained (S2078)	87%	78%	85%
• their school gives them opportunities to do interesting things (S2079)	89%	91%	93%

* 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. Our Keebra Connect engagement program offers opportunities for business, parents, community and alumni to engage with the schools. Many formal and informal events are held throughout the year.

Respectful relationships education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	173	171	232
Long suspensions – 11 to 20 days	15	14	8
Exclusions	10	20	10
Cancellations of enrolment	11	20	9

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	335,382	340,190	367,504
Water (kL)	746	2,682	843

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	77	39	<5
Full-time equivalents	73	29	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters		
Graduate Diploma etc.*		
Bachelor degree		
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 38132

The major professional development initiatives are as follows:

- The major professional development initiatives are as follows:
- -Rigorous Reading
- -Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95 %	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	86%	85%	88%
Attendance rate for Indigenous** students at this school	84%	85%	85%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

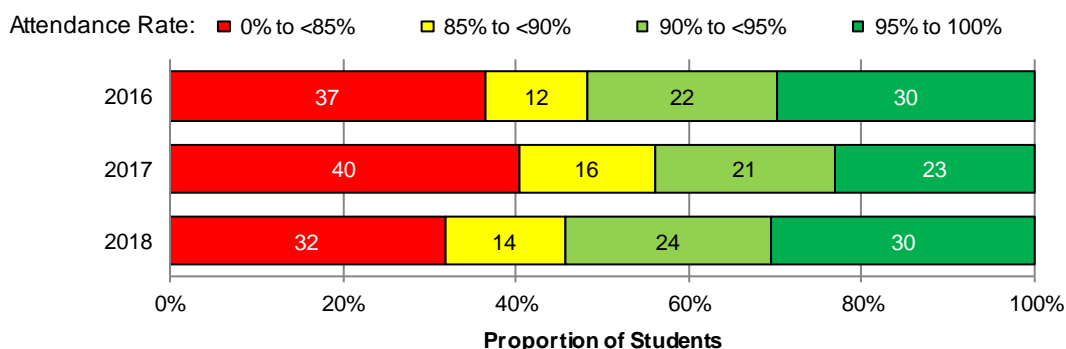
Year level	2016	2017	2018
Year 7	90%	91%	91%
Year 8	83%	86%	89%
Year 9	84%	82%	86%
Year 10	85%	83%	86%
Year 11	86%	85%	88%
Year 12	87%	85%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 2018 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	92	90	113
Number of students awarded a QCIA	0	2	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	92	88	113
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	86%	100%
Number of students who received an OP	18	14	21
Percentage of Indigenous students who received an OP	100%	14%	22%
Number of students awarded one or more VET qualifications (including SAT)	90	85	108
Number of students awarded a VET Certificate II or above	89	84	108
Number of students who were completing/continuing a SAT	23	28	22
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	44%	93%	67%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	93%	85%	84%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	1	4	2
6-10	1	2	3
11-15	6	7	9
16-20	8	1	7
21-25	2	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	75	25	44
Certificate II	84	77	106
Certificate III or above	34	27	33

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	86%	82%	97%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	60%	78%	111%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.keebroparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>