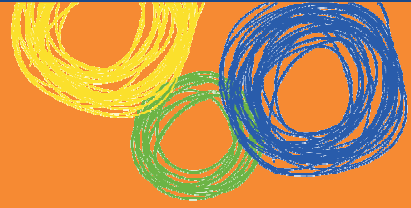


Keebra Park State High School (2046)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The report provides an overview of the 2012 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 2012

By having clear strategic direction on 2012 the school has seen an improvement in two key areas; systematic curriculum delivery and a culture that promotes learning. As we look to 2013 we aim to further improve across all 8 domains as we provide a differentiated, engaging and challenging curriculum for students. Focusing on literacy and numeracy in the junior years has seen a moderate improvement for these students which will create even greater opportunities for them. Keebra Park continues to offer a well-rounded program. In 2013 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.

Future outlook

The key strategic directions of 2013 are:

- Literacy and numeracy improvement
- Improvement in measurable senior data and outcomes
- Closing the gap across all facets
- Promoting a culture of learning and providing systematic curriculum delivery
- Improvement in attendance
- Promoting a positive school image

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	665	229	436	83%
2011	706	229	477	83%
2012	693	241	452	82%

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 has a male enrolment of 65% with many of these students participating in the sports specialisation program. The school has approximately 70% of its students from Polynesian backgrounds. The school has a large ESL cohort with approximately 90 students participating. The school traditionally has an enrolment that grows throughout the year.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	23	25	22
Year 11 – Year 12	16	20	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	48	95	70
Long Suspensions - 6 to 20 days	31	29	29
Exclusions	6	6	8
Cancellations of Enrolment	4	21	14

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

Academic excellence program in math, science, english and History for years 8 to 10

Sports specialisation program with a focus on rugby league and touch

An extensive vocational pathway for senior students

A strong academic tradition and authority choices for tertiary bound students

Extra curricula activities

Academic competitions

Cultural Competitions

Sporting Competitions

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

Performing Arts events

Band and Vocal performances

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 the lessons.

Social climate

Keebra Park SHS community is proud of the safe and caring environment it provides. Staff are very committed to providing a range of extracurricular activities as well as other additional activities that enables our students to have a comprehensive and holistic education.

The school has such a diversity of culture it is important that our students have opportunity to improve their overall learning outcomes as well as preparing them for life after school. The school has numerous staff and program to support their development and understanding as well as provide support and a nurturing landscape. 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.

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

In 2012 staff had a high morale and enjoyed the school environment. Parents also appreciated the school with a large majority agreeing that this is a good school. In most categories over 90% of students were happy with their school, the education they receive and that they are supported in their learning journey.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:

2012[#]

Our school at a glance

their child is getting a good education at school	96.9%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	96.9%
their child is making good progress at this school*	96.9%
teachers at this school expect their child to do his or her best*	96.9%
teachers at this school provide their child with useful feedback about his or her school work*	96.9%
teachers at this school motivate their child to learn*	96.9%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	96.8%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	91.8%
they like being at their school*	96.7%
they feel safe at their school*	95.1%
their teachers motivate them to learn*	95.0%
their teachers expect them to do their best*	95.0%
their teachers provide them with useful feedback about their school work*	90.9%
teachers treat students fairly at their school*	90.9%
they can talk to their teachers about their concerns*	81.7%
their school takes students' opinions seriously*	88.4%
student behaviour is well managed at their school*	82.4%
their school looks for ways to improve*	94.2%

Our school at a glance

their school is well maintained*	95.0%
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their school gives them opportunities to do interesting things*	94.2%
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Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
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that they have good access to quality professional development	77.4%
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with the individual staff morale items	89.8%
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* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

In 2012 parent involvement continued to be a focus. The school provided numerous parent/teacher interview nights, information evenings and subject selection nights. The school had parents involved in harmony day and other special events that took place. Parents are encouraged to be part of our P&C or volunteer.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	341,536	2,217
2010-2011	337,796	9,829
2011-2012	377,131	3,521

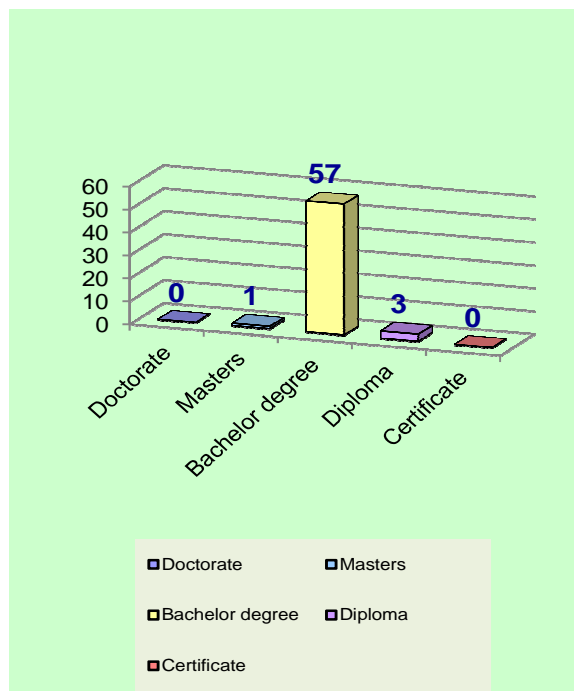
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	61	30	<5
Full-time equivalents	55.4	22.2	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	57
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$16000.

The major professional development initiatives are as follows:

- Asbestos awareness
- Code of conduct
- National curriculum
- QSA

Our staff profile

IT in the classroom

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.9%	95.5%	94.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.2% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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 web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	84%	86%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

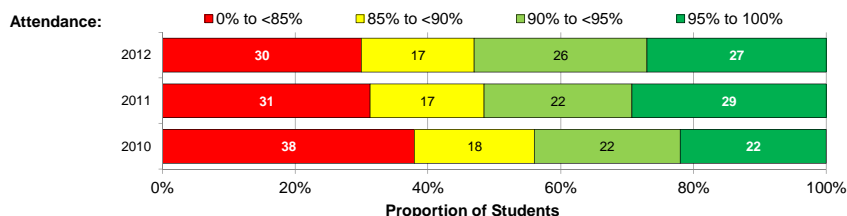
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								88%	88%	81%	83%	85%
2011								92%	84%	87%	82%	87%
2012								91%	87%	84%	88%	86%

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 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 2012 and continue to focus on this aspect of the school community.

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/>.

Performance of our students

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

Search by suburb, town or postcode

Sector Government
 Non-government

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 2012, 34 indigenous students attended Keebra Park SHS. From the year 8 cohort, in both English and maths, the number of students who received a C or higher were rated in the upper quartile. Gaps still exist between indigenous and non-indigenous students particularly in the area of science. 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.

Apparent retention rates Year 10 to Year 12

2010

2011

2012

Performance of our students

Year 12 student enrolment as a percentage of the Year 10 student cohort.	101%	101%	92%
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Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	112	122	132
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	25	21	18
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	35	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	97	106	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	52	69	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67	79	68
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.	64%	90%	56%
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.	94%	98%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	78%	97%	88%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	3	6	7	9	0
2011	2	11	6	2	0
2012	3	3	4	8	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	79	46	13
2011	94	52	21

Performance of our students

2012	102	65	25
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As at 2 May 2013. The above values exclude VISA students.

The following certificate 1 courses are offered to students: furnishings, sport and recreation and IT.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students who identify a desire to leave early are supported through the transition with counselling and referral to alternative education providers. Other students have clear destinations that include employment, training or other education.