Kedron State High School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

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School overview

Kedron State High School was established in 1956 and with its ethos being Traditional, Disciplined, Diverse and Academic, enjoys a high public profile as an excellent North Brisbane public school. Enrolments have steadily increased over the past 7 years and the school is now over 1600 students.

The immediate area population derives from nine surrounding suburbs, with the travelling population coming from over fifty different suburbs. These students could attend schools closer to their homes but, as a result of the public image of the school, choose to make their way to Kedron State High School. Reasons given for choosing Kedron include curriculum offerings and academic outcomes together with outstanding outcomes in instrumental music, languages, STEAM and social and cultural aspects of performance and personal growth. Each year, a number of students choose to leave places in the private system to enrol at Kedron.

The school is Enrolment Managed (EMP) and the plan is available from the school website. A Special Education Program (SEP) has been part of the school campus since 1979 and caters for a range of disabilities, including deaf students who are supported in mainstream classes according to their educational needs. An English as a Additional Language/ Dialect (EAL/D) unit was established in 2002 to provide support for the students who speak a language other than English as their first language. Consistently over 35% of Kedron students do not have English as their home language.

The school offers an International Student Program which caters yearly for between 45 and 50 students from all over the world. The school is a member of the Council of International Schools. The school's Languages program offers Japanese, Chinese, French, Spanish and Auslan with significant numbers studying these languages through to Year 12. The highly acclaimed Instrumental Music and Choral program caters for hundreds of students each year across a large range of instruments including Harp. In recent years the introduction of STEAM (Science, Technology, Engineering, Arts and Maths) courses (both embedded and extra-curricular) along with an Accelerated Learning Program catering to our students requiring opportunities beyond their chronological age, has been warmly welcomed by our community.

Kedron also purposefully caters for the social and emotional wellbeing of our students through dedicated support programs that work toward building resilience, compassion and leadership amongst our entire student cohort.

Introduction

Kedron State High School symbolises and exemplifies excellence in education each and every day. Kedron offers a unique, safe and enriching learning environment for all of our students where they are constantly surrounded by possibility and opportunity.

It is a privilege to be Principal of this great school. I lead an outstanding staff who tirelessly work to inspire our students to be the next life-long learners and leaders shaping the future of our nation and the world. Our consistently high expectations, combined with personalised attention, has led to outstanding success over many decades at Kedron.

Being a Kedron student and living 'The Kedron Way' each day means something special. Our past students, parents and staff talk with passion about their school and the opportunities and support we provided. This passion stems from the fact that our ongoing commitment to our four core values of Traditional, Academic, Disciplined and Diverse enriches our students' lives each day.

These four core values underpin both the current exceptional learning environment that students enjoy, but also the future direction of the school. I believe fundamentally that, whilst innovating for the future, we must respect the diversity and traditions of the school and ensure we are continually embedding self-discipline and academic improvement as our key drivers. Through these actions we are preparing our students for a successful future.

We are proud to be able to share our school with you. The Kedron family looks forward to welcoming you to be a part of something very special.

This report provides a snapshot of the school and a sample of the 2018 achievements and results for Kedron SHS students.

School progress towards its goals in 2018

The most significant achievements were;

- 2018 saw outstanding Overall Position (OP) results;
  - 6 Students attained an OP 1
  - 13 Students attained an OP 2 or 3
  - Over 20% of our students achieved an OP 1 – 5
  - Over 80% of our students achieved an OP 1 – 15
- The school achieved outstanding NAPLAN results in 2018 with our students scoring higher than the national average in all domains in Mean Scale Score, Upper Two Bands and National Minimum Average.
- The continuation of INFUSE excellence programs within the school, and also with our neighbouring primary schools in key areas such as STEAM, Languages and Music.
- The continuation of the Accelerated Learning program at the school has proved both popular and successful. This program supports students who are performing well above their age in their core subject areas by allowing them to work at higher levels whilst still working and interacting with age peers.
- Our International Student and Languages programs enjoyed a very successful year with a range of students receiving scholarships to travel and study overseas.
- 2018 saw the school engage with QCAA to write new senior curriculum to align to the largest change to secondary schooling in more than a generation. Staff have worked hard to upskill themselves, prepare curriculum and prepare students for these changes.
- The senior school has been reviewing and enhancing its vocational offerings for students, with a focus on improving options for students into diverse pathways.
- Staff are engaging in peer observation and feedback cycles for their continued development.

A visit to our school provides the opportunity to see our school motto "To Strive is to Shine" in action and to appreciate the unique, positive and vibrant learning community that is Kedron State High School.

Future Outlook
- The school is currently in the process of developing a new Strategic Plan through the Quadrennial School Review Process to ensure that we continue exceed the high expectations of our community.
- The school will continue to review its Curriculum Framework as part of the introduction of the *P-12 Curriculum, Assessment and Reporting Framework*.
- The school will continue the work already begun on curriculum in line with the new QCE system which has been introduced this year. 2020 will see our first cohort of students exit under this new system and we will be engaging in a process of enacting new curriculum with these students this year and next.
- The school will review its curriculum delivery tool (timetable) with a view to further support learning for all students.
- The school will continue to refine its BYOD digital environment for students to enhance engagement.
- The school will continue its emphasis on literacy and numeracy skill development delivered in a targeted manner to meet the needs of all students.
- The school will continue to develop our accelerated learner offerings for identified students and sustain an annual High Achievers Challenge (HAC) Program to extend high performing students.
- The school will continue to support student resilience and adventure-based learning programs.
- The Senior School will continue to refine and develop the Vocational Education links already forged to create additional pathways for students.
- The school will continue developing closer links with our local primary schools by continuing to offer INFUSE programs in STEAM, Languages and Music.
- The school will continue to actively encourage the learning of a foreign language, particularly in our feeder primary schools.
- Staff will continue to be professionally challenged and supported to present at state and national conferences and to undertake further study.
- The embedding of The Art and Science of Teaching framework, contextualised for the Kedron context, will continue.
- Peer observation and feedback cycles for staff development will continue to be enhanced.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Year 7 - Year 12

Student enrolments   1524

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1463	1477	1524
Girls	675	686	723
Boys	788	791	801
Indigenous	35	29	34
Enrolment continuity (Feb. – Nov.)	97%	96%	97%

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

The student body welcomed students from over 61 countries of birth, speaking 45 languages, from the local area and afar. This also includes international fee paying students as well as new arrivals to Australia. Over 37% of the students enrolled speak English as a second language. Many of our students speak multiple languages. The student body is one with high aspirations for success be it in further study or employment.

There is a strong sense of inclusion across the student body where all cultures and religions are made welcome. The demographics of the local population are changing and the school is finding that more students coming in to the school for Year 7 are the first in the family to enter high school.

Whilst the school only has a relatively small number of Aboriginal and Torres Strait Islander students, there is a robust program in place to support these students. The Kedron Indigenous Cultural and Academic Program supports the development of cultural identity in our Indigenous students. The program is aimed at creating a positive cultural identity and remove the 'veil of invisibility' within the school. The cultural program includes excursions such as cultural camp and bonding day activities and NAIDOC & Kedron Week celebrations which incorporates traditional dance and sharing culture with the school community. The academic programs include Solid Pathways, AIME (yrs9-12) with a year 7 & 8 day toward the end of the year and QATSIF Scholarships to assist students in their senior years. We also run homework club once a week with AIME mentors who assist students with their work in conjunction with teacher aides.

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	20	20	20
Year 11 – Year 12	18	17	17

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

The school curriculum is developed around the eight key learning areas with Junior Secondary students experiencing all areas in Year 7 & 8. Students begin to specialise their study options in Years 9 & 10. The senior curriculum is composed of Authority and Authority registered subjects with each student selecting any six subjects.

An array of subjects linked to School-based traineeships or alternatively to Start QUT/Enhanced Studies Program (UQ) is also available. A curriculum framework is produced for each year level. Extension English and Extension Music are offered in the Senior School.

The school provides a range of Vocational Education and Training (VET) options for students to pursue from Year 10. These are outlined later in the report.

Co-curricular activities

The extra-curricular program offered at Kedron SHS is extensive. It reflects our focus on the Arts, STEAM and Languages while still providing opportunities for all students to excel in their chosen field.

More detail regarding our extra-curricular offerings appears on our website, examples include;

- An extensive student leadership program that actively involves students from all Year levels and camps at specific junctures. In Year 12 this includes a significant Prefect group.
  The Arts;
    - Instrumental Music - 3 Concert bands, Percussion Ensemble, World Ensemble, 2 Big Bands, Guitar Ensemble, String and Symphony orchestras, and lessons in Woodwind, Strings, Brass, Percussion, Guitar and Harp.
    - Vocal Program – Kedron singers (open to all), Acapella group (Audition Based) & lessons in voice.
    - Theatre productions - under the direction of an Artist in Residence from a professional theatre company.
    - Infuse Program – music enrichment program as an extra-curricular opportunity;
    - Impress Art Gallery - printmaking program and annual exhibition at the local Impress Gallery for Art students in Years 10 -12.
    - APRA Song-makers Program - regular song-writing and music production workshops before, after school and during lunch breaks.
- Committees and clubs – In addition to our Student Council, students also can be involved in clubs as diverse as chess, Interact and environment committees.
- Competitions – Our students enter a range of competitions including Debating, Language and cultural/ subject specific competitions (eg. Australian Maths Competition).
- Robotics – There is a program taking students as beginners and using more experienced students to support their learning.
- STEAM – A dedicated STEAM program was further enhanced in 2017 with a focus on design thinking and introducing concepts around entrepreneurship.
- Sport – The full range of sporting opportunities are available. Our students are regularly selected to represent the Region and State in a variety of sports.
- National and International travel – Students travel to our sisters schools in Japan, China, Spain and France every second year, with students from their schools joining us in the off year. Our senior students have the option to join our ski trip every second year.

How information and communication technologies are used to assist learning

ICT and Digital technologies continue to be a core learning tool at Kedron. Both in teaching and nonteaching aspects of the school's daily business. The school continues to deliver in a blended learning model, incorporating the best teaching and learning opportunities in the traditional classroom with technologically mediated delivery.

School-wide, teachers actively engage with delivering innovative teaching and learning experiences for students through the school's B.Y.O.D Laptop program. Faculties, teachers and non-teaching staff are encouraged to develop their understanding of digital pedagogies from professional learning opportunities.

Other examples of ICT used include iPad usage in Languages, The Arts and the Student Support Unit. The digitised Cert II courses in both ICT and Creative Industries, and Manual Arts' use of The Learning Place and Handheld devices, laser cutters & 3D Printers to deliver content and manage assessment, feedback and submissions ensures teachers & students are at the cutting edge of technology. The Arts continue to embed ICTs into their teaching and learning, utilising the recording studio throughout the senior phase and training students to use Pro-Tools, which in turn enables the recording of other students across departments.

Social climate

Overview

Kedron enjoys an exceptional social climate and learning culture which is evident at any time of the school day. This is primarily due to the unrelenting focus on maintaining our high standards and insisting on respectful relationships at all levels.

All students are allocated to form classes which are directly linked to the school sporting (house) system. Three mornings per week, the students meet as a form group for administration and welfare tasks. On one morning per week, students attend a Sector Assembly with topics and information specific to their year levels. On morning each week is dedicated to a full school assembly which celebrates achievements in the school, showcases student performances and allows students to meet as a full school.

The school works in three dedicated sectors (Junior 7 & 8, Middle 9 & 10, and Senior 11 & 12). Each sector has a Deputy Principal, Head of Department and two Year Level Coordinators to provide further levels of support for students. This model provides a very consistent and personalised approach for all students. The model also allows sectors to support students in ways most appropriate to their age and progression. While the DP and Sector HoD stay with the sector – developing expertise specific to the age group; it is usual that the Year Level Co-ordinators move through the school with their cohort, allowing for development of deep relationships with students. Where possible, form teachers and classes stay together for their progression through the school.

The school Guidance Officers, in conjunction with the school nurse, school chaplains and school youth workers provide a safety net for students via counselling and personal development activities.

Students across all Year levels attend weekly 70 minute KedCare lessons that link with a range of evidence-based programs. The KedCare program forms a critical part of Kedron State High School's Welfare policy to facilitate proactive, positive, co-ordinated school-based systems in consultation with the school community to promote, enhance and manage the health and wellbeing of students.

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)	98%	97%	98%
• this is a good school (S2035)	98%	98%	98%
• their child likes being at this school* (S2001)	99%	94%	94%
• their child feels safe at this school* (S2002)	99%	97%	96%
• their child's learning needs are being met at this school* (S2003)	98%	97%	95%
• their child is making good progress at this school* (S2004)	99%	96%	95%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	98%	96%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school motivate their child to learn* (S2007)	96%	98%	93%
• teachers at this school treat students fairly* (S2008)	96%	97%	91%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	94%
• this school works with them to support their child's learning* (S2010)	98%	95%	94%
• this school takes parents' opinions seriously* (S2011)	94%	97%	92%
• student behaviour is well managed at this school* (S2012)	97%	96%	96%
• this school looks for ways to improve* (S2013)	98%	98%	97%
• this school is well maintained* (S2014)	98%	98%	96%

* 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)	93%	98%	98%
• they like being at their school* (S2036)	87%	95%	92%
• they feel safe at their school* (S2037)	93%	98%	97%
• their teachers motivate them to learn* (S2038)	90%	98%	97%
• their teachers expect them to do their best* (S2039)	95%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	100%	92%
• teachers treat students fairly at their school* (S2041)	81%	91%	88%
• they can talk to their teachers about their concerns* (S2042)	74%	91%	82%
• their school takes students' opinions seriously* (S2043)	78%	91%	89%
• student behaviour is well managed at their school* (S2044)	90%	96%	88%
• their school looks for ways to improve* (S2045)	94%	96%	90%
• their school is well maintained* (S2046)	92%	96%	96%
• their school gives them opportunities to do interesting things* (S2047)	92%	98%	96%

* 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)	97%	99%	98%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	98%
• they receive useful feedback about their work at their school (S2071)	93%	94%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	82%	89%
• students are encouraged to do their best at their school (S2072)	99%	99%	98%
• students are treated fairly at their school (S2073)	98%	98%	97%
• student behaviour is well managed at their school (S2074)	99%	99%	98%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	92%	95%	92%
• their school takes staff opinions seriously (S2076)	92%	96%	93%
• their school looks for ways to improve (S2077)	97%	98%	98%
• their school is well maintained (S2078)	95%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	97%	95%

* 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

Parents are encouraged to participate in their student's education at a number of levels. The Parents and Citizens Association and School Council provide opportunities for parents to be involved in the strategic direction of the school. Through parent/teacher interviews parents are able to talk and work directly with their child's subject teachers to focus on improved outcomes. Interviews are held twice a year and are booked through an online booking system. Another way parents can be involved is by volunteering at the school canteen, uniform shop or to provide classroom assistance in general day to day activities of the school.

The school conducts a number of events such as 'Meet the Teachers'; Ladies' Morning Tea for International Women's Day; Kedron EXPO; Pathways Information Evenings to engage with our parents. Parents and caregivers are welcome to contact the school at any time to discuss any concerns regarding their child's progress or any relevant issues at school. The school tuckshop and uniform shop are the only means of revenue for the Parents and Citizens Association. The only other request to parents is for community oriented aid programs.

Respectful relationships education programs

Respectful relationships are a key part of "The Kedron Way", and as such are modelled by staff and the wider school community.

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered predominantly through our KEDCARE program. This weekly lesson for one hour, focuses on respectful relationships and student wellbeing. Elements of the Respectful Relationships program are also delivered through our Health and Physical Education curriculum.

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	68	67	89
Long suspensions – 11 to 20 days	7	1	8
Exclusions	2	5	11
Cancellations of enrolment	2	5	7

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

The school moved to waterless urinals and has introduced recycling bins in each staff room. An awareness campaign encouraging staff to turn off fans, lights and appliances when not in use ran throughout the year.

Future Outlook
The school has a Sustainability Committee which is actively seeking ways to reduce the school's carbon footprint and improve sustainability. This Committee is made up of staff, students and parents.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	597,701	595,378	579,980
Water (kL)			

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
Search by school name or suburb	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	129	71	5
Full-time equivalents	122	49	<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
Doctorate	1
Masters	22
Graduate Diploma etc.*	14
Bachelor degree	89
Diploma	4
Certificate	0

*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 2018 were $193 094.42.

The major professional development initiatives are as follows:

- Art and Science of Teaching
- QCAA Senior Syllabus training
- Cognitive verb training
- SPELD training
- EATSIPS training
- ESCM profiler training
- Literacy and Numeracy
- Peer observation
- Mandatory training

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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

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	93%	93%	92%
Attendance rate for Indigenous** students at this school	87%	80%	86%

* 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	95%	95%	94%
Year 8	93%	93%	92%
Year 9	92%	93%	91%
Year 10	92%	92%	93%
Year 11	92%	93%	93%
Year 12	92%	91%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. 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).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	10	24	54
2017	12	10	23	55
2018	14	10	21	56

Proportion of Students
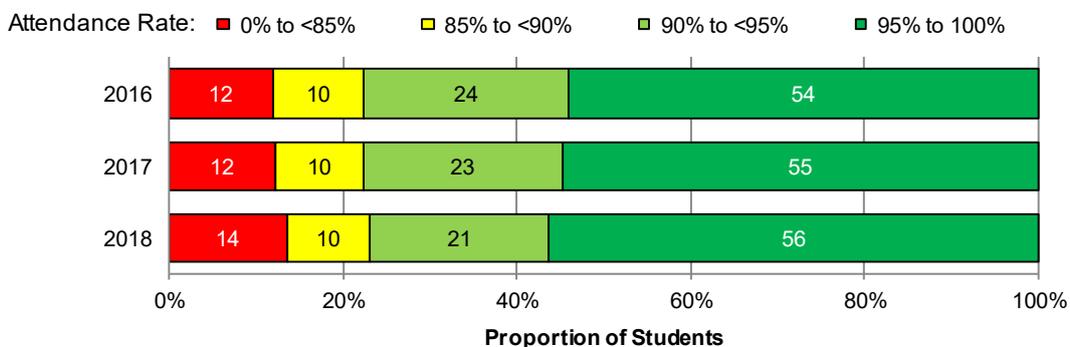
Description of how this school manages non-attendance

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.

The staff members mark rolls each morning at form meeting where the daily notices are read. Student attendance is marked either electronically or on a roll that has photos and barcodes so any teacher can mark any roll if necessary, including relief teachers. If a paper version is used, upon return to the office, the attendance is scanned into the database. When these entries have been completed the list of absentees is transmitted to our dispatch for SMS texting to parents and caregivers. Any late arrivals are also communicated home in the same manner. Parent responses are received and entered into the database as explanations for absence. Unexplained absences are followed up by Year Coordinators. Teachers mark class rolls every lesson and at the end of each day enter into the database any class absence not matched to morning roll marking absences. The Year Coordinators then follow these absences up directly with students. Students who arrive late or are asking to leave early are provided with a 'slip' which contains the relevant information together with a photo image of the student so that the student is clearly identifiable.

Students who are absent for 3 days or more are followed up by letter seeking explanation. Students with regular absences are counselled in the first place and if no change of attendance behaviour is evident then parents or caregivers are asked to be involved in an interview to address the issue. Where students leave the school without appropriate reason (ie a note from home) they may suffer a consequence as outlined in the Responsible Behaviour Plan for Students. Students with unacceptable patterns of attendance are interviewed by a member of the administration team. Parents and caregivers are involved in this process.

Communication with families around attendance is at a very high level with positive parental support as is evidenced by the continual improvement in student attendance data. The staff provide a consistent message that 'Every Student, Every Day in Every Lesson' matters.

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
Search by school name or suburb	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	219	225	224
Number of students awarded a QCIA	0	0	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	210	220	218
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	155	132	115
Percentage of Indigenous students who received an OP	67%	0%	0%
Number of students awarded one or more VET qualifications (including SAT)	103	125	134
Number of students awarded a VET Certificate II or above	78	109	114
Number of students who were completing/continuing a SAT	27	34	37
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	72%	86%	80%
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	99%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	97%

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	34	38	25
6-10	41	37	40
11-15	36	39	27
16-20	33	18	22
21-25	11	0	1

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	41	30	48
Certificate II	64	92	80
Certificate III or above	29	42	66

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).

The Vocational Education team at Kedron SHS actively seeks courses/positions for any area in which students identify an interest.The school offered the following Vocational Education (VET) Courses in 2018.

Internal
- Cert I IDMT
- Cert II IDMT
- Cert II Business
- Cert II AUSLAN
- Cert II Hospitality

External
- Cert II Hospitality
- Cert I Construction
- Cert II/III Health Services
- Cert II Automotive Preparation
- Cert II Health Support
- Cert II Electro technology
- TAFE - Try a Trade (9 weeks)

School Based Apprenticeship and Traineeships
- Cert III Hospitality
- Cert III IDMT
- Cert III Retail
- Cert III Fitness
- Cert III Carpentry
- Cert III Painting
- Cert III Automotive
- Cert III Child Care

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	98%	92%	93%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	33%	57%

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.

A small number of students leave the school prior to completing studies but all of those students are tracked and supported to go to alternative study options, traineeships and apprenticeships or other areas of employment. Where a student experiences extreme difficulty then the school works collaboratively with other agencies to provide the appropriate support.

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.kedronshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx