



## Kedron State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Kedron State High School was established in 1956 and enjoys a strong public profile as an excellent inner Brisbane Independent Public School (IPS). Enrolments have been growing over the past 4 years with the school now consistently over 1450 students. This is due primarily to our commitment to our four core pillars of being academic, being disciplined, being traditional and embracing diversity.

The immediate area population derives from nine surrounding suburbs. The travelling population comes 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 for reasons relating to curriculum offerings and academic outcomes. This is enhanced by outstanding outcomes in instrumental music, languages, STEAM (Science, Technology, Engineering, Arts & Mathematics), social and cultural aspects of performance and personal growth.

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. The SEP caters for students with disabilities including having a designated program for deaf and hard of hearing students. All SEP students are supported in mainstream classes for most subjects according to their educational needs. An English as an 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.

The school offers an International Student Program (ISP), consistently hosting between 45 and 50 international students with major representations from China, Japan, Korea and Europe. The school is a member of the Council of International Schools. Kedron's Languages Programme offers Japanese, Chinese, French, Spanish and Australian Sign Language (AUSLAN). The highly acclaimed Instrumental Music and Chorale program caters for 300 students across a large range of instruments including Harp. We are also very proud of our highly regarded STEAM program, which has seen our students compete in international competitions in Germany and the USA over the past 4 years.

## Principal's Foreword

### 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 2016 achievements and results for Kedron SHS students.

## School Progress towards its goals in 2016

The four most significant achievements were;

- Continued strong overall OP results, with over 22% of our students achieving an OP 1 – 5.
- The successful inclusion of Year 7 into the school community was supported by outstanding NAPLAN results in 2016 with our students scoring higher than the national average in all domains in Mean Scale Score, Upper Two Bands and National Minimum Average.
- The introduction of INFUSE excellence programs both within the school, but also with our neighbouring primary schools in key areas such as STEM, Languages and Music.
- The endorsement from our community of our 2016 to 2020 Strategic Plan.

Our school, of over 1450 students in 2016, is one of the most successful multi-cultural high schools in Brisbane, Australia. Located in the northern metropolitan area, our hard working staff and dedicated students achieve outstanding results in academia, music, citizenship and sport. The positive outcomes achieved in our Traditional, Academic, Disciplined and Diverse environment drives the continual demand for enrolment. Our Year 7 & 8 students represent some 50 different primary schools and across our student population a similar number of nationalities are represented. Some of our students travel significant distances each day to join us here at Kedron.

Our well-resourced school provides excellent support for all of our students. We welcome over 45 international students and hundreds of English as a Second Language students each year and encourage optimum performance, reflected in our school motto - 'To Strive is to Shine'. A visit to our school provides the opportunity to more greatly appreciate the unique, positive and vibrant learning environment our students benefit from daily.

## Future Outlook

- 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 commence work with the QCAA (Queensland Curriculum and Assessment Authority) to prepare for the new tertiary entrance system being introduced in 2019.
- 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 senior school will review and enhance its Vocational offerings for students, with a focus on improving options for students into diverse pathways.
- The school will continue developing closer links with our local primary schools by offering opportunities for excellence programs in STEM, 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.
- The introduction of peer observation and feedback cycles for staff development will be enhanced.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1198	579	619	32	96%
<b>2015*</b>	1429	677	752	37	97%
<b>2016</b>	1463	675	788	35	97%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### Characteristics of the Student Body

#### Overview

The student body welcomed over 40 different nationalities, speaking 45 languages, from the local area and afar. This also includes international fee paying students as well as new arrivals to Australia. Over 25% 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.

#### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

Phase	AVERAGE CLASS SIZES		
	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	20	20	20
Year 11 – Year 12	18	18	18

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## 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 introduced in 2016 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 non-teaching 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. From the start of 2016 the B.Y.O.D program meant that personal devices were connected to the school network and utilised in Years 7 to 12. Faculties, teachers and non-teaching staff are encouraged to develop their understanding of digital pedagogies from professional learning opportunities.

The school's ongoing involvement in the First Lego League (FLL) and First Tech Challenge (FTC) Robotics Competitions have provided opportunities for students from year 7 through to 12 to develop their computer programming and research skills.

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 & 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. This 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. Each morning the students meet as a form group for administration and welfare tasks. The form teachers are supported by Year Coordinators who focus on Year level activities. A weekly Year Level Form Assembly is also held.

The school works in three dedicated sectors (Junior 7 & 8, Middle 9 & 10, 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 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. The school has both a male and a female chaplain to support students.

Students across all Year levels attend weekly 70 minute KedCare lessons that link with Beyond Blue's SenseAbility program. 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.

2016 saw the school continue to operate a 'Community Engagement Project'. Each cohort has planned a themed project that encourages students to develop greater levels of empathy as they actively involve themselves in helping raise funds for and awareness of an identified community need.

The social climate of the school is focussed on RESPECT at different levels, namely;

- SELF-RESPECT – how students physically present at school, the language they use, the work ethic they display, and the level at which they participate in school life and how they conduct themselves in public in school uniform.
- RESPECT for others – how students relate to others, both students and staff, how they RESPECT the opinions of others, how they RESPECT the property of others, how they RESPECT the right of others to be part of our school community.
- RESPECT for the school – how students treat the facilities and equipment, how they RESPECT and promote the good name of the school to the broader community.

The school has high expectations of all students in our community to understand and actively promote these aspects of not only school life but life in general. The school has high expectations that students are here at Kedron to achieve at the highest possible level in all they attempt. We do not accept any excuses that these expectations are too demanding.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	98%	98%
this is a good school (S2035)	96%	100%	98%
their child likes being at this school* (S2001)	94%	97%	99%
their child feels safe at this school* (S2002)	98%	98%	99%
their child's learning needs are being met at this school* (S2003)	88%	98%	98%
their child is making good progress at this school* (S2004)	94%	95%	99%
teachers at this school expect their child to do his or her best* (S2005)	94%	100%	99%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	98%	98%
teachers at this school motivate their child to learn* (S2007)	88%	99%	96%
teachers at this school treat students fairly* (S2008)	88%	99%	96%
they can talk to their child's teachers about their concerns* (S2009)	88%	96%	96%
this school works with them to support their child's learning* (S2010)	90%	95%	98%
this school takes parents' opinions seriously* (S2011)	89%	96%	94%
student behaviour is well managed at this school* (S2012)	92%	99%	97%
this school looks for ways to improve* (S2013)	96%	96%	98%
this school is well maintained* (S2014)	96%	98%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	96%	93%
they like being at their school* (S2036)	94%	91%	87%
they feel safe at their school* (S2037)	95%	96%	93%
their teachers motivate them to learn* (S2038)	93%	91%	90%
their teachers expect them to do their best* (S2039)	99%	98%	95%
their teachers provide them with useful feedback about their school work* (S2040)	96%	91%	87%
teachers treat students fairly at their school* (S2041)	89%	87%	81%
they can talk to their teachers about their concerns* (S2042)	84%	89%	74%
their school takes students' opinions seriously* (S2043)	84%	85%	78%
student behaviour is well managed at their school* (S2044)	90%	93%	90%
their school looks for ways to improve* (S2045)	96%	97%	94%
their school is well maintained* (S2046)	92%	94%	92%
their school gives them opportunities to do interesting things* (S2047)	94%	97%	92%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	94%	95%	97%
they feel that their school is a safe place in which to work (S2070)	94%	96%	99%
they receive useful feedback about their work at their school (S2071)	86%	95%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	65%	75%	78%
students are encouraged to do their best at their school (S2072)	97%	98%	99%
students are treated fairly at their school (S2073)	97%	96%	98%
student behaviour is well managed at their school (S2074)	96%	96%	99%
staff are well supported at their school (S2075)	88%	94%	92%
their school takes staff opinions seriously (S2076)	82%	94%	92%
their school looks for ways to improve (S2077)	94%	95%	97%
their school is well maintained (S2078)	91%	91%	95%
their school gives them opportunities to do interesting things (S2079)	88%	92%	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

Parents are encouraged to participate in their student's education at a number of levels. Firstly the Parents and Citizens Association and School Council provide opportunities for parents to be involved in the strategic direction of the school. Secondly 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. Thirdly by volunteering at the school canteen, Learning Hub or as a classroom teacher aide parents can assist in the general day to day activities of the school.

Additionally the school conducts events such as 'Meet the Teachers', 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.

A key event in 2016 was our 60<sup>th</sup> Anniversary celebrations. This event occurred during our annual Kedron Week in September and was a wonderful opportunity to invite past students, parents and staff to our school to reflect on 60 years of excellence.

## Respectful relationships programs

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

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	105	118	68
Long Suspensions – 6 to 20 days	7	8	7
Exclusions	10	4	2
Cancellations of Enrolment	0	1	2

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	492,345	0
2014-2015	547,867	
2015-2016	597,701	

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	124	74	5
Full-time Equivalents	116	48	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	20
Graduate Diploma etc.**	14
Bachelor degree	85
Diploma	4
Certificate	0

\*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 2016 were \$215 523

The major professional development initiatives are as follows:

- Art and Science of Teaching
- ICTs in the classroom
- Mandatory training
- Co-coaching and feedback processes
- Literacy and Numeracy

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016

## 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	89%	87%

\*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 2016 for all Queensland Secondary schools was 90%.

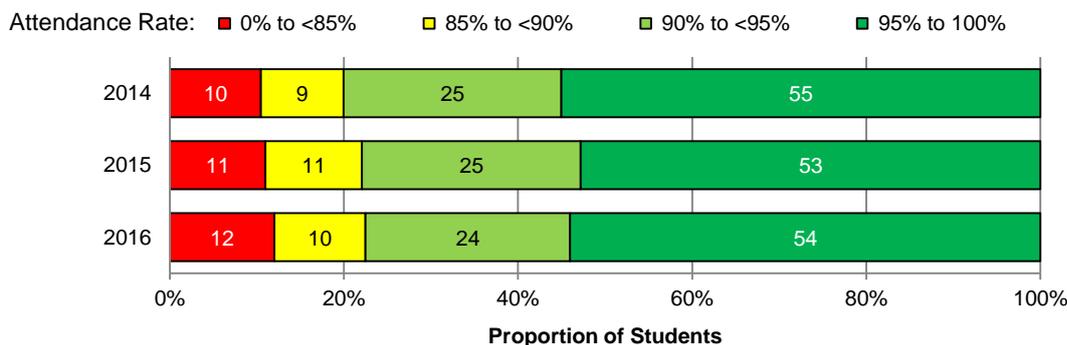
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									95%	93%	94%	94%	92%
2015								96%	94%	93%	92%	93%	91%
2016								95%	93%	92%	92%	92%	92%

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

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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 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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	2014	2015	2016
Number of students receiving a Senior Statement	203	223	219
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	146	150	155
Percentage of Indigenous students receiving an Overall Position (OP)	33%	83%	67%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	43	19	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	109	120	103
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	96	78
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	184	212	210
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	58%	75%	72%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	92%	96%

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
2014	22	32	31	43	18
2015	32	38	42	29	9
2016	34	41	36	33	11

As at 3rd February 2017. 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
2014	51	45	37
2015	48	86	15
2016	41	64	29

As at 3rd February 2017. The above values exclude VISA students.

The school offered the following Vocational Education (VET) Courses in 2016.

### Internal

- Cert I IDMT
- Cert II IDMT
- Cert II Business
- Cert II AUSLAN

**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**

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	96%	98%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	75%	100%

\* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

**Early leavers information**

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.