



Kedron State High School
'To Strive is to Shine'

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

School overview

Kedron State High School was established in 1956 and enjoys a high public profile as an excellent North Brisbane traditional, disciplined, diverse and academic public school. Enrolments have steadily increased over the past 8 years and the school is now approaching 1700 students.

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 confidence in the school, choose to make their way to Kedron State High School for reasons relating to curriculum offerings and academic outcomes together with outstanding outcomes in instrumental music, languages, STEAM, accelerated learning and 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 and caters for a range of disabilities, including deaf students who are supported in mainstream classes 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. Kedron has consistently over 35% of our students who 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'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 Chorale 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.

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 2017 achievements and results for Kedron SHS students.

School Progress towards its goals in 2019

The most significant achievements were;

- Outstanding Overall Position (OP) results;
 - 16 Students attained an OP 1 to 3, with 2 students attaining a 1.
 - Over 85% of our students achieved an OP 1 - 15
- The school achieved outstanding NAPLAN results in 2019 with our students scoring significantly higher than the national average in 9 out of 10 domains in Mean Scale Score, and Upper Two Bands
- The continuation of INFUSE excellence programs both within the school, but also with our neighbouring primary schools in key areas such as STEAM, Languages and Music.
- The continuation of an Accelerated Learning program at the school proved both popular and successful. This program supports students who are performing well above their age in their core subject areas.
- Our international student and languages programs enjoyed a very successful year with a range of students receiving scholarships to travel and study overseas.

Our school, of over 1570 students in 2019, 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 develop a new four year strategic plan for the years 2020 – 2023.
- The school will continue to work with the QCAA (Queensland Curriculum and Assessment Authority) and partner schools to deliver for the new tertiary entrance system introduced in 2019.
- 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 at the school.
- 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 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.
- The continuation of peer observation and feedback cycles for staff development will be enhanced.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1477	1524	1572
Girls	686	723	749
Boys	791	801	823
Indigenous	29	34	32
Enrolment continuity (Feb. – Nov.)	96%	97%	96%

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.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	20	22
Year 11 – Year 12	17	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 implementation

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 in 2019 was unique in that it saw the introduction of a new system and the culmination of the old system. Therefore students participated in authority or authority registered subjects in Year 12 and general and applied subjects in Year 11. Each student selects a combination of 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.

Extra-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.
- Leadership and personal development courses are offered throughout the year for students with a combination of theory and adventure based learning utilised.
- 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

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Kedron enjoys an exceptional and enviable 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, 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 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 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.

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 rights 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.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	98%	96%
• this is a good school (S2035)	98%	98%	97%
• their child likes being at this school* (S2001)	94%	94%	94%
• their child feels safe at this school* (S2002)	97%	96%	99%
• their child's learning needs are being met at this school* (S2003)	97%	95%	95%
• their child is making good progress at this school* (S2004)	96%	95%	95%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	91%
• teachers at this school motivate their child to learn* (S2007)	98%	93%	92%
• teachers at this school treat students fairly* (S2008)	97%	91%	92%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	98%
• this school works with them to support their child's learning* (S2010)	95%	94%	96%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• this school takes parents' opinions seriously* (S2011)	97%	92%	90%
• student behaviour is well managed at this school* (S2012)	96%	96%	95%
• this school looks for ways to improve* (S2013)	98%	97%	94%
• this school is well maintained* (S2014)	98%	96%	94%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	98%	95%
• they like being at their school* (S2036)	95%	92%	90%
• they feel safe at their school* (S2037)	98%	97%	99%
• their teachers motivate them to learn* (S2038)	98%	97%	89%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	86%
• teachers treat students fairly at their school* (S2041)	91%	88%	81%
• they can talk to their teachers about their concerns* (S2042)	91%	82%	77%
• their school takes students' opinions seriously* (S2043)	91%	89%	74%
• student behaviour is well managed at their school* (S2044)	96%	88%	81%
• their school looks for ways to improve* (S2045)	96%	90%	92%
• their school is well maintained* (S2046)	96%	96%	94%
• their school gives them opportunities to do interesting things* (S2047)	98%	96%	94%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	99%	98%	99%
• they feel that their school is a safe place in which to work (S2070)	99%	98%	100%
• they receive useful feedback about their work at their school (S2071)	94%	92%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	89%	81%
• students are encouraged to do their best at their school (S2072)	99%	98%	99%
• students are treated fairly at their school (S2073)	98%	97%	96%
• student behaviour is well managed at their school (S2074)	99%	98%	99%
• staff are well supported at their school (S2075)	95%	92%	95%
• their school takes staff opinions seriously (S2076)	96%	93%	95%
• their school looks for ways to improve (S2077)	98%	98%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• their school is well maintained (S2078)	97%	96%	94%
• their school gives them opportunities to do interesting things (S2079)	97%	95%	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.

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, uniform shop or on the Kedron Instrumental Music Students (KIMS) committee, parents can support the school deliver high quality services.

Additionally the school conducts 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

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	67	89	89
Long suspensions – 11 to 20 days	1	8	3
Exclusions	5	11	8
Cancellations of enrolment	5	7	9

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	595,378	579,980	597,197
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

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	131	69	<5
Full-time equivalents	122	47	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	93%
Attendance rate for Indigenous** students at this school	80%	86%	87%

* 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	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

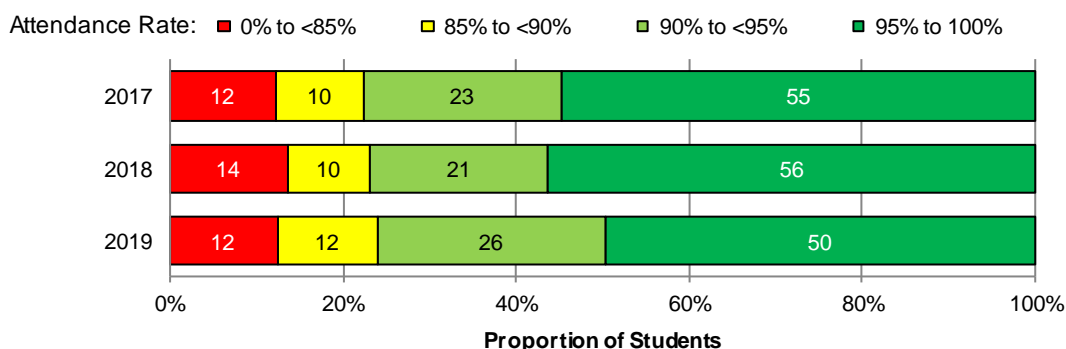
Year level	2017	2018	2019
Year 7	95%	94%	95%
Year 8	93%	92%	92%
Year 9	93%	91%	92%
Year 10	92%	93%	92%
Year 11	93%	93%	93%
Year 12	91%	91%	93%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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.

Search by school name or suburb 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	2017	2018	2019
Number of students who received a Senior Statement	225	224	175
Number of students awarded a QCIA	0	1	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	220	218	170
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	83%
Number of students who received an OP	132	115	98
Percentage of Indigenous students who received an OP	0%	0%	33%
Number of students awarded one or more VET qualifications (including SbAT)	125	134	115
Number of students awarded a VET Certificate II or above	109	114	107
Number of students who were completing/continuing a SbAT	34	37	30
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	86%	80%	86%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	98%	95%

Notes:

- The values above:
 - are as at 05 February 2020
 - 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	2017	2018	2019
1-5	38	25	21
6-10	37	40	30
11-15	39	27	33
16-20	18	22	13
21-25	0	1	1

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	30	49	22
Certificate II	92	80	70
Certificate III or above	42	66	74

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	92%	93%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	33%	57%	75%

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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://kedronshs.eq.edu.au>.