Kedron State High School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report provides a snapshot of the school and a sample of the 2015 achievements and results for Kedron SHS students. The three most significant achievements were;

- Our best ever overall OP results, with over 22% of our students achieving an OP 1 – 5.
- The successful inclusion of Year 7 into our high school for the first time. We welcomed over 430 students into Year 7 & 8 in 2015.
- Our senior robotics team competed in the world championships in the USA and our Kedron Acapella group performed at the National Titles in Melbourne.

Our school, of over 1430 students in 2015, 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 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 40 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 undertake to enact the new Strategic Plan for 2016 to 2020.
- 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 2018.
- The school will utilise the cross curricula capabilities of the Australian curriculum as a means to develop awareness of the national curriculum in non-core subjects.
- 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 support appropriate class as Extension, Mainstream or Learning Support.
- 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.
- The implementation of The Art and Science of Teaching framework will continue and align to the simultaneous implementation of the National Standards for Teachers and AiTSL Performance and Development Cycle.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1199	591	608	27	96%
2014	1198	579	619	32	96%
2015	1429	677	752	37	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:

The student body welcomed over 44 different nationalities from the local area and also includes international students as well as new arrivals to Australia. Over 30% 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	20	20	20
Year 11 – Year 12	19	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.

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School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	63	105	118
Long Suspensions - 6 to 20 days	10	7	8
Exclusions	1	10	4
Cancellations of Enrolment	5	0	1

* 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.

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. Transitioning of the Year 10 curriculum to align with the Years 11 and 12 is now completed. 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.

Extra curricula activities

The extra-curricular program offered at Kedron SHS is extensive. It reflects our focus on the Arts, STEM 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, 2 Percussion ensembles, World Ensemble, 2 Big Bands, String and Symphony orchestras, and lessons in Woodwind, Strings, Brass, Percussion and Harp
    - Chorale – Kedron singers (open to all), Acapella group (Audition Based) & lessons in voice
    - Sound and Lighting crew
    - Theatre productions
    - Infuse Program – music enrichment program as an extra-curricular opportunity

- Committees and clubs – In addition to our Student Council, students also can be involved in clubs as diverse as Chess, Interact and Senior Formal

- Competitions – Our students enter a range of competitions including Debating, Language and cultural/ subject specific competitions (eg. Westpac Maths)

- Robotics – There is a program taking students as beginners and using more experienced students to support their learning. The school's senior robotics program flourished in 2014 with

- our senior team taking out the national titles and being invited to compete at the world championships in the USA in 2015.

- 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 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. Spain is now an added overseas destination in each alternate year.

How Information and Communication Technologies are used to improve 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. Over a number of years the school has been recognised for its work in eLearning both on the Queensland and National stage.

The school continues to deliver in a blended learning model, blending the best teaching and learning opportunities in the traditional classroom with technologically mediated delivery. In 2015 Kedron had over 200 active online courses accessible through the Department of Education's online learning management system – The Learning Place.

School-wide, teachers actively engage with delivering innovative teaching and learning experiences for students through the school's 1 to1 and B.Y.O.D Laptop programs. From the start of 2015 the 1 to1 and B.Y.O.D programs meant that over 1350 devices were accessible for students in Years 7-12. Faculties, teachers and non-teaching staff are encouraged to develop their understanding of digital pedagogies from professional learning opportunities, delivered by the school's growing number of digital champions.

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, to develop their computer programming and research skills. Kedron won the Queensland & Australian competitions in FTC in 2014 and went forward to represent Australia at the World First Lego League Final in the USA last year.

Other examples of ICT use include iPad usage in Languages, Hearing Impaired, The Arts and Student Support departments. 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

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. Our Heads of Department, Middle and Senior Schooling staff also provide another level of support for students. The school Guidance Officer 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.

2015 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 with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	92%	100%	98%
this is a good school (S2035)	100%	96%	100%
their child likes being at this school (S2001)	88%	94%	97%
their child feels safe at this school (S2002)	96%	98%	98%
their child's learning needs are being met at this school (S2003)	88%	88%	98%
their child is making good progress at this school (S2004)	96%	94%	95%
teachers at this school expect their child to do his or her best (S2005)	96%	94%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	96%	94%	98%
teachers at this school motivate their child to learn (S2007)	96%	88%	99%
teachers at this school treat students fairly (S2008)	100%	88%	99%
they can talk to their child's teachers about their concerns (S2009)	96%	88%	96%
this school works with them to support their child's learning (S2010)	92%	90%	95%
this school takes parents' opinions seriously (S2011)	96%	89%	96%
student behaviour is well managed at this school (S2012)	96%	92%	99%
this school looks for ways to improve (S2013)	100%	96%	96%
this school is well maintained (S2014)	100%	96%	98%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	99%	96%
they like being at their school (S2036)	93%	94%	91%
they feel safe at their school (S2037)	92%	95%	96%
their teachers motivate them to learn (S2038)	88%	93%	91%
their teachers expect them to do their best (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work (S2040)	90%	96%	91%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	79%	89%	87%
they can talk to their teachers about their concerns (S2042)	74%	84%	89%
their school takes students' opinions seriously (S2043)	80%	84%	85%
student behaviour is well managed at their school (S2044)	86%	90%	93%
their school looks for ways to improve (S2045)	95%	96%	97%
their school is well maintained (S2046)	97%	92%	94%
their school gives them opportunities to do interesting things (S2047)	93%	94%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	94%	95%
they feel that their school is a safe place in which to work (S2070)	98%	94%	96%
they receive useful feedback about their work at their school (S2071)	85%	86%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	65%	75%
students are encouraged to do their best at their school (S2072)	98%	97%	98%
students are treated fairly at their school (S2073)	97%	97%	96%
student behaviour is well managed at their school (S2074)	96%	96%	96%
staff are well supported at their school (S2075)	89%	88%	94%
their school takes staff opinions seriously (S2076)	84%	82%	94%
their school looks for ways to improve (S2077)	98%	94%	95%
their school is well maintained (S2078)	90%	91%	91%
their school gives them opportunities to do interesting things (S2079)	91%	88%	92%

# '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.

In 2015 significant parent and community engagement occurred in the development of the school strategic plan for 2016 to 2020.

Reducing the school's environmental footprint

The school moved to waterless urinals and 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	487,756	2,279
2013-2014	492,345	0
2014-2015	547,867	

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	124	64	5
Full-time equivalents	116	44	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	84
Graduate Diploma etc.**	17
Masters	18
Doctorate	1
Total	**124**
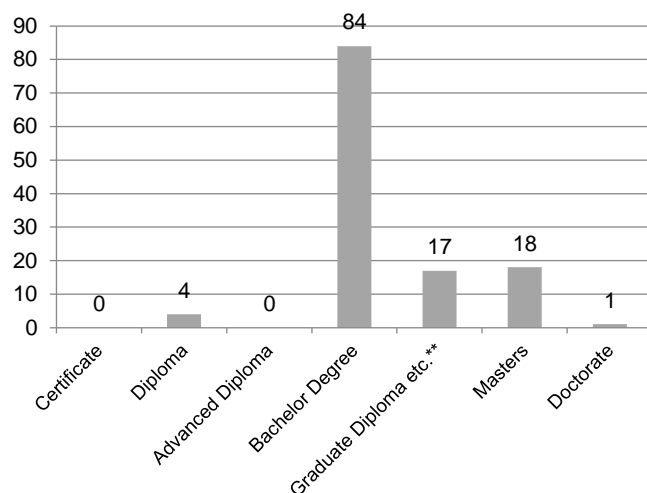
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $199 640.
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 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 97% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

School name [ ] **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	89%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

	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
2013									94%	92%	93%	90%	90%
2014									95%	93%	94%	94%	92%
2015								96%	94%	93%	92%	93%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Student attendance distribution

The proportions of students by attendance range.
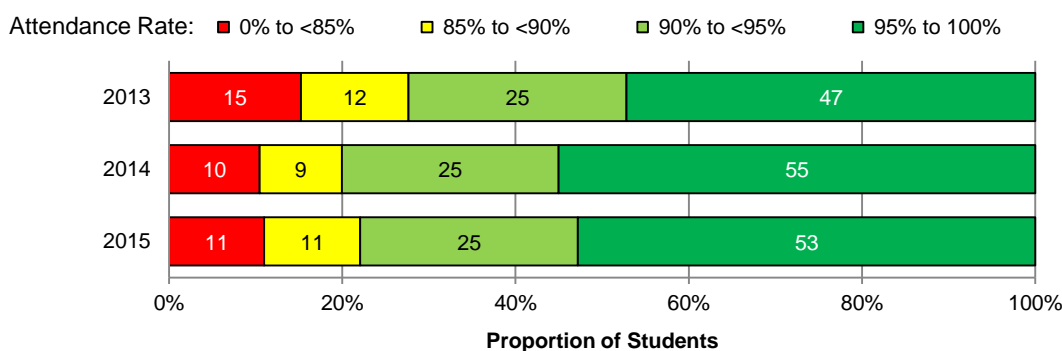
Description of how non-attendance is managed by the school

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.

The staff members mark rolls each morning at form meeting where the daily notices are read. Student attendance is marked on a roll that has photos and barcodes so any teacher can mark any roll if necessary, including relief teachers. On 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.

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National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

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

Where it says **'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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	92%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	100%	75%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	223	203	223
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	150	146	150
Percentage of Indigenous students receiving an Overall Position (OP)	75%	33%	83%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	43	19
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	115	109	120
Number of students awarded an Australian Qualification Framework Certificate II or above.	87	77	95

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Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	182	184	212
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	50%	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.	68%	58%	75%
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.	87%	94%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	96%	92%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	27	33	42	32	16
2014	22	32	31	43	18
2015	32	38	42	29	9

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2013	57	65	32
2014	51	45	37
2015	48	86	13

As at 16 February 2016. The above values exclude VISA students.

The school offered the following Vocational Education (VET) Courses in 2015.

- Certificate II in Information Technology
- Certificate II in ICT & Digital Media
- Certificate II in Business
- Certificate II in AUSLAN

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school 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.