

# Keppnock State High School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

Keppnock State High School is a large coeducational secondary school located in south-east Bundaberg. It services the communities of Bundaberg East, South and the neighbouring coastal strip from Burnett Heads to Bargara and Elliott Heads.

Our vision for a creative, confident, resilient community of learners prepared for the future is underpinned by our core values of Learning, Responsibility and Respect which are reflected in the wide range of curricular, extra-curricular and social programs offered at the school. Our purpose is to provide opportunities for each student to learn and grow in ways that will enable them to participate confidently and productively in society now and in the future. We firmly believe that every child can succeed at school regardless of their background.

Our distinctive Junior Secondary School offers Academic Challenge and Excellence (ACE) programs in Mathematics, English, Science and Music. In Mathematics students may study an accelerated course that allows them to complete their entire Senior Mathematics course by the end of Year 11 and then progress to University study in their final year of schooling. The ACE Mathematics program (ACE-M) was awarded the QSuper Showcase Award for Excellence in Academic Success at the 2012 Education Queensland Showcase Awards for Excellence. In ACE English, Mathematics, Science and Music students are extended and challenged to achieve at the highest levels in their subjects and are well-prepared for the rigour of Senior studies.

In the Senior School (Years 10-12) our vast academic curriculum provides the rigour required by tertiary bound students, while the diverse range of nationally recognised Certificate Courses and alternative off-campus programs provide numerous pathways for vocationally oriented students.

As a Gateway School in Agribusiness the school has very strong links with a broad cross-section of industry, government departments and agencies and actively promotes the many career alternatives that agribusiness provides. Students are encouraged to take up school-based apprenticeships or traineeships to gain first-hand experience in industry settings. Students also choose vocational training from a broad range of other industries from Hospitality to Business and Information Technologies.

Extra-curricular programs in Sport, The Arts, Leadership and Indigenous Culture enrich the educational and social experience of our students.

Our school is the founding member of the Bundaberg Regional Youth Hub comprised of 36 partners from local government and non-government organisations, external agencies, industry, other training organisations and

the six state high schools in the wider Bundaberg area. The aim of the Hub is to provide additional wellbeing and pathways support for students beyond what the schools are able to provide in-house.

This report highlights the progress made by the school throughout 2014 and our directions for the future against our agreed Vision and Values.

### School progress towards its goals in 2014

The school identified four priority areas to be addressed in 2014 related to Successful Learners, Workforce Capability, Consistent Pedagogical Practices and High Standards. Progress towards these goals is detailed below.

Implementation of Australian Curriculum Years 8 – 10 English, Mathematics, Science, History, Geography – completed

Introduction of whole school approach to explicit teaching of reading and writing – partially completed and continuing in 2015

Focus on a consistent explicit approach to the teaching of numeracy through Mathematics classes – completed

Implementation of a whole school Inclusivity Development Action Plan – partially completed and continuing in 2015

Monitoring student progress through individual study coaching program in Years 11 and 12, differentiation profiles in all classes and teacher skilling in data analysis – partially completed and continuing in 2015

Implementation of Developing Performance Framework using Australian Professional Standards for Teachers – partially completed and continuing in 2015

Development of teachers' understanding and skills in The Art and Science of Teaching – partially completed and continuing in 2015

Introduction of structured Professional Learning teams for sharing of teaching practice, based on the school's pedagogical framework (ASOT) – partially completed and continuing in 2015

Introduction of Instructional Rounds to develop understanding and skills in teaching practice – partially completed and continuing in 2015

Development of teachers' capacity to use formative assessment and reflective scales to monitor student progress – partially completed and continuing in 2015

### Future outlook

Key areas for improvement as defined in the School Implementation Plan for 2015 include:

Successful Year 7 Transition sees Year 7 students embracing high school positively; Primary transition teachers continue their professional learning under the Flying Start program and PLTs

Inclusive pedagogy (differentiation) is understood by all teachers and evident in all classes in planning, delivery, assessment and reporting of student learning

Productive Relationships, aligned with Kepnock High's PE@K program, ensure a calm ordered learning environment

Literacy-Numeracy: Revised whole school Literacy / Numeracy Plans describe a consistent approach to the teaching of reading and numeracy with aim to improve Relative Gain in NAPLAN NMS, MSS, U2B over the next three years. Appointment of additional Teacher Aides, Literacy and Numeracy coaches, specific literacy and numeracy resources. Diagnostic testing in Years 7 - 9

Year 12 Outcomes: Year 11 and 12 students monitored by Study Coaches, using a range of data sources, to ensure achievement of QCE, VET qualifications and maximise OP opportunities. Program for Core Skills Test preparation revised and implemented.

Teacher professional learning: Professional Learning Teams established for monitoring of student progress in each class. Continuation of PLTs for sharing pedagogical practice, including strategies for differentiation. Instructional Rounds, observation and feedback are embedded. Essential Skills for Classroom Management are embedded.

Leadership Development: Classroom Profiling training provided to all Senior Leadership Team, Year Coordinators and other aspirants. Coaching for Performance training provided to all members for Senior Leadership Team

The Australian Professional Standards for Teachers are known and understood by teaching staff and form the basis of the Annual Teacher Performance Review

Improve student attendance with revised processes for attendance monitoring, Student Services function and Year Coordinator roles and responsibilities, appointment of Teacher Aide for attendance follow-up. Reinstate IDAttend and Text Messaging.

Indigenous Support Program through Student Services – focus on attendance, student engagement, academic support, social and emotional wellbeing, health, cultural events

Community Partnerships: Continue the work of the Bundaberg Regional Youth Hub with focus moving towards transition-pathways and youth futures. Maintain the student welfare and support network. Source new community programs and resources including mentoring, work experience, extra-curricular activities.

Parent Engagement: encourage engagement of parents through P&C involvement, school events, expanded communications channels.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1235	615	620	88%
2013	1203	604	599	87%
2014	1224	631	593	90%

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

### Characteristics of the student body:

Kepnock State High School enrolment draws from a very low socio-economic environment. Approximately 4% of Kepnock parents have a tertiary qualification and generational unemployment is significant amongst our families. Unemployment in the Bundaberg area is above the state average and youth unemployment in the Wide Bay area is 17.6% amongst the highest in the State. The natural disasters of 2011 and 2013 have contributed to a considerable downturn in the local economy with business and industry still trying to recover. Agriculture is a major industry however work is largely casual or seasonal. Transience is common as families move in and out of the area for work or family reasons. A large proportion of students come from blended or single-parent families. 139 students identify as Aboriginal or Torres Strait Islander, the remainder of the student body is largely Caucasian. The school has a large Special Education Unit with 108 students with verified disabilities, 50% of which are ASD.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Year 8 – Year 10	23	23	23
Year 11 – Year 12	18	19	20

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	197	195	162
Long Suspensions - 6 to 20 days	42	49	19
Exclusions <sup>#</sup>	7	7	3
Cancellations of Enrolment	5	10	8

\* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

#### Our distinctive curriculum offerings

The unique Academic Challenge and Excellence (ACE) program provides opportunities for students in Junior Secondary (Years 8-9) to excel in Mathematics, English, Science and Music.

Junior Secondary is structured so that students work with fewer teachers, allowing greater flexibility in curriculum delivery and opportunities to develop stronger relationships between students, teachers and parents.

Students in Junior Secondary can choose either 2-year or 1-year LOTE program in German or Japanese. These languages may be studied through to Year 12.

The Senior School (Years 10-12) offers 30 Authority subjects that contribute to an OP. Some of these include:

The Arts: Drama, Music, Dance, Film Television & New Media, Visual Arts

The Sciences: Agricultural Science, Biological Science, Chemistry, Physics, Marine Science

Mathematics: Mathematics A, B and C

Humanities: Modern and Ancient History, Geography, Study of Society, Legal Studies

In addition, the school is the Registered Training Organisation (RTO) for 14 nationally accredited Certificate courses at levels 1 through to 3 covering areas such as Rural Operations, Information & Communications Technologies, Industrial Technologies, Business, Hospitality, Retail Services and Fitness. All students are enrolled in Certificate 2 in Information Technology in Year 10 which contributes 4 QCE Credits on completion.

### Extra curricula activities

Sport plays an important role in the lives of our students. The Bundaberg District Secondary Schools Sport Association facilitates Summer and Winter competitions in a range of team sports, athletics, swimming and cross country meets which are well supported by Kepnock students and staff. High performing students may go on to represent at Wide Bay Region, State and National level.

Student leadership encompasses students from all year levels with students participating on the Student Representative Council and various sub-committees including Cultural, Environment, Community and Social committees. Activities range from in-school projects such as grounds improvements and student lunch-time activities to the wider community events such as charity collections, Clean-up Australia Day, ANZAC Day, Red Cross Blood Bank and so on. In 2014, three Kepnock High teams participated in the pouring rain for the annual Cancer Relay for Life raising significant funds for cancer research.

Special off-campus leadership training days provide the opportunity for elected student representatives to hone their leadership skills.

Students are encouraged to participate in leadership and public speaking competitions such as Rostrum Voice of Youth, Quota Student of the Year, Lions Youth of the Year, Constitutional Convention, Queensland Youth Parliament and Bundaberg Youth Forum.

The Chess Club meets twice weekly and students compete successfully in interschool competitions.

The Kepnock Cheerleaders are a very enthusiastic group which continues to grow in popularity every year. Students successfully compete at regional and state competitions and in 2014 represented us proudly at the Australian Cheer Titles in Brisbane.

## How Information and Communication Technologies are used to assist learning

The school's e-learning environment is significant with a 1:1 student:computer ratio in Years 9-12 as well as a fleet of Laptops/PCs for use by Year 8s.

The IT Technician maintains a fleet of over 1000 laptop and desk-top devices for students as well as over 120 laptops for teachers and desktop devices for non-teaching staff. All areas of the school are connected via WiFi and the majority of classrooms have mounted data projectors. While the school encourages students to participate in the take-home lap-top program at minimal cost, lap-tops are available at school for those who do not.

Teachers are provided a wide range of professional learning opportunities to develop their pedagogical skills in an e-learning environment. These are facilitated by the school's e-learning team that includes an e-learning facilitator and a trained Microsoft Peer Coach in every faculty. Professional development for teachers includes weekly group tech sessions, individual and small group sessions initiated by teachers, web conferencing and 'hot spots' in staff meetings. Ed Studio and Blackboard (accessed via The Learning Place) are the favored on-line e-learning platforms and the Flipped Classroom strategy is used with selected classes.

Every faculty utilizes a wide range of specialist software and hardware to enhance 21<sup>st</sup> Century teaching and learning.

The school makes extensive use of EQs OnePortal and OneSchool platforms as central points of reference for school documentation, data and communications. This increases efficiencies for staff and ensures consistency across the school.

As the current fleet of computers reaches 'retirement' in the next 1 to 2 years, the school is exploring the introduction of a Bring Your Own Device option in 2015.

### Social Climate

Although a large school, structures exist to ensure we provide a safe, supportive, caring environment where students are encouraged to do their best. Our unique PE@K (Positive Experiences at Kepnock) is the basis for our positive behaviour approach through building relationships and expectations and restorative practice. Each year level has the support of a number of assigned Homegroup teachers, a Year Level Coordinator, Heads of Department, Head of Special Education Services and a Deputy Principal.

A large and comprehensive Student Services area, managed by our Head of Department Student Services, delivers a range of specialised and intensive programs focussing on student needs. Service providers include: Guidance Officers, Year Level Coordinators, School Chaplains, Learning Support teachers, School-based Health Nurse, Community Education Counsellor, JETS Pathways off-campus program, Youth Support Counsellor, School-based Police Officer, as well as external providers such as Salvation Army Tom Quinn Centre, IMPACT and others within the Bundaberg Regional Youth Hub partnership.

The school's Responsible Behaviour Plan for Students is revised annually and describes whole school behaviour expectations as well as clear processes for dealing with inappropriate behaviour such as bullying, smoking, use of ICTs, uniform non-compliance, truancy and absenteeism.

Student achievement is recognised through regular rewards programs coordinated by the Year Level Coordinators.

Very close links are maintained with our ten feeder primary schools in the Coral Coast Cluster with the purpose of providing seamless transition into Year 8.

The Student Representative Council comprised of students from all year levels conducts activities throughout the year including social evenings each term, lunchtime activities, community events and fundraisers for the school and charities.

The school is in its third year of the PE@K program, our unique pastoral care and wellbeing program. Every Monday morning every class is timetabled into a 20-minute PE@K lesson which covers a wide range of issues to do with relationships and social skills, study skills and organisational skills. The school's anti-bullying program is

incorporated within the PE@K program and involves all students in every year level. Additional anti-bullying presentations are delivered by external providers.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	93%	86%
this is a good school (S2035)	100%	100%	79%
their child likes being at this school* (S2001)	100%	93%	90%
their child feels safe at this school* (S2002)	86%	93%	90%
their child's learning needs are being met at this school* (S2003)	93%	87%	86%
their child is making good progress at this school* (S2004)	93%	87%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	83%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	93%	86%
teachers at this school motivate their child to learn* (S2007)	79%	87%	79%
teachers at this school treat students fairly* (S2008)	93%	80%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	83%
this school works with them to support their child's learning* (S2010)	93%	90%	89%
this school takes parents' opinions seriously* (S2011)	93%	92%	77%
student behaviour is well managed at this school* (S2012)	79%	73%	75%
this school looks for ways to improve* (S2013)	100%	93%	93%
this school is well maintained* (S2014)	93%	93%	97%

Performance measure	2012	2013	2014
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	88%	95%	91%
they like being at their school* (S2036)	86%	96%	89%
they feel safe at their school* (S2037)	91%	89%	90%
their teachers motivate them to learn* (S2038)	84%	83%	88%
their teachers expect them to do their best* (S2039)	97%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	79%	90%	85%
teachers treat students fairly at their school* (S2041)	75%	80%	80%
they can talk to their teachers about their concerns* (S2042)	71%	85%	72%
their school takes students' opinions seriously* (S2043)	68%	82%	77%
student behaviour is well managed at their school* (S2044)	68%	64%	66%
their school looks for ways to improve* (S2045)	92%	95%	93%
their school is well maintained* (S2046)	83%	91%	86%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	86%	89%	90%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		93%	98%
they feel that their school is a safe place in which to work (S2070)		91%	97%
they receive useful feedback about their work at their school (S2071)		80%	86%
students are encouraged to do their best at their school (S2072)		94%	97%
students are treated fairly at their school (S2073)		92%	98%
student behaviour is well managed at their school (S2074)		68%	83%
staff are well supported at their school (S2075)		80%	84%
their school takes staff opinions seriously (S2076)		74%	81%
their school looks for ways to improve (S2077)		96%	97%
their school is well maintained (S2078)		86%	91%
their school gives them opportunities to do interesting things (S2079)		85%	90%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Parents are encouraged to be involved in their child's education through a number of strategies. These include attendance at formal parent-teacher evenings held twice per year, targeted parent information sessions, SET Planning and subject selection discussions, Year 8 Meet and Greet, volunteering in canteen, farm, library and learning support, attendance at showcase events such as Awards Night presentations, Arts performances, public speaking competitions, sporting events and classroom support. The school has moved communication into the digital era with the fortnightly school newsletter now published online as well as a school Facebook page and Twitter feed. Two-way communication between home and school is highly valued as a way of staying in touch, working together and ensuring the needs of every child are known and being addressed. Teachers are strongly encouraged to build strong relationships with parents/carers through regular contact.

### Reducing the school's environmental footprint

The school uses water-wise strategies on the farm and in the grounds to ensure efficient water usage. A mains leak discovered midway through 2014 pushed water consumption well above usual consumption and was quickly addressed. The school became a Reef Guardian School to enhance knowledge about and minimise our environmental footprint. Solar panels installed under the Solar Schools program are returning generated power to the grid.

Years	Environmental footprint indicators	
	Electricity kWh	Water kl
2011-2012	551,123	20,791
2012-2013	554,566	21,034

2013-2014

537,155

109,306

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.

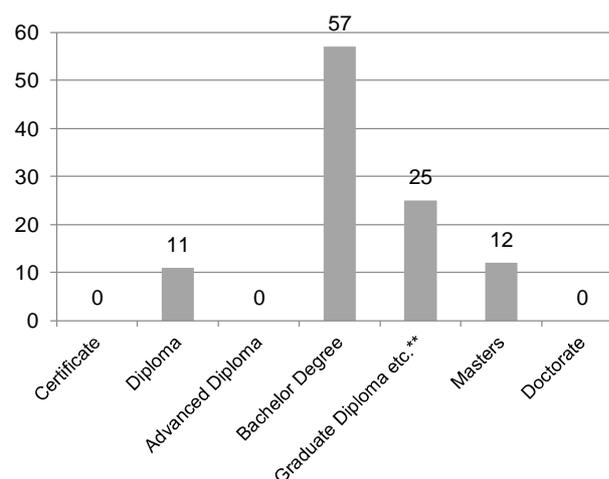
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	105	49	<5
Full-time equivalents	97	38	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	11
Advanced Diploma	0
Bachelor Degree	57
Graduate Diploma etc.**	25
Masters	12
Doctorate	0
<b>Total</b>	<b>105</b>



\*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 2014 were \$ 39421.

The school maintains a tight rein on expenditure as well as limiting the amount of time teachers are out of class by skilling staff in-house using local and in-house expertise and on-line learning.

The major professional development initiatives were as follows:

The Art and Science of Teaching training for all teaching staff

Literacy training workshops - whole school approach using SAR framework

Logon Literacy workshops

QSA Senior Syllabus Workshops

Australian Curriculum Workshops

Quality Schools Inclusive Leaders training

More Support for Students with Disabilities workshops – face-to-face and online

AQTF Compliance activities for RTO status

TAEIV Training and Assessment accreditation for teachers of VET

Smart Classrooms workshops for e-learning mentors and staff

Essential Skills for Classroom Management and Classroom Profiling

First Aid and CPR training for all staff

Rehab Return to Work Coordinator training

Workplace Health and Safety sessions for all staff

Curriculum Activity Risk Assessment training

Student Protection and Code of Conduct training for all staff

Financial Procurement training

Non-violent Crisis Intervention training

Digital Pedagogy Licence Advanced

Various professional network meetings

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

### 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 2014 school year.

### School income broken down by funding source

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

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

#### Find a school

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	85%	88%	88%

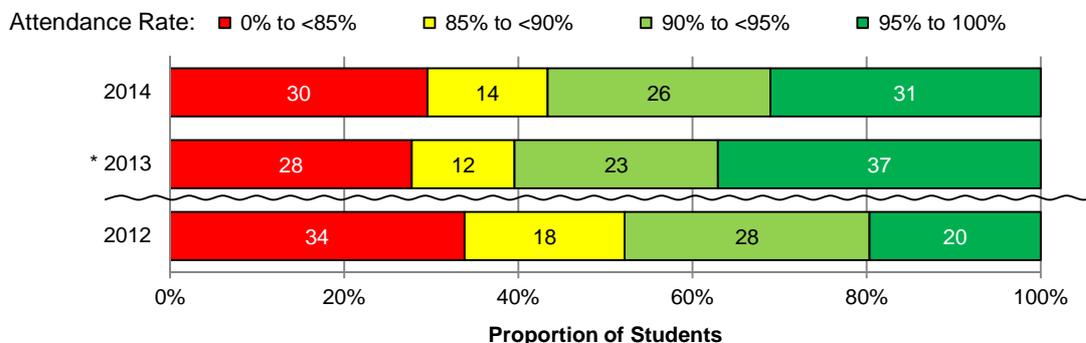
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								88%	84%	81%	87%	87%
2013								91%	89%	85%	88%	89%
2014								91%	86%	85%	87%	90%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school uses an electronic roll-marking system that every teacher accesses via their C4T. Daily roll-marking occurs in Homegroup at the start of the day, and class rolls are marked electronically by the class teacher every lesson throughout the day. These records are compared with the Daily roll-mark. Students identified as being absent from class without reason are followed-up as potential truants. Where a student has 3 consecutive unexplained absences, parents are contacted. Unexplained absences are followed up by Year Level Coordinators.

Students in the compulsory participation phase who have poor attendance are reviewed by Student Services staff and/or Deputy Principal and discussions are held to re-engage the students through a flexible schooling arrangement or by accessing more suitable training or employment options. Students in the compulsory schooling phase are reviewed by Student Services staff and/or Deputy Principal and every effort is made to re-engage the child in schooling. This may include home visits, off-campus programs or flexible school timetable until the child is ready and able to return to regular schooling program.

### 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 Year 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

The school has an Indigenous Support Centre staffed by a full-time Community Education Counsellor and 16 teacher aide hours per week. Their role it is to support indigenous students in their education and training pathways. The school covers the bulk of the cost of maintaining this valuable program. In addition to being a homework / tutoring support centre and drop-in centre for students, staff liaise closely with families and elders to improve students' engagement at school. 20 Indigenous students successfully completed Year 12 contracting from a Year 11 cohort of 25. Indigenous student attendance was 82.4% compared with 88.4% for non-indigenous students. The attendance rate and gap between indigenous and non-indigenous attendance have improved slightly.

<b>Apparent retention rates Year 10 to Year 12</b>	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	73%	74%

<b>Outcomes for our Year 12 cohorts</b>	2012	2013	2014
Number of students receiving a Senior Statement	172	188	189
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	1
Number of students receiving an Overall Position (OP)	63	77	79
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	16	14	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	118	156	165
Number of students awarded an Australian Qualification Framework Certificate II or above.	86	130	145
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	133	150	174
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.	54%	60%	48%
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.	90%	92%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	100%	92%

As at 19 February 2015. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2012	8	11	15	26	3
2013	6	14	26	24	7
2014	6	11	21	35	6

As at 19 February 2015. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	52	77	48
2013	59	127	21
2014	61	140	19

As at 19 February 2015. The above values exclude VISA students.

The following Certificate 1 courses were delivered in 2014:

- Automotive (offered through Special Education Program)
- Workplace Practices (offered through Special Education Program)
- Volunteering (offered through Special Education Program)
- Engineering
- Furnishing
- Construction

The following Certificate 2 courses were delivered in 2014:

- Business
- Information Technology
- Rural Operations
- Hospitality
- Tourism
- Retail

The following Certificate 3 courses were delivered in 2014:

- Health and Fitness
- Information Technology

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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

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

Students are strongly encouraged to successfully complete Year 12. However there are occasions when it is in a student's interest to leave school early to take up other opportunities. At Kepnock, this includes apprenticeships, traineeships, other vocational study and employment. Students and their parents are counselled prior to making this decision to ensure that the student has viable opportunities to be successful in their post-schooling destination.