

Keppnock State High School

Queensland State School Reporting

2015 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 if they so choose. 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 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 33 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 year the program expanded with the injection of a Collaboration and Innovation Fund grant to further enhance the career pathways work of the Hub.

This report highlights the progress made by the school throughout 2015 and our directions for the future against our agreed Vision and Values.

School progress towards its goals in 2015

The school identified four priority areas to be addressed in 2015 related to building Teacher/Leader Capability, increasing student engagement, literacy, numeracy and Senior Schooling Outcomes. Progress towards these goals is detailed below.

Building Teacher/Leader Capability

Development of teachers' understanding and skills in The Art and Science of Teaching continued in 2015 with particular focus on Design Questions 2, 3 and 4 (interact with new knowledge; practice and deepen new knowledge; generate and test hypotheses)

Implementation of Developing Performance Framework using Australian Professional Standards for Teachers continued with all teachers participating in the Annual Performance Review process and creating their own Individual Development Plan.

All 17 members of school leadership team trained in GROWTH coaching and Classroom Profiling for Essential Skills for Classroom Management to support teacher development.

Increasing Student Engagement

Enhanced attendance monitoring processes reducing absenteeism

Restructuring of Student Services department and additional resources and programs to support student wellbeing and engagement

Literacy and Numeracy

The whole-school approach to explicit teaching of reading and vocabulary continued with participation in the North Coast Region Success Schools program in Literacy, allocation of 0.5 Literacy Coach and additional teacher aides providing in-class support.

Participation in the North Coast Region Success Schools program in Numeracy, allocation of 0.5 Numeracy Coach and additional teacher aides providing in-class support in Mathematics. Focus on a consistent explicit approach to the teaching of numeracy through Mathematics classes with warm-ups and diagnostics now routine practice.

Senior Schooling Outcomes

In Years 11 and 12 close tracking of student progress through individual study coaching program and tracking software is now embedded.

Future outlook

2016 Priority	Strategies	Target
Improve Attendance	Tight attendance monitoring procedures Attendance Officer appointed Address the high absenteeism that occurs on last day of term and day following Show holiday Same day absentee follow-up via text messaging	95% attendance 15% of students with less than 85% attendance

Improve Reading and Numeracy	<p>Embed EXPERT Readers at Kepnock whole-school approach to reading comprehension</p> <p>Resource 1.0 equivalent Literacy and Numeracy Lead Teachers</p> <p>Establish Literacy Hub in Junior Secondary Block</p> <p>Embed numeracy warm-ups and diagnostics in Mathematics</p> <p>Additional teacher aides in classrooms</p> <p>UNIFY Critical Thinking program undertaken by ACE students in Years 7 to 9</p>	<p>lift NAPLAN Relative Gain for every student in Years 7 and 9</p> <p>lift NAPLAN Upper 2 Band improvement Years 7 and 9 to similar to that of Qld State schools</p> <p>lift percentage of students equal to or above National Minimum Standard in Years 7 and 9; target - similar to Qld State Schools</p>
Improve QCE Attainment:	<p>Close tracking of Year 11 and 12 student progress – OneSchool, TRACKEd, TraCQEr, Study Coaching</p>	<p>100% QCE (or QCIA)</p>

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	1203	604	599	151	87%
2014	1224	631	593	139	90%
2015	1378	675	703	157	91%

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.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 remains above 17%, amongst the highest in the State. Local business and industry is still recovering from the natural disasters of 2011 and 2013 which contributed to a downturn in the local economy. Agriculture remains 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. 160 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 150 students with verified disabilities. Our students and families in general value education and the opportunities it affords young people as they progress through life and we promote and enact inclusion in all aspects of school life.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	23
Year 11 – Year 12	19	20	20

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	195	162	225
Long Suspensions - 6 to 20 days	49	19	17
Exclusions	7	3	1
Cancellations of Enrolment	10	8	13

* 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 unique Academic Challenge and Excellence (ACE) program provides opportunities for students in Junior Secondary (Years 7-9) to excel in Mathematics, English, Science. Sports and Music Excellence programs are also available for selected students.

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 a 2-year or 3-year LOTE program in German or Japanese. These languages may be studied through to Year 12.

The Senior School (Years 10-12) offers 27 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 10 nationally accredited Certificate courses at levels 1 through to 3 covering areas such as Rural Operations, Information & Communications Technologies, Industrial Technologies, Hospitality, Retail Services and Fitness. All Year 10 students enrolled in Certificate 2 in Information Technology 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, including four Junior and four Secondary School Captains, encompasses students from all year levels with students participating in a range of student-led activities. Activities range from in-school projects such as grounds improvements and student lunch-time activities to wider community events such as charity collections, Clean-up Australia Day, ANZAC Day, Red Cross Blood Bank and so on. Each year Kepnock High fields staff and student teams in the 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, 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.

How Information and Communication Technologies are used to improve 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 tablets, laptops and PCs for use by Year 7 and 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 all classrooms have mounted data projectors. While the school encourages students to participate in the take-home lap-top program at minimal cost, devices 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 which includes an e-learning facilitator as well as 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 21st 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', the school is planning for the introduction of a Bring Your Own Device option in 2016.

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) program 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 the 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 Chaplain, 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 banned substances, use of ICTs, uniform non-compliance, truancy and absenteeism.

Student achievement is recognised through regular rewards programs coordinated by the Year Level Coordinators and acknowledgements on weekly year level and Sub-school Assemblies held each term.

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 7.

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

The school is in its fourth 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 takes a zero-tolerance approach to bullying and students are strongly encouraged to report instances of bullying. The school's anti-bullying program (including cyber-bullying) 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	93%	86%	96%
this is a good school (S2035)	100%	79%	96%
their child likes being at this school (S2001)	93%	90%	96%
their child feels safe at this school (S2002)	93%	90%	94%
their child's learning needs are being met at this school (S2003)	87%	86%	96%
their child is making good progress at this school (S2004)	87%	86%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	83%	92%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	86%	90%
teachers at this school motivate their child to learn (S2007)	87%	79%	92%
teachers at this school treat students fairly (S2008)	80%	86%	92%
they can talk to their child's teachers about their concerns (S2009)	93%	83%	94%
this school works with them to support their child's learning (S2010)	90%	89%	91%
this school takes parents' opinions seriously (S2011)	92%	77%	91%
student behaviour is well managed at this school (S2012)	73%	75%	90%
this school looks for ways to improve (S2013)	93%	93%	94%
this school is well maintained (S2014)	93%	97%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	91%	92%
they like being at their school (S2036)	96%	89%	92%
they feel safe at their school (S2037)	89%	90%	88%
their teachers motivate them to learn (S2038)	83%	88%	90%
their teachers expect them to do their best (S2039)	97%	98%	95%
their teachers provide them with useful feedback about their school work (S2040)	90%	85%	88%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	80%	80%	83%
they can talk to their teachers about their concerns (S2042)	85%	72%	81%
their school takes students' opinions seriously (S2043)	82%	77%	80%
student behaviour is well managed at their school (S2044)	64%	66%	65%
their school looks for ways to improve (S2045)	95%	93%	94%
their school is well maintained (S2046)	91%	86%	83%
their school gives them opportunities to do interesting things (S2047)	89%	90%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	98%	92%
they feel that their school is a safe place in which to work (S2070)	91%	97%	97%
they receive useful feedback about their work at their school (S2071)	80%	86%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	92%	89%
students are encouraged to do their best at their school (S2072)	94%	97%	98%
students are treated fairly at their school (S2073)	92%	98%	93%
student behaviour is well managed at their school (S2074)	68%	83%	86%
staff are well supported at their school (S2075)	80%	84%	87%
their school takes staff opinions seriously (S2076)	74%	81%	85%
their school looks for ways to improve (S2077)	96%	97%	98%
their school is well maintained (S2078)	86%	91%	96%
their school gives them opportunities to do interesting things (S2079)	85%	90%	94%

'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 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, Junior Secondary 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 communicates regularly with parents and the wider community with the fortnightly school newsletter 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, be it by phone, email or face-to-face.

Our school has extensive links with the local community through work experience and VET programs, Bundaberg Regional Youth Hub and numerous government and non-government agencies.

School staff undertake a thorough consultation process regarding adjustments for students with diverse needs. The process involves the student, their parents/carers, teachers/case managers, and others with specific and relevant expertise. Information is documented according to departmental requirements.

Reducing the school's environmental footprint

The school uses water-wise strategies on the farm and in the grounds to ensure efficient water usage. 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
2012-2013	554,566	21,034
2013-2014	537,155	109,306
2014-2015	496,770	39,649

*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.

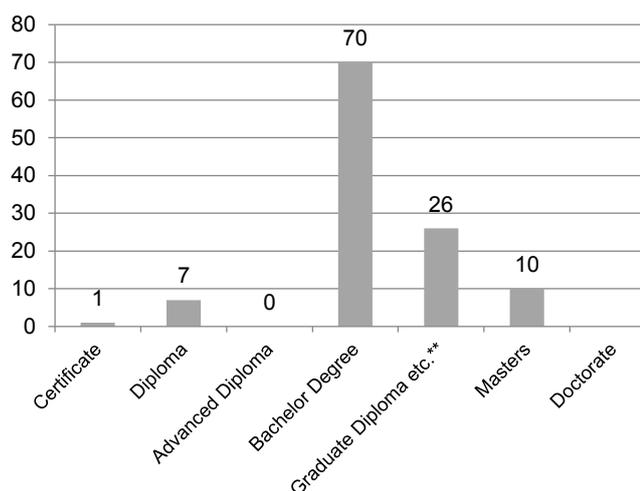
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	114	60	<5
Full-time equivalents	107	44	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	7
Advanced Diploma	0
Bachelor Degree	70
Graduate Diploma etc.**	26
Masters	10
Doctorate	
Total	114



*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 \$60 635.00. This does not include the cost of Teacher Replacement (TRS) when teachers are accessing professional development during school time.

The major professional development initiatives are as follows:

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.

- GROWTH Coaching for all members of Senior Leadership Team
- High Impact Instructional Leadership program
- Education Changemakers for Executive Leadership Team
- The Art and Science of Teaching training for all teaching staff
- NCR Success Schools PD including Reading and Numeracy workshops
- Logon Literacy sessions
- QCAA Senior Syllabus Workshops
- Australian Curriculum Workshops
- Beginning Teacher mentoring
- Faculty-based professional learning communities
- 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
- Essential Skills for Classroom Management and Classroom Profiling
- First Aid and CPR training for all staff
- Rehab Return to Work Coordinator training
- Curriculum Activity Risk Assessment training
- Non-violent Crisis Intervention training
- Various professional network meetings
- Mandated DETE training for all staff, including Code of Conduct, Student Protection, Workplace Health and Safety etc.

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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

GO

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).	88%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	82%	84%

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%.

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									91%	89%	85%	88%	89%
2014									91%	86%	85%	87%	90%
2015								91%	91%	89%	86%	88%	90%

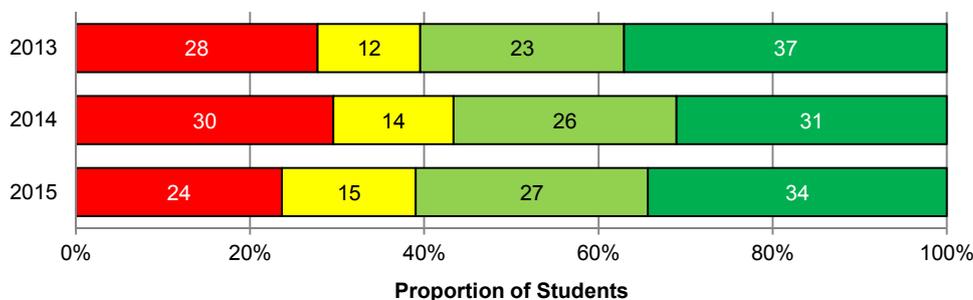
*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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



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 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. Same day follow-up of absence occurs through our text messaging system.

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 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.	73%	74%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	77%	61%	50%
Outcomes for our Year 12 cohorts	2013	2014	2015

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	188	190	203
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	2
Number of students receiving an Overall Position (OP)	77	79	74
Percentage of Indigenous students receiving an Overall Position (OP)	28%	32%	29%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	24	28
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	157	165	167
Number of students awarded an Australian Qualification Framework Certificate II or above.	131	145	150
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	150	174	196
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	56%	100%	90%
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.	60%	48%	61%
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.	92%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	92%	98%

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	6	14	26	24	7
2014	6	11	21	35	6
2015	6	13	26	28	1

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	59	127	23
2014	62	140	21
2015	66	136	29

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

The following Certificate 1 courses were completed by students in 2015:

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 completed by students in 2015:

Information Technology
Rural Operations
Hospitality
Tourism
Retail

The following Certificate 3 courses were completed by students in 2015:

Health and Fitness
Information Technology

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

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.