



Kepnock State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Kepnock State High School is a large co-educational school servicing east and south Bundaberg and the adjacent Coral Coast. Our vision for 'a creative, confident and resilient community of learners prepared for the future' is underpinned by our core values of Learning, Respect and Responsibility, 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.

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 advanced Senior Mathematics course by the end of Year 11 and then progress to University study in their final year of schooling. The ACE Maths program (ACE-M) was awarded the QSuper Showcase Award for Academic Success at the 2012 Education Queensland Showcase Awards for Excellence. In ACE English, 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. Entry to the ACE program is by application.

In the Senior school (Years 10-12) our vast academic curriculum provides the rigour required for tertiary bound students, while our diverse range of nationally recognised Certificate Courses and alternative off-campus programs provides numerous pathways for vocational students. Students are encouraged to take up School-based Apprenticeships and Traineeships to gain first-hand experience in industry settings. Our unique timetable structure provides one flexi-day per week where Senior students are able to undertake Structured Work Placements, work experience, TAFE study or catch up on their course work. In Year 10, all students have the opportunity to complete a Certificate II in Information Technology. As a Gateway School in Agribusiness, Kepnock State High School has developed very strong links with a broad cross-section of industry and government departments and actively promotes the many career alternatives that agribusiness provides.

The impact of the digital age on our society is addressed through our e-learning philosophy. Digital technology is embedded in all subjects as a tool that aids teaching and learning. As a Microsoft Academy School and an eLearning Accredited School, our staff and students have access to up-to-date resources and training that gives them confidence to function creatively and effectively in the 21st century.

Extra-curricular programs in The Arts, Sport, Leadership and Indigenous Culture enrich the educational and social experience of students. Students in our instrumental music ensembles perform at various school and community events. In sport, students participate in a range of winter and summer team and individual sports and regularly achieve top honours for their achievements. Our annual Close the Gap Rugby League event brings together our Indigenous and non-Indigenous communities in a healthy and friendly sporting atmosphere. This event attracts increasing community interest and support each year.

At Kepnock State High School we believe that learning and wellbeing are inextricably linked. Kepnock's unique PE@K program (Positive Experiences at Kepnock) forms the basis for our social and well-being program and focuses on building positive relationships, resilience and self-discipline as well as instilling zero tolerance of bullying, including cyber-bullying. Attendance is critical to student success at school. Staff in our Student Services Department follow up and support students who find regular attendance difficult. Kepnock State High School provides a well-rounded educational experience for every student which well prepares them for a productive future.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

PRIORITY	STRATEGIES	TARGET / EVIDENCE
Improve Attendance	Employ Teacher Aide as Attendance Officer Reduce contact time for Year Coordinators to allow time to follow-up disengaged students Daily SMS Text Messaging for absentees Publicise weekly attendance to school community Reward regular attendance	On-going Attendance rate remains static
Literacy / Numeracy	Provide coaching and additional teacher aide classroom support for literacy and numeracy Develop and implement <i>Intensive Literacy and Numeracy Program</i> (ILAN) for Years 7 to 9, including regular targeted professional learning for teachers and teacher aides	Improvement in NAPLAN Literacy and Numeracy Relative Gain and % above National Minimum Standard

	Implement a whole school contextualised approach to the explicit teaching of reading – <i>EXPERT Readers at Kepnock</i> Implement a consistent contextualised approach to the explicit teaching of numeracy with focus on the use of diagnostic testing and warm-ups in every Maths class.	
QCE Attainment	Consolidate the Study Coaching program in Years 11 and 12 to ensure every student is on track to achieve QCE; provide early intervention	Improvement in OP 1-15 attainment and QCE/VET/QCIA attainment
Quality Teaching	Embed pedagogical framework based on ASOT across the school Provide opportunities for professional learning through professional learning teams, coaching and mentoring	Ongoing revision of Art and Science of Teaching framework
School Leadership	Provide targeted professional learning for Senior Leadership Team	Education Changemakers program completed; projects implemented
Student Wellbeing	Appoint additional expert support for students to address issues associated with disabilities and disadvantage	HOSES Band 5 and additional Guidance Officer appointed

Future Outlook

PRIORITY	STRATEGIES	TARGET / EVIDENCE
Attendance	Implement DayMap Continue school processes for monitoring and follow-up	92% attendance Less than 10% Unexplained Absences All teaching and associated non-teaching staff routinely using DayMap attendance platform
Student engagement	Embed PE@K lessons Introduce Re-Boot, starting with explicit training for 25 Master Re-Booters Know your learners – all teachers utilise OneSchool Class Dashboard to inform differentiation	Behaviour: 100% C or better 75% B or better Effort: 100% C or better 75% B or better 25 trained Master Re-Booters PE@K lessons routinely taught in all Homegroups Individual student goal-setting each term using Learning Curve Planner Reduce Student Disciplinary Absences Reduce # students leaving school before end Yr 12
Literacy and Numeracy	Revise and embed EXPERT Readers at Kepnock strategy Implement Numeracy Transfer across all faculties (supported by Maths faculty)	EXPERT Reading strategies routinely utilised in all classes Numeracy strategies mapped across all faculties and explicitly taught in Maths lessons Improved NAPLAN Reading and Numeracy in U2B; reduction in % below NMS
Pedagogy	Embed Art and Science of Teaching with revision of the 10 Design Questions and 41 Elements	All 10 Design Questions and 41 Elements revised with all teachers ASOT strategies evident in all lessons Learning Goals known and understood by students Regular tracking of student progress and differentiation
Guaranteed and viable curriculum and assessment	Full implementation of Y7-10 Australian Curriculum in English, Maths, Science, History, Geography Familiarisation with and planning for incoming Y7-10 AC syllabuses Familiarisation with new Senior Curriculum and SATE processes	Academic Achievement 90% A – C; 60% A-B across all subjects Teachers engaging with the drafting and trialling of new syllabuses and SATE procedures

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1224	631	593	139	90%
2015*	1378	675	703	157	91%
2016	1360	656	704	158	90%

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 2016, 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

Overview

Kepnock State High School's 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 unskilled, 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 who are timetabled into mainstream classes for the most part. 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	23	22
Year 11 – Year 12	20	20	19

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

Curriculum Delivery

Our Approach to Curriculum Delivery

- The unique Academic Challenge and Excellence (ACE) program provides opportunities for students in Junior Secondary (Years 7-9) to excel in Mathematics, English and 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 and Tourism, Retail Services and Fitness. All Year 10 students are enrolled in Certificate 2 in Information Technology which contributes 4 QCE Credits on completion.

Co-curricular 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, 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.
- The 'Walk of Life' provides opportunities for nominated students to engage in overnight outdoor walking-canoeing-camping expeditions. One 3-day adventure occurs each term with an additional 5-day 100km challenge mid-year and a Leaders Walk at the end of the year. In its first two years of operation 220 students have participated in Walk of Life.
- For the first time, a team of students participated in the Kokoda Schools Challenge, covering 30 km of trail in the Gold Coast Hinterland.
- 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 Kepnock Cheerleaders are a very enthusiastic group which continues to grow in popularity every year. Students successfully compete at regional and state competitions.
- The Photography and Dance Clubs run at lunch break and after school and are well-subscribed by interested students.
- The Concert Band and Strings Orchestra attract over 50 musically-inclined students through the Instrumental Music Program. These groups perform at school and community events.

How Information and Communication Technologies are used to Assist Learning

- The school's e-learning environment is significant. The former 1:1 student:computer ratio is gradually being replaced with Bring Your Own devices as out-of-warranty devices are de-commissioned and not replaced.
- The IT Technician still maintains a large 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. The school continues to encourage students to participate in the take-home lap-top program at minimal cost while these devices remain in service. The school maintains an equity fleet for students whose circumstances prevent them from providing their own device.
- 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 are the favored on-line e-learning platforms and the Flipped Classroom strategy is used with selected classes. One Note is increasingly being utilized for administrative and classroom use.
- Every faculty utilizes a wide range of specialist software and hardware to enhance 21st Century teaching and learning.
- The school makes extensive use of the Department's 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.
- The school's current IT infrastructure is mature and the school is strategically planning its upgrade to meet the needs of the changing digital environment.

Social Climate

Overview

- Although a large school, structures exist to ensure the provision of 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,

Heads of Special Education Services and a Deputy Principal. A Deputy Principal, Special Education leads the Special Education faculty and is supported in leadership and management by a school-funded HOSES Band 5.

- 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 many 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 semester.
- 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 fifth 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 during the year.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	86%	96%	93%
this is a good school (S2035)	79%	96%	91%
their child likes being at this school* (S2001)	90%	96%	91%
their child feels safe at this school* (S2002)	90%	94%	90%
their child's learning needs are being met at this school* (S2003)	86%	96%	93%
their child is making good progress at this school* (S2004)	86%	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	83%	92%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	90%	97%
teachers at this school motivate their child to learn* (S2007)	79%	92%	93%
teachers at this school treat students fairly* (S2008)	86%	92%	83%
they can talk to their child's teachers about their concerns* (S2009)	83%	94%	94%
this school works with them to support their child's learning* (S2010)	89%	91%	89%
this school takes parents' opinions seriously* (S2011)	77%	91%	84%
student behaviour is well managed at this school* (S2012)	75%	90%	80%
this school looks for ways to improve* (S2013)	93%	94%	97%
this school is well maintained* (S2014)	97%	94%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	91%	92%	94%
they like being at their school* (S2036)	89%	92%	89%
they feel safe at their school* (S2037)	90%	88%	91%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	88%	90%	87%
their teachers expect them to do their best* (S2039)	98%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	85%	88%	86%
teachers treat students fairly at their school* (S2041)	80%	83%	75%
they can talk to their teachers about their concerns* (S2042)	72%	81%	80%
their school takes students' opinions seriously* (S2043)	77%	80%	73%
student behaviour is well managed at their school* (S2044)	66%	65%	70%
their school looks for ways to improve* (S2045)	93%	94%	90%
their school is well maintained* (S2046)	86%	83%	90%
their school gives them opportunities to do interesting things* (S2047)	90%	90%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	92%	99%
they feel that their school is a safe place in which to work (S2070)	97%	97%	100%
they receive useful feedback about their work at their school (S2071)	86%	92%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	89%	93%
students are encouraged to do their best at their school (S2072)	97%	98%	100%
students are treated fairly at their school (S2073)	98%	93%	100%
student behaviour is well managed at their school (S2074)	83%	86%	85%
staff are well supported at their school (S2075)	84%	87%	91%
their school takes staff opinions seriously (S2076)	81%	85%	92%
their school looks for ways to improve (S2077)	97%	98%	99%
their school is well maintained (S2078)	91%	96%	94%
their school gives them opportunities to do interesting things (S2079)	90%	94%	95%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are encouraged to 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 in Term 1, 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 positive 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. There are clear, documented processes for the reporting of unacceptable behaviours and students are well-versed in these.

Called the Positive Experiences at Kepnock (PE@K) program, the school timetables a part-lesson each week in which every Homegroup addresses a particular aspect of social and emotional wellbeing, including respectful relationships, based on the students' Learning Curve Planner.

Throughout the year, Kepnock State High School invites a number of one-off programs into the school to present student workshops addressing issues such as bullying and cyber-bullying, personal safety and building positive relationships. The Student Services team are also trained in how to support students through challenging situations.

The school is a lead school in the Bundaberg Regional Youth Hub which has been established to coordinate the full range of support options and programs available in the Bundaberg region.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	162	225	275
Long Suspensions – 6 to 20 days	19	17	24
Exclusions	3	1	5
Cancellations of Enrolment	8	13	12

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

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

Environmental Footprint

Reducing the school's environmental footprint

The school 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	537,155	109,306
2014-2015	496,770	39,649
2015-2016	204,192	

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	117	62	<5
Full-time Equivalents	109	45	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	27
Bachelor degree	73
Diploma	7
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$ 154,478.

The major professional development initiatives are as follows:

- Mandated DETE training for all staff, including Code of Conduct, Student Protection, Workplace Health and Safety etc.
- The Art and Science of Teaching facilitator training for all members of Senior Leadership Team
- Education Changers for Senior Leadership Team
- The Art and Science of Teaching training for all teaching staff
- NCR Success Schools Numeracy workshops
- 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

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	84%	83%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

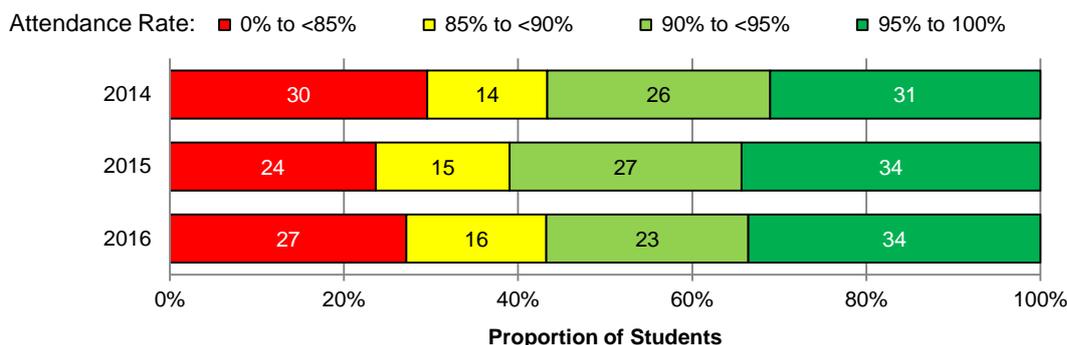
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									91%	86%	85%	87%	90%
2015								91%	91%	89%	86%	88%	90%
2016								90%	89%	87%	87%	87%	89%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 three 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.

NAPLAN

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

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

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Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	190	203	189
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	1
Number of students receiving an Overall Position (OP)	79	74	56
Percentage of Indigenous students receiving an Overall Position (OP)	32%	29%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	28	28
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	165	167	154
Number of students awarded an Australian Qualification Framework Certificate II or above.	145	150	139
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	174	196	178
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	90%	83%
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.	48%	61%	75%

OUTCOMES FOR OUR YEAR 12 COHORTS

Description	2014	2015	2016
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.	97%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	98%	98%

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

OVERALL POSITION BANDS (OP)

Years	Number of students in each band for OP 1 - 25				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	6	11	21	35	6
2015	6	13	26	28	1
2016	7	18	17	11	3

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)

Years	Number of students awarded certificates under the Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2014	62	140	21
2015	66	137	29
2016	48	131	27

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

The following Certificate 1 courses were completed by students in 2016:

- Automotive
- Engineering
- Furnishing
- Construction
- Sport and Recreation
- Information, Digital Media and Technology

The following Certificate 2 courses were completed by students in 2016:

- Information, Digital Media and Technology
- Rural Operations
- Hospitality
- Tourism
- Retail Services
- Workplace Practices

The following Certificate 3 courses were completed by students in 2016:

- Health and Fitness
- Information, Digital Media and Technology

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	76%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	61%	50%	75%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

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

The report will be available at: <https://kepnockshs.eq.edu.au/Pages/default.aspx>

Early leavers information

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

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.

Conclusion

This year, the Kepnock State High School community explored the opportunity to become an Independent Public School in the next round. Following considerable consultation, separate ballots of staff, parents and students were conducted. The outcome was overwhelmingly in favour of applying to become an Independent Public School. This application was successful and Kepnock State High School looks forward to embracing the opportunities that come with IPS in the coming year. These will include the continuation of the high level of collaboration that already occurs within the school and across the wider community as well as opportunities to further embrace innovations that can be shared with others. Our primary goal remains to improve opportunities and outcomes for students now and into the future.

