



Kepnock State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

<b>Postal address</b>	PO Box 4310 Bundaberg South 4670
<b>Phone</b>	(07) 4131 1888
<b>Fax</b>	(07) 4131 1800
<b>Email</b>	principal@kepnockshs.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Mr Nicholas Howkins - Principal

## 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. Throughout 2018 the school was transformed with the completion of a \$4.8M Multi-Purpose Sports Hall, a \$1.4M Student Services complex and the \$1.2M refurbishment of A Block. These facilities have been very well received by the school community.

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 wide range of 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/Business or access outside RTO providers. 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. We have spent 2018 trialling a school owned iPad program with a number of Year 8 and Year 10 classes in preparation for whole school 2019.

Extra-curricular programs in the Performing Arts, Sport, Leadership and Indigenous Culture enrich the educational and social experience of students. A Girls Academy funded in part by the Ricky Grace Foundation and the Department of Education, had a successful introduction into our school with over 70 indigenous girls receiving academic and cultural support. 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. 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.

## School progress towards its goals in 2018

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 Reward regular attendance	On-going Attendance rate remains static

Literacy / Numeracy	<p>Provide coaching and additional teacher aide classroom support for literacy and numeracy</p> <p>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</p> <p>Implement a whole school contextualised approach to the explicit teaching of reading – <i>EXPERT Readers at Kepnock</i></p> <p>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.</p>	<p>Improvement in NAPLAN Literacy and Numeracy</p> <p>Relative Gain and % above National Minimum Standard</p>
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	Whole school teaching alignment with focus on LOGON Literacy led professional development and planning. Strong commitment to district led QCE professional learning teams.	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	Support the 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
<b>Attendance</b>	<p>Consolidation of Daymap</p> <p>Continue school processes for monitoring and follow-up</p>	<p>92% attendance</p> <p>Less than 10% Unexplained Absences</p> <p>All teaching and associated non-teaching staff routinely using DayMap attendance platform</p>
<b>Student engagement</b>	<p>Whole School iPad program</p> <p>Embed PE@K lessons</p> <p>Introduce Re-Boot, starting with explicit training for 25 Master Re-Booters</p> <p>Know your learners – all teachers utilise OneSchool Class Dashboard to inform differentiation</p> <p>Continued roll-out of Tracked from Years 7-12</p>	<p>Behaviour: 100% C or better 75% B or better</p> <p>Effort: 100% C or better 75% B or better</p> <p>25 trained Master Re-Booters</p> <p>PE@K lessons routinely taught in all Homegroups</p> <p>Individual student goal-setting each term using Learning Curve Planner</p> <p>Reduce Student Disciplinary Absences</p> <p>Reduce # students leaving school before end Yr 12</p>
<b>Literacy and Numeracy</b>	<p>Implement Numeracy Transfer across all faculties (supported by Maths faculty)</p> <p>Revise and embed EXPERT Readers at Kepnock strategy</p>	<p>EXPERT Reading strategies routinely utilised in all classes</p> <p>Numeracy strategies mapped across all faculties and explicitly taught in Maths lessons</p> <p>Improved NAPLAN Reading and Numeracy in U2B; reduction in % below NMS</p>
<b>Pedagogy</b>	<p>Embed Art and Science of Teaching with revision of the 10 Design Questions and 41 Elements</p> <p>Implementation of Year 11 QCE</p> <p>Alignment of Unit Planning across the school</p>	<p>All 10 Design Questions and 41 Elements revised with all teachers</p> <p>ASOT strategies evident in all lessons</p> <p>Learning Goals known and understood by students</p> <p>Regular tracking of student progress and differentiation</p>

<p><b>Guaranteed and viable curriculum and assessment</b></p>	<p>Implementation of new Senior Curriculum and SATE processes</p> <p>Full implementation of Y7-10 Australian Curriculum in English, Maths, Science, History, Geography</p> <p>Full review of Australian Curriculum and alignment of curriculum</p>	<p>Academic Achievement 90% A – C; 60% A-B across all subjects</p> <p>Teachers engaging with the drafting and trialling of new syllabuses and SATE procedures</p>
---	--	---

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1360	1364	1353
Girls	656	646	634
Boys	704	718	719
Indigenous	158	171	137
Enrolment continuity (Feb. – Nov.)	90%	88%	89%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

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 19%, 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. 137 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 140 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	23
Year 11 – Year 12	19	19	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum 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/ Business or courses offered by outside RTOs, 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 three years of operation 290 students have participated in Walk of Life.

Teams of students participated in the Kokoda Schools Challenge, covering 30 km of trail in the Mount Coo-tha 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

2018 was a time of planning and preparing for the whole school roll-out of iPads to all students in 2019. Parents had the opportunity to prepare well in advance if they wanted to purchase a device to be used at school. The school has conducted a number of trials with three successful trials conducted over the course of 2018.

The IT Technician still maintains a large fleet of over 400 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. All staff received an iPad at the end of 2017 and a number of workshops and professional development activities were conducted throughout the year upskilling staff in preparation for the 2019 whole school iPad program. OneNote is increasingly being utilized for administrative and classroom use.

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 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. In 2018, we welcomed the introduction of a Girls Academy program co-funded by the Ricky Grace foundation and the Department of Education.

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 sixth 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	93%	83%
• this is a good school (S2035)	91%	91%	83%
• their child likes being at this school* (S2001)	91%	87%	83%
• their child feels safe at this school* (S2002)	90%	91%	86%
• their child's learning needs are being met at this school* (S2003)	93%	91%	79%
• their child is making good progress at this school* (S2004)	91%	93%	86%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	93%	81%
• teachers at this school motivate their child to learn* (S2007)	93%	91%	74%
• teachers at this school treat students fairly* (S2008)	83%	93%	76%
• they can talk to their child's teachers about their concerns* (S2009)	94%	96%	90%
• this school works with them to support their child's learning* (S2010)	89%	93%	81%
• this school takes parents' opinions seriously* (S2011)	84%	89%	78%
• student behaviour is well managed at this school* (S2012)	80%	83%	66%
• this school looks for ways to improve* (S2013)	97%	98%	85%
• this school is well maintained* (S2014)	95%	93%	90%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	98%	80%
• they like being at their school* (S2036)	89%	88%	76%
• they feel safe at their school* (S2037)	91%	93%	80%
• their teachers motivate them to learn* (S2038)	87%	90%	84%
• their teachers expect them to do their best* (S2039)	98%	98%	89%
• their teachers provide them with useful feedback about their school work* (S2040)	86%	91%	78%
• teachers treat students fairly at their school* (S2041)	75%	80%	71%
• they can talk to their teachers about their concerns* (S2042)	80%	79%	72%
• their school takes students' opinions seriously* (S2043)	73%	79%	62%
• student behaviour is well managed at their school* (S2044)	70%	68%	60%
• their school looks for ways to improve* (S2045)	90%	92%	84%
• their school is well maintained* (S2046)	90%	89%	75%
• their school gives them opportunities to do interesting things* (S2047)	88%	92%	79%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	99%	100%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	95%
• they receive useful feedback about their work at their school (S2071)	93%	88%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	89%
• students are encouraged to do their best at their school (S2072)	100%	97%	94%
• students are treated fairly at their school (S2073)	100%	97%	95%
• student behaviour is well managed at their school (S2074)	85%	82%	71%
• staff are well supported at their school (S2075)	91%	86%	77%
• their school takes staff opinions seriously (S2076)	92%	86%	82%
• their school looks for ways to improve (S2077)	99%	97%	92%
• their school is well maintained (S2078)	94%	92%	89%
• their school gives them opportunities to do interesting things (S2079)	95%	84%	89%

\* 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 The, 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. This 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 education 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.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	275	311	338
Long suspensions – 11 to 20 days	24	21	6
Exclusions	5	7	3
Cancellations of enrolment	12	9	7

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

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. A number of classes were involved in a Deeper Learning project looking at providing solutions to excess waste around the school. Solar panels installed under the Solar Schools program are returning generated power to the grid.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	204,192	189,576	514,851
Water (kL)			7,408

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

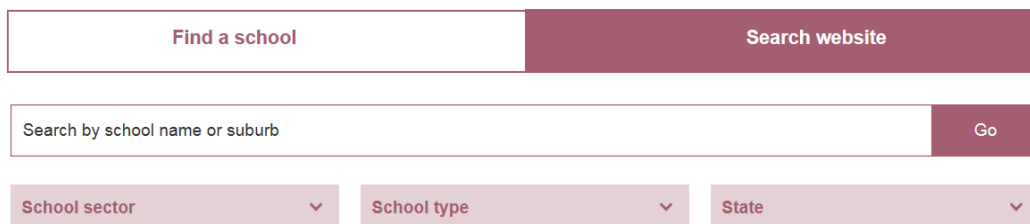
## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

#### ***How to access our income details***

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	120	59	6
Full-time equivalents	111	43	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate	0	
Masters	10	
Graduate Diploma etc.*	28	
Bachelor degree	76	
Diploma	6	
Certificate	0	

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$135, 500

The major professional development initiatives are as follows:

- Mandated DoE training for all staff, including Code of Conduct, Student Protection, Workplace Health and Safety etc.
- Reboot for 25 master teachers
- NCR Success Schools Numeracy workshops
- QCAA Senior Syllabus Workshops – major focus
- Australian Curriculum Workshops
- Beginning Teacher mentoring
- Faculty-based professional learning communities
- More Support for Students with Disabilities workshops – face-to-face and online
- 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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	88%	88%
Attendance rate for Indigenous** students at this school	83%	83%	85%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

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

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

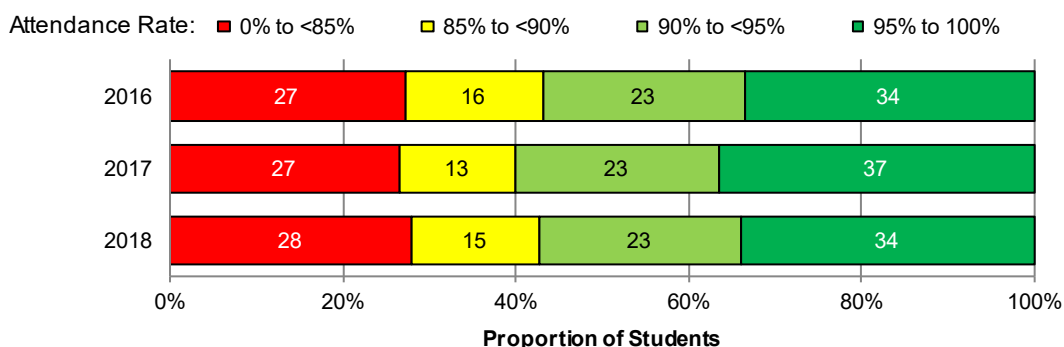
Year level	2016	2017	2018
Year 7	90%	91%	90%
Year 8	89%	89%	89%
Year 9	87%	87%	86%
Year 10	87%	85%	86%
Year 11	87%	88%	88%
Year 12	89%	89%	91%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	189	187	204
Number of students awarded a QCIA	1	5	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	178	170	196
Percentage of Indigenous students awarded a QCE at the end of Year 12	83%	77%	92%
Number of students who received an OP	56	60	70
Percentage of Indigenous students who received an OP	17%	15%	17%
Number of students awarded one or more VET qualifications (including SAT)	154	145	152
Number of students awarded a VET Certificate II or above	139	141	146
Number of students who were completing/continuing a SAT	28	29	27
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	63%	60%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	96%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	96%	93%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	2	9
6-10	18	18	14
11-15	17	18	19
16-20	11	17	22
21-25	3	5	6

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).



Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	48	18	13
Certificate II	131	136	142
Certificate III or above	27	18	19

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	80%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	81%	55%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.kepnockshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>