

# Everton Park State High School

## Queensland State School Reporting

### 2013 School Annual Report



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#### Principal's foreword

##### Introduction

In 2013, the Everton Park State High School community of parents, business and local community members, staff and students, past and present worked together to develop a submission to the Minister for Education to keep the school open into the future. In September 2013, as a result of this hard work, commitment and dedication from the school community, the Minister for Education, Training and Employment determined that the school would remain open.

Throughout the year we continued to embed and develop programs, policies and procedures to meet student educational needs. As a result we continued to improve student learning outcomes across many areas of the academic program and have seen a resurgence in community support for our school. During 2013, our mantra was "*business as usual*" and as a result our students learning outcomes were not affected by the possible closure of their school.

The 2013 Annual Report will show that the school provided a vibrant educational program for students in Year 8 and Year 9 to achieve success and our Years 10, 11 and 12 students have concentrated on studies to pursue vocational and academic pathways. Our links with our local primary schools as part of the Schools for the Future Alliance, members of the business and local community and also the partnerships with families continue to foster a community context for students in which to learn.

Our Year 12 2013 results are again an excellent indication of the quality teaching and learning which has been a focus of the school for the past five years. With over 88% of eligible Year 12 students achieving an OP 1-15 and over 98% of all Year 12 students exiting the school with a VET certificate designed to support them in finding a successful pathway into the future, the trend of achieving above the QLD state average in these results is a testament to the work of teachers, staff, parents and the school community in engaging our students in quality learning.

The 2013 Annual Report is also an indicator of the continuation to improve the reputation of Everton Park State High School in the community and to become a school of choice in the area.

# Queensland State School Reporting

## 2013 School Annual Report



### School progress towards its goals in 2013

Annual Operational Plan for 2013	Progress
Implement the Australian Curriculum in English, Mathematics, Science, and History in 2013. Other subject areas will be implemented as per ACARA guidelines	English, Mathematics, Science and History successfully implemented as per the Australian Curriculum guidelines with students engaged and teachers developing high quality teaching and learning strategies.
Implement a Common Pedagogical Framework based on the gradual release of responsibility	The Common Pedagogical Framework of Gradual Release of Responsibility has been implemented across the school. Professional development for all teachers has seen an improvement in quality teaching and learning to improve student learning outcomes. A common language for teachers has also supported the engagement of students across all subjects.
Develop instructional leadership with a focus on workforce performance	All teachers and staff have embraced the focus of workforce performance with quality conversations, feedback, performance plans implemented to improve an already quality workforce.
High quality teaching practices	A culture of trust and high expectations has supported teachers in developing high quality teaching practices. Feedback from students and parents have acknowledged the quality of the teachers at the school.
Improve school performance	The improved school performance in student learning outcomes, community partnerships and parent support was instrumental in providing information to the Minister for Education, Training and Employment to decide to keep the school open into the future.
Continue to support the Schools for the Future Alliance	Continued links with our local primary schools support professional development for staff especially in the area of coaching teachers and high achiever programs in science and robotics for students.
Productive partnerships with school community stakeholders.	Our links with the business community continue to support our programs of Creating Bright Futures for students.

# Queensland State School Reporting

## 2013 School Annual Report



### Future outlook

The school goals for 2014 are for the following school wide programs to be implemented:

- Gradual Release of Responsibility Pedagogical Framework
- QAR, TEEL, Data Placemats, One School Dashboard, Higher Order Thinking Skills
- SWPBS
- ELF 8-12
- Junior Secondary School program for 2015
- STEM Program
- Primary school visits / exchanges
- Coaching and Aspiring Leaders programs
- 3 Minute Walk Throughs
- AITSL Teacher and School Leaders Professional Standards

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	243	122	121	82%
2012	250	125	125	78%
2013	213	109	104	81%

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

## Characteristics of the student body:

Our students enrol from local government primary and secondary schools in the area as well as secondary non-government schools. We increase in student enrolments in the senior years when a community school is favoured to support individual learning needs and / or a particular vocational or academic pathway.

We support students and families from across all socio-economic backgrounds and achieve great results which favour students and families who are looking for a school program with rigorous processes to monitor student attendance, academic and social progress and future options.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Year 8 Secondary – Year 10	17	17	16
Year 11 – Year 12	15	16	16

## School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5	60	47	37
Long Suspensions - 6 to 20	13	12	7
Exclusions	6	8	9
Cancellations of Enrolment	5	7	3

## Curriculum offerings

**Our distinctive curriculum offerings in 2013 highlighted improving student learning outcomes:**

**Academic Program of Excellence (APE) for students who achieve a consistently high standard of academic performance. The High Achievers Program offered to primary school students promotes a strong work ethic and links with the APE in the Junior Secondary School. ... *Our motto is to go APE over learning...***

- Our community partnerships, in particular Stafford Meals on Wheels, Freehills Law Firm, Antipodeans Abroad Community and Leadership Programs enhance students' opportunities in the workforce. Year 10 students volunteer to support Meals on Wheels in providing meals for the elderly. Year 9 student leaders are placed with Freehills mentors to monitor school success and capability to improve learning outcomes. Year 10, 11 and 12 students are able to travel overseas to work in local communities on community specific projects.
- Everton Park Leadership and Futures (ELF) Program offered at each year level. ELF is designed to develop Career Education, Leadership Skills and Resilience programs to support students' ability to access a successful future pathway.
- Certificate II Workplace Practices in Year 10, Year 11 and Year 12 to ensure students leave Everton Park State High School with a VET certificate as well as a Senior Statement, QCE / QCIA and / or an OP.
- Senior students have a wide variety of pathways with links to TAFE, Queensland University of Technology and local businesses to encourage vocational pathways for their future.

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## Extra curricula activities

- APE – Academic Program of Excellence (Go APE over learning)
- Student Representative Council
- Debating/speaking competitions
- Lions Youth of the Year
- Chess Club / Readers Cup / Book Club
- Leadership Outdoor Education Camps – Emu Gully / Maroon Outdoor Education Centre
- Vietnam Leadership and Community Expeditions
- Music Evening – showcasing the musical talents of our students
- Arts Night
- School Bands
- After school tutorials in English, Mathematics and Science

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

Everton Park State High School has a 1-1 laptop program for students in Year 9-12. Students can choose to take the laptop home or access a laptop at school. Wireless connection is available across the school from the oval, school hall and all classrooms allowing e-learning to take place in all areas of the school. Year 8 students have access to two networked computer rooms and two Multimedia labs. The results from the 2013 Parent and Student Survey showed an increase in the satisfaction in the use of technology across all learning areas. There are 8 networked Interactive Whiteboards and monitors in most classrooms with teachers increasingly using this technology to support teaching and learning across a range of subject areas.

# Our school at a glance

## Social climate

The pastoral care programs are based on Year level teams of Home Group teachers and Year Level Coordinators (YLCs) who are experienced in that particular year level. YLCs for Junior Secondary (Year 8 and Year 9) and Year 10, 11 and 12 are an integral part of our school. Each YLC with the support of their Home Group teachers manage student attendance, behaviour and support the Heads of Department in monitoring academic achievement.

The school is fortunate to have the support of a Guidance Officer, School Based Health Nurse, School Chaplain and a Community Connections Youth Worker, who organise a range of school activities to cater for students' needs. This support is enhanced by the Student Representative Council, Senior and Junior Secondary School Leaders and members of the Yr 8 / Yr 12 Buddy Program.

Results of the 2013 School Opinion Survey continue to reflect a high level of parent satisfaction that the school is a safe school, their student is treated fairly and that students are happy in the school.

The school community supports a School Wide Positive Behaviour Support Program which is based on teaching positive and correct behaviour across a range of situations. Bullying and Cyber Bullying behaviour and consequences are also outlined in the School's Responsible Behaviour Plan for Students.

## Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and teachers has remained as very satisfied with all aspects of the school performance areas. The high satisfaction level is an indicator of the work and support shown to the school by staff, parents, students and members of the community. The substantial increase in the % of students who are satisfied that they are getting a good education at Everton Park State High School is also testament to the hard work of teachers, parents and school staff who have ensured a quality teaching and learning climate and high expectations for all students to achieve a successful pathway for their future.

The support from parents, members of the community, staff and students and the improvement in the overall performance of the school was instrumental in keeping the school open into the future.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%

## Our school at a glance

teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	95%
student behaviour is well managed at this school* (S2012)	100%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	89%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	99%	96%
they like being at their school* (S2036)	89%	92%
they feel safe at their school* (S2037)	97%	96%
their teachers motivate them to learn* (S2038)	94%	93%
their teachers expect them to do their best* (S2039)	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	94%	88%
teachers treat students fairly at their school* (S2041)	83%	91%
they can talk to their teachers about their concerns* (S2042)	77%	85%
their school takes students' opinions seriously* (S2043)	86%	88%
student behaviour is well managed at their school* (S2044)	84%	84%
their school looks for ways to improve* (S2045)	94%	96%
their school is well maintained* (S2046)	89%	93%
their school gives them opportunities to do interesting things* (S2047)	90%	87%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	98%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	95%

## Our school at a glance

staff are well supported at their school (S2075)	98%
their school takes staff opinions seriously (S2076)	95%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	93%
their school gives them opportunities to do interesting things (S2079)	98%

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

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

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

The Everton Park State High School P&C Association has been instrumental in supporting the school to improve across all areas. The school values the partnership with parents and families to support students' successful learning. The P&C Association has grown in number and is very supportive of teachers, staff and students and provides valuable advice across a range of areas to support students.

The School Wide Positive Behaviour Support (SWPBS) committee involves a range of people including parents in the decision making and planning for the implementation of our behaviour management policy.

EPIC (Everton Park Improvement Certificates) are held in Term 1 and Term 3 to support students high levels of Effort and Behaviour and an Academic Morning Tea is also held early in Term 3 and Awards Night in Term 4 acknowledges the work of those students who achieved high level results across their subjects in each Semester. These occasions are well supported by parents who appreciate the time to acknowledge their students hard work and effort.

Two Parent and Teacher Interview evenings were also held in Term 1 and Term 3 and well attended by parents.

## Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Everton Park State High School has attempted to reduce its environmental footprint in 2013 with the use of solar panels and providing recycling bins in all areas to eliminate waste. There has been a strong campaign of environmental impact awareness which has impressed on the school community a sense of personal responsibility for reducing the overall school footprint.

Teachers also embed sustainable and environmental concepts in the curriculum, particularly science: in turn educating students about environmental best practice.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	217,644	1,955
2011-2012	211,996	1,976
2012-2013	190,404	1,183

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

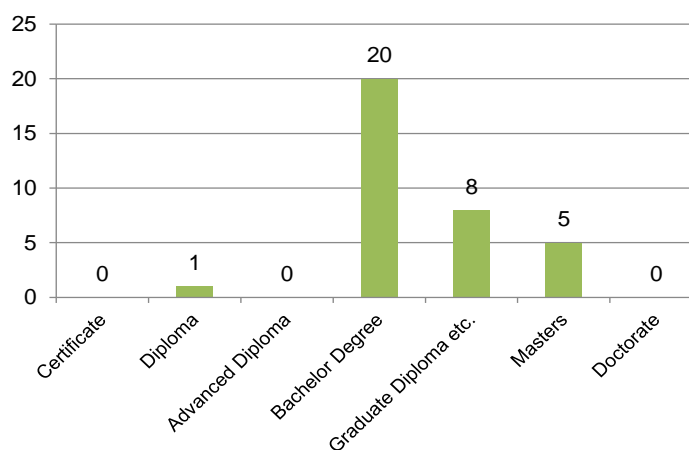
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	34	23	<5
Full-time equivalents	30	13	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	1
Advanced Diploma	0
Bachelor Degree	20
Graduate Diploma etc.	8
Masters	5
Doctorate	0
<b>Total</b>	<b>34</b>



\* Teaching Staff includes School Leaders

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

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 was \$19209.43.

The major professional development initiatives are as follows:

- QSA workshops and conferences on VET, Senior School programs and One School programs
- Professional Development Network Breakfast Series, Conference and Workshops on Leadership activities
- Schools for the Future Alliance workshops and Teacher Network Meetings
- National curriculum information in English, History, Mathematics and Science
- VOC Ed Learning Group to support VET programs in schools
- Aspirant programs for teachers interested in leadership positions
- CAD Training for Manual Arts teachers
- Special Education programs to support students with disabilities
- VET In Schools – VET Network Australia
- Guidance Officer training
- Workplace Health and Safety
- Common Pedagogical Framework – Gradual Release of Responsibility
- SWPBS
- Curriculum activities to improve teaching practice
- Coaching program to support quality teaching

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.

## Our staff profile

### Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government  
☐ Non-government

SEARCH

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

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a	87%	87%	86%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

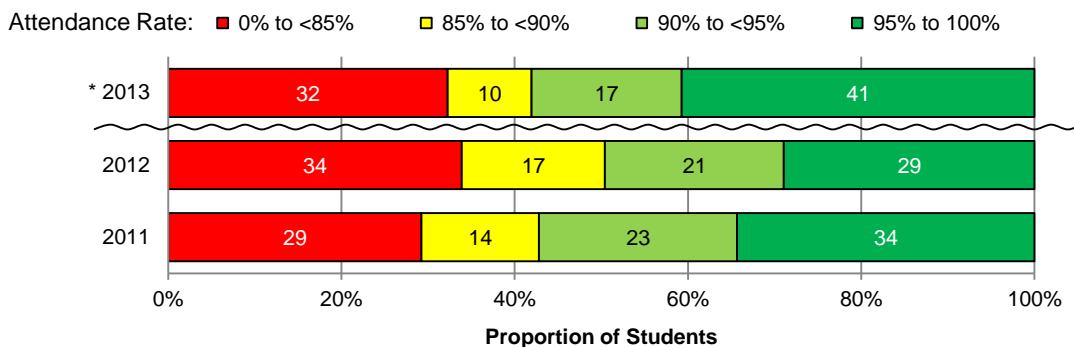
### Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2011	91%	90%	84%	87%	86%
2012	87%	88%	87%	87%	85%
2013	92%	82%	80%	89%	86%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



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

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

## Performance of our students

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

At Everton Park State High School all students attend a Home Group meeting every morning. Teachers use ID Attend to mark rolls. When a student is absent without an explanation a text is sent to the parent asking for an explanation for the absence. If students have not arrived at school by 10:00am and no explanation has been received a phone call is also made to a parent / caregiver.

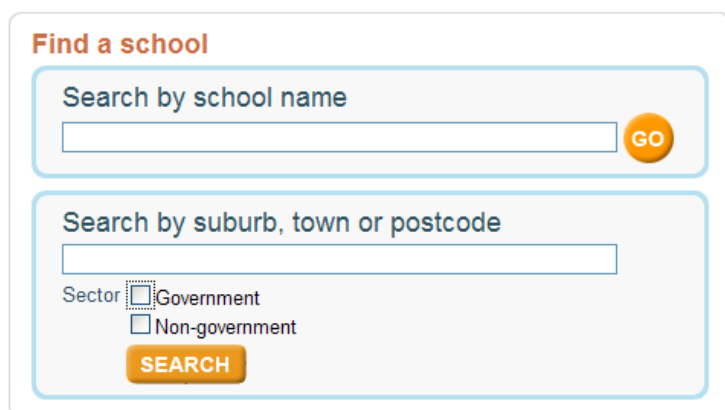
Each week, the Year Level Coordinator receives information from the ID Attend and One School data base detailing student attendance. The YLC or Home Group teacher will contact parents if there are concerns with attendance.

Heads of Department working with class teachers also contact parents if students' attendance is reflected in their results.

### 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**

**Search by school name**

**GO**

**Search by suburb, town or postcode**

Sector ☐ Government ☐ Non-government

**SEARCH**

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

The attendance, retention and achievement of some Indigenous students does fall below non-indigenous students in some areas but there are also a number of Indigenous students who achieve high results, have scholarships with government agencies, hold leadership positions and attend regularly. With the small percentage of indigenous students in the school the results are not indicative of the progress of all indigenous students in the school.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	85%	96%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	41	49	47
Number of students awarded a Queensland Certificate Individual Achievement.	1	1	2
Number of students receiving an Overall Position (OP).	8	12	8
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	10	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	40	45	44
Number of students awarded an Australian Qualification Framework Certificate II or above.	39	37	40
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	29	37	35
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.	88%	83%	88%
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.	98%	98%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	83%	100%

As at 5 May 2014. The above values exclude VISA students.

## Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	0	4	3	1	0
2012	0	7	3	2	0
2013	2	0	5	1	0

As at 5 May 2014. The above values exclude VISA students.

# Performance of our students

## Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	16	36	17
2012	25	34	12
2013	23	39	12

As at 5 May 2014. The above values exclude VISA students.

The Certificate I programs are two semester programs linked with Industrial Studies (Manufacturing) to ensure the senior students achieve 4 QCE points for the 2 year program. Students with disabilities also study Certificate I in Work Education and some students completed the Certificate I in Information and Communication Technologies.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

## Early leavers information

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

Everton Park State High School has a partnership with Salvation Army Outreach Service (YOS) to support an Alternative Curriculum Environment (ACE) Program to support early leavers to re-engage in education and to complete Year 12. We also work with Sarina Russo Employment, Smith Family, EPIC, and community agencies to support students who leave school early and are disengaged from further study to access work and / or other education pathways.

Many students who do leave school before the completion of Year 12 go on to full time work and / or a traineeship or apprenticeship.