**Everton Park State High School**

**Queensland State School Reporting**

**2015 School Annual Report**

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**Principal’s foreword**

## Introduction

In late 2015, Everton Park State High School was selected as an Independent Public School to commence in 2016. The school was selected as a result of the hard work from all members of the school community to develop the school as a school of choice in the wider community.

Throughout 2015, Everton Park State High School continued to establish our STEM signature program in the community with a number of Department of Education grants to build our programs across local primary schools and in our own school. The development of a STEM in residence lecturer from Queensland University of Technology allowed teachers to implement contemporary STEM curriculum and with the partnership with the QLD Science, Technology and Mathematic Academy, our students certainly improved across all STEM areas. As a result there was a noticeable improvement in student learning outcomes across many areas of the academic program and a resurgence in community support for our school.

The 2015 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 concentrated on studies to pursue academic and vocational pathways. Our links with our local primary schools, 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 2015 results are again an indication of the quality teaching and learning which has been a focus of the school for the past five years. The dip of OP1-15 results was a disappointment; however students continue to have quality pathways with 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 testament to the work of teachers, staff, parents and the school community in engaging our students in quality learning.

The 2015 Annual Report is also an indicator that the school is a great school and one that has developed as a school of choice through the support and determination of all members of the school community.

## School progress towards its goals in 2015

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| **Annual Operational Plan for 2015** | **Progress** |
| Implement a Pedagogical Framework based on the Gradual Release of Responsibility | The Gradual Release of Responsibility teaching framework has been implemented across the school. Content, Language and Social Goals with appropriate professional development for all teachers has seen an improvement in quality teaching and learning to improve student learning outcomes. The common language for teachers has also supported the engagement of students across all subjects. |
| High quality teaching practices using   * Triads of teachers * DPFs * AITSL Teacher and School Leaders Professional Standards | All teachers and staff have embraced the focus of workforce performance using Triad as an observation tool to support quality conversations, feedback to improve an already quality workforce.  A culture of trust and high expectations has supported teachers in developing high quality teaching practices and supported through their Developing Performance Plans. Feedback from students and parents have acknowledged the quality of the teachers at the school. |
| Improve school performance through the use of common teaching strategies including 7 Literacy Strategies, TEEL, One School Dashboard, Higher Order Thinking skills. | The introduction of Fisher and Frey’s 7 Literacy Strategies across the school has been instrumental in improving the reading comprehension for all students. Teachers will continue to develop their understanding of the Literacy Strategies in 2016 and beyond.  The improved school performance in student learning outcomes has been indicative of school staff embracing the common teaching strategies across all subject areas. |
| Continue to support Primary Partnerships in our local area. | Continued links with our local primary schools support professional development for staff especially in the area of STEM and promoting our school through high achiever programs in science and robotics for primary school students. |
| STEM Program | The successful establishment of a STEM Program in Junior Secondary and across the primary schools has been a high priority in the school and will continue in 2016. |

## Future outlook

The 2016 Improvement Agenda is short and focused on the improvement in students learning outcomes and the perception of the school in the community.

***Improvement priority:******Improving students’ reading and comprehension of texts***

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy *Professional development for teachers and staff* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Teachers working in Triads using peer observation and discussion to implement reading strategies in alignment with whole school PD on reading. | All teachers involved in Triads and Peer Observations | 2016 | Class teachers |
| Teachers to record information on students reading behaviours and plan improvement programs for all students | Teachers & aides involved in professional learning communities which focus on student work | 2016 | Class teachers  Master Teacher  Heads of Department |
| Teachers increase their knowledge and understanding of using complex texts in subject areas | Teachers selecting more complex texts in class work. | 2016 | Heads of Department  Master Teacher |
| Strategy *Establish reading improvement targets for every student* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Develop improvement reading targets for Year 7, 8 and 9 students through Data Wall meetings | 12 months of learning progress for all students | 2016 | Master Teacher  STLaN  Class teachers |
| Data wall meetings for teachers of all year levels each term to set student targets and monitor progress | One meeting a term | 2016 | Master Teacher  Class teachers  STLaN  Teacher aide |
| Strategy: *Using our theoretical frames to reduce variability in teaching practice across the schools* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Teaching and Learning Committee to:   * develop a PD plan which targets the teaching of reading across the school * monitor the reading improvement levels of students * conduct case management process for students at risk | Teachers / teacher aide implementing a common approach to the teaching of readings  12 months of learning progress for all students | 2016/ 2017 | Principal  Master Teacher  Heads of Department |

***Improvement priority Year 12 QCE Attainment***

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy *For 100% of Year 12 students to leave school with a QCE* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| To establish learning goals for all students | Students working towards 20 points for a QCE | 2016 | Heads of Department  Guidance Officer |
| Strategy *To monitor Year 12 progress* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Meetings with each Year 12 student at risk of not completing 20 points for a QCE | Any identified at risk students interviewed | Term 3 2016 | Guidance Officer  Principal |
| Year 12 class teachers and HODs to meet with Master Teacher to monitor progress through Data Walls discussion | Meeting at the end of each term | 2016 | Heads of Department  Master Teacher |
| Strategy *To monitor attendance of Year 12 students* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Monitor Year 12 students attendance | Weekly | 2016 | Head of Year 12  Principal |
| Follow Student Attendance Procedures to ensure all Year 12 student absences are monitored | Weekly | 2016 | Head of Year 12  Principal  Heads of Department |

***Improvement priority: Increasing student enrolments across all year levels***

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy *Improving links between Everton Park State High School and with local primary schools* | | | |
| **Actions** | **Targets** | **Timelines** | **Responsible Officer/s** |
| Primary School Partnerships Committee established to organise and communicate a detailed Calendar of Events to link with local primary schools to encourage student enrolment in 2017 | Meetings and links with local primary schools | 2016 | Principal  Heads of Year  Head of Year 7  Deputy Principal  STEM teachers |
| STEM teachers involved with primary schools to support teachers as per Advancing Education Plan | All primary schools involved with the STEM team from EPSHS | 2016 | Principal  Heads of Department  STEM Teachers |
| Strategy: *Improving our promotion of Everton Park State High School* | | | |
| All promotional material, website, electronic sign, social media are kept current with school policies and procedures | All promotional materials current | 2016 | Business Services Manager |

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| Our school at a glance |
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## School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No in 2015 Yes in 2016**

**Year levels offered in 2015: Year 7 - Year 12**

**Student enrolments for this school:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Total | Girls | Boys | Indigenous | Enrolment Continuity  (Feb – Nov) |
| 2013 | 213 | 109 | 104 | 20 | 81% |
| 2014 | 238 | 117 | 121 | 26 | 78% |
| 2015 | 252 | 122 | 130 | 29 | 85% |

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.

## Characteristics of the student body:

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

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, behaviour, uniforms and academic and social progress to create bright futures..

## Average class sizes

| Phase | Average Class Size | | |
| --- | --- | --- | --- |
| 2013 | 2014 | 2015 |
| Year 7 Secondary – Year 10 | 16 | 19 | 19 |
| Year 11 – Year 12 | 16 | 14 | 13 |

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

## School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
| --- | --- | --- | --- |
| 2013 | 2014\* | 2015\*\* |
| Short Suspensions - 1 to 5 days | 37 | 64 | 36 |
| Long Suspensions - 6 to 20 days | 7 | 6 | 8 |
| Exclusions | 9 | 7 | 5 |
| Cancellations of Enrolment | 3 | 7 | 4 |

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

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

## Curriculum delivery

**Our approach to curriculum delivery**

* Everton Park State High School has approached curriculum delivery with rigour and professionalism. Our curriculum is based on the ACARA recommendation for time allocation in the Junior Secondary School and through the QCAA approach in Year 11 and Year 12. All subjects are respected and valued and students select subjects through a committed SET Plan system.
* STEM is a Signature Program in the school and as a partnership school with the QLD Academies offers programs to aspiring gifted and talented students in the maths and science area.
* Our community partnerships, in particular Stafford Meals on Wheels, Freehills Law Firm, Moonah Park Aged care Facility, Vietnam School Tours 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 is 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.
* A monitoring process in Year 10, Year 11 and Year 12 ensures 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 academic and vocational pathways for their future.

**Extra curricula activities**

• Student Representative Council

• Debating/speaking competitions

• Lions Youth of the Year

• Chess Club / Readers Cup / Book Club

• Leadership Outdoor Education Camps – Emu Gully Leadership and Resilience Camps

• Vietnam Leadership and Community Expedition

• MAD – Music, Arts and Drama Evening – showcasing the musical, artistic and dramatic talents of our students

• School Bands

* Homework Club

• After school tutorials in Mathematics and Science

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

In 2015 Everton Park State High School remained with the 1-1 laptop program for students in Year 7-12 as well as offering students the opportunity to bring their own device (BYOD) to 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. Students also have access to two networked Multimedia labs.

The results from the 2015 Parent and Student Survey showed a continued 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.

Robotics is a growing subject interest in the school and provides students with high quality learning programs in the STEM area.

**Social Climate**

Our social climate is characterized by our Behaviour guidelines for all members of the school community: *Be Respectful, Be Responsible, Be your Best.*

Our pastoral care programs are based on Home Group teachers and Heads of Year (HOY) who are experienced in that particular year level. HOYs for Junior Secondary (Year 7, 8 and Year 9) and Year 10, 11 and 12 are an integral part of our school. Each HOY with the support of their Home Group teachers manage student attendance, behaviour, uniform and support Heads of Department in monitoring academic achievement.

The school is fortunate to have the support of a Guidance Officer, School Based Youth Health Nurse, School Chaplain and a Youth Worker, who organize 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. 7 / Yr. 12 Buddy Program.

Results of the 2015 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 Positive Behaviour for Learning (PBL) Program which has replaced the School Wide Positive Behaviour Support (SWPBS) Program. PBL however continues the SWPBS process behaviour expectations are 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**

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | | 2015 | |
| their child is getting a good education at school (S2016) | 100% | 94% | | 100% | |
| this is a good school (S2035) | 100% | 94% | | 100% | |
| their child likes being at this school (S2001) | 100% | 94% | | 96% | |
| their child feels safe at this school (S2002) | 100% | 94% | | 100% | |
| their child's learning needs are being met at this school (S2003) | 100% | 100% | | 100% | |
| their child is making good progress at this school (S2004) | 100% | 100% | | 100% | |
| teachers at this school expect their child to do his or her best (S2005) | 100% | 100% | | 100% | |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 100% | 94% | | 100% | |
| teachers at this school motivate their child to learn (S2007) | 100% | 100% | | 96% | |
| teachers at this school treat students fairly (S2008) | 100% | 100% | | 96% | |
| they can talk to their child's teachers about their concerns (S2009) | 100% | 100% | | 95% | |
| this school works with them to support their child's learning (S2010) | 100% | 100% | | 100% | |
| this school takes parents' opinions seriously (S2011) | 95% | 94% | | 91% | |
| student behaviour is well managed at this school (S2012) | 100% | 94% | | 96% | |
| this school looks for ways to improve (S2013) | 100% | 94% | | 100% | |
| this school is well maintained (S2014) | 89% | 94% | | 92% | |

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of students who agree# that: | 2013 | 2014 | | 2015 | |
| they are getting a good education at school (S2048) | 96% | 93% | | 95% | |
| they like being at their school (S2036) | 92% | 92% | | 94% | |
| they feel safe at their school (S2037) | 96% | 94% | | 92% | |
| their teachers motivate them to learn (S2038) | 93% | 91% | | 91% | |
| their teachers expect them to do their best (S2039) | 99% | 98% | | 97% | |
| their teachers provide them with useful feedback about their school work (S2040) | 88% | 91% | | 92% | |
| teachers treat students fairly at their school (S2041) | 91% | 83% | | 91% | |
| they can talk to their teachers about their concerns (S2042) | 85% | 80% | | 82% | |
| their school takes students' opinions seriously (S2043) | 88% | 84% | | 84% | |
| student behaviour is well managed at their school (S2044) | 84% | 85% | | 82% | |
| their school looks for ways to improve (S2045) | 96% | 93% | | 89% | |
| their school is well maintained (S2046) | 93% | 87% | | 90% | |
| their school gives them opportunities to do interesting things (S2047) | 87% | 88% | | 91% | |

| **Performance measure** |  | |  | |  |
| --- | --- | --- | --- | --- | --- |
| Percentage of school staff who agree# that: | 2013 | 2014 | | 2015 | |
| they enjoy working at their school (S2069) | 98% | 100% | | 97% | |
| they feel that their school is a safe place in which to work (S2070) | 98% | 97% | | 95% | |
| they receive useful feedback about their work at their school (S2071) | 93% | 88% | | 95% | |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 96% | 89% | | 87% | |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | | 97% | |
| students are treated fairly at their school (S2073) | 100% | 97% | | 86% | |
| student behaviour is well managed at their school (S2074) | 95% | 88% | | 80% | |
| staff are well supported at their school (S2075) | 98% | 88% | | 86% | |
| their school takes staff opinions seriously (S2076) | 95% | 94% | | 89% | |
| their school looks for ways to improve (S2077) | 100% | 97% | | 100% | |
| their school is well maintained (S2078) | 93% | 91% | | 92% | |
| their school gives them opportunities to do interesting things (S2079) | 98% | 97% | | 97% | |

# ‘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**

The Everton Park State High School P&C Association has been instrumental in supporting the school to improve across all areas. In 2015, the school P&C was selected as the 2015 P&C of the Year in the Metropolitan North area. A wonderful accolade to the hard working P&C members of the past six years.

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 PBL 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 acknowledge students with high levels of Effort and Behaviour and an Academic Achievement Assembly is held early in Term 3 and Awards Night in Term 4 which acknowledge 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.

Parent and Teacher Interviews are organized for Term 2 and Term 3 and include parents and students invited to attend meetings with school administration staff to discuss progress in subjects and a possible change of direction or adjustment if needed to improve students learning outcomes.

**Reducing the school’s environmental footprint**

Everton Park State High School has attempted to reduce its environmental footprint in 2015 with the continued 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. However regional programs have been supported through the use of classrooms and meeting rooms and the increase of electricity use is explained through more staff and students using programs on the campus.

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

|  |  |  |
| --- | --- | --- |
|  | **Environmental footprint indicators** | |
| Years | Electricity  kWh | Water kL |
| 2012-2013 | 190,404 | 1,183 |
| 2013-2014 | 103,661 | 972 |
| 2014-2015 | 192,766 | 379 |

\*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.

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| Our staff profile |
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**Staff composition, including Indigenous staff**

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| --- | --- | --- | --- |
| **2015 Workforce Composition** | Teaching Staff\* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 35 | 28 | <5 |
| Full-time equivalents | 30 | 15 | <5 |

**Qualification of all teachers**



\*Teaching staff includes School Leaders

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

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

The total funds expended on teacher professional development in 2015 were $45000

The major professional development initiatives are as follows:

* + QCAA workshops and conferences on VET, Senior School programs and One School programs
  + Professional Development Network Breakfast Series, Conference and Workshops on Leadership activities
  + Literacy workshops using Fisher and Frey’s 7 Literacy Strategies
  + Lyn Sharratt *Putting Faces on the Data”*
  + Craig and Hopkins *Curiosity and Powerful Learning”*
  + Primary Partnership 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
  + Pedagogical Framework – Gradual Release of Responsibility workshops
  + PBL in-service
  + Curriculum activities to improve teaching practice
  + Coaching programs to support quality teaching
  + Triads to promote AiTSL Standards and collaborative learning across the subject areas
  + Data Walls meetings with teachers across year levels to develop common strategies for learning and teaching

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

|  |  |  |  |
| --- | --- | --- | --- |
| **Average staff attendance** | 2013 | 2014 | 2015 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 95% |

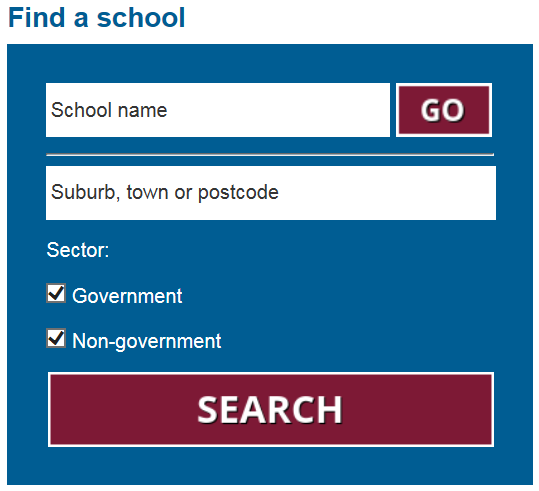
**Proportion of staff retained from the previous school year**

From the end of the previous school year, 84% of staff was retained by the school for the entire 2015 school year.

**School income broken down by funding source**

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

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



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

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

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| Performance of our students |
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**Key student outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student attendance** | 2013 | 2014 | 2015 |
| The overall attendance rate for the students at this school (shown as a percentage). | 86% | 87% | 89% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 81% | 80% | 86% |

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

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

| **Student attendance rate for each year level (shown as a percentage)** | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 |  |  |  |  |  |  |  |  | 92% | 82% | 80% | 89% | 86% |
| 2014 |  |  |  |  |  |  |  |  | 86% | 90% | 83% | 86% | 90% |
| 2015 |  |  |  |  |  |  |  | 91% | 88% | 89% | 88% | 90% | 90% |

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

DW = Data withheld to ensure confidentiality.

**Student attendance distribution**

The proportions of students by attendance range.



**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.

At Everton Park State High School all students attend a 10 minute Home Group meeting on a Tuesday, Wednesday and Thursday morning with a full school assembly on a Monday morning and a Year level Assembly on a Friday morning. Home Group teachers use ID Attend to mark rolls at each of these morning meetings and assemblies. When a student is absent without an explanation a SMS 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.

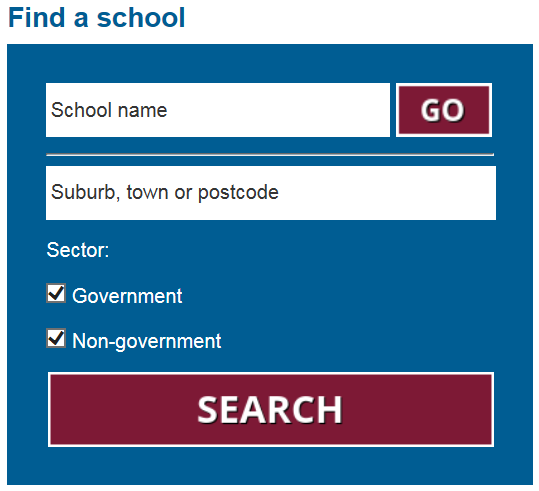
Each week, the Head of Year receives information from the ID Attend and One School data base detailing student attendance. The HOY or a member of the Administration teacher will contact parents if there are concerns with attendance. Interviews, letters of concern and at times Cancellation of Enrolment is a consequence for non-attendance at school.

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.**



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

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

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| --- | --- | --- | --- |
| **Apparent retention rates Year 10 to Year 12** | 2013 | 2014 | 2015 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 96% | 104% | 137% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 83% | 100% | 50% |

| **Outcomes for our Year 12 cohorts** | 2013 | 2014 | 2015 |
| --- | --- | --- | --- |
| Number of students receiving a Senior Statement | 47 | 47 | 44 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 2 | 1 | 2 |
| Number of students receiving an Overall Position (OP) | 8 | 15 | 7 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 0% | 0% | 0% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 17 | 10 | 13 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 44 | 43 | 38 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 40 | 41 | 34 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 35 | 45 | 37 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 33% | 100% | 100% |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD. | 88% | 53% | 57% |
| 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. | 94% | 100% | 95% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 80% | 91% |

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

| **Overall Position Bands (OP)** | | | | | |
| --- | --- | --- | --- | --- | --- |
|  | Number of students in each Band for OP 1 to 25 | | | | |
| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2013 | 2 | 0 | 5 | 1 | 0 |
| 2014 | 1 | 1 | 6 | 7 | 0 |
| 2015 | 0 | 3 | 1 | 3 | 0 |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocational Educational Training qualification (VET)** | | | |
|  | Number of students completing qualifications under Australian Qualification Framework (AQF) | | |
| Years | Certificate I | Certificate II | Certificate III or above |
| 2013 | 23 | 39 | 13 |
| 2014 | 11 | 37 | 16 |
| 2015 | 13 | 27 | 12 |

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

The VET programs are linked with Industrial Studies (Manufacturing), Hospitality, Engineering, Business, Fitness, Volunteering and Retail. Students with disabilities also study Certificate I in Work Education and some Year 12 students completed the Certificate I in Information, Digital and Media Technologies (IDMT).

**Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school’s website in September.

**Early school leavers information**

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

In 2015, Everton Park State High School had a partnership with Salvation Army Outreach Service (YOS) to support an Alternative Curriculum Environment (ACE) Program to encourage early leavers to re-engage in education and to complete Year 12. We also fund a Pathways Coordinator who works across a number of school to support students and families to re-engage into regular education to maintain a career pathway.

Our connections with Sarina Russo Employment, Smith Family, EPIC, and community agencies also 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