Everton Park State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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Department of Education and Training

Queensland Government

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School Overview

Everton Park State High School is a dynamic, contemporary, futures-oriented community school with a vibrant educational program for students to achieve success. There is a strong emphasis on helping students in Years 10, 11 and 12 pursue academic and/or vocational pathways. Engaged students, enthusiastic teachers and high expectations for all supports our mission - Creating Bright Futures. We work with our neighbouring primary schools as a Schools for the Future alliance to create a seamless approach from Prep to Year 12 to improve student learning outcomes. All educational and school programs have as their basis the values of Respect, Responsibility, Honesty, Doing Your Best, Understanding and Inclusion. Our parent body has a strong partnership with the school and works with teachers to promote a supportive environment for student learning. Everton Park State High School offers students a range of educational experiences which support students from a range of abilities and cultures. Our local community and business community links provide programs to support students' career pathways. The journey undertaken from Year 8 to Year 12 gives students the opportunity to create a bright future.

Principal's Foreward

Introduction

In 2016 Everton Park State High School commenced the year as a newly appointed Independent Public School. The new autonomy for local school decision making was led by a newly formed School Council. 2016 saw the School Council establish its procedures and policies in their role.

Throughout 2016, 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 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. Over 2016 there was continued improvement in student learning outcomes across many areas of the academic program and a steady build of community support for our school.

The 2016 Annual Report will show that the school provided a vibrant educational program for students in Year 7, 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 2016 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 following key results indicate that the school is achieving success for all students-

Year 12 Students that achieved a QCE or QCIA	100%
Year 12 Students that achieved an OP 1-15	83%
Year 12 Students receiving a QTAC offer	93%
Year 9 Students who gained more than peers in NAPLAN Reading (Qld average is 20%)	47%
Year 9 Students who achieved in Upper 2 Bands in NAPLAN Reading (Qld average is 16.6%)	30%
A-C achievement	84%

The 2016 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 2016

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

Strategy	*Professional development for teachers and staff*			
Actions	**Targets**	**Achieved?**	**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	Yes - 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	Yes - 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.	Yes - 2016	Heads of Department Master Teacher	
Strategy	*Establish reading improvement targets for every student*			
Actions	**Targets**	**Achieved?**	**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	Yes - 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	Yes - 2016	Master Teacher Class teachers STLaN Teacher aide	
Strategy:	*Using our theoretical frames to reduce variability in teaching practice across the schools*			
Actions	**Targets**	**Achieved?**	**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	Yes - 2016	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**	**Achieved?**	**Responsible Officer/s**	
To establish learning goals for all students	Students working towards 20 points for a QCE	Ongoing	Heads of Department Guidance Officer	
Strategy	*To monitor Year 12 progress*			
Actions	**Targets**	**Achieved?**	**Responsible Officer/s**	

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Meetings with each Year 12 student at risk of not completing 20 points for a QCE	Any identified at risk students interviewed	Yes - 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	Yes - 2016	Heads of Department Master Teacher

Strategy	*To monitor attendance of Year 12 students*		
Actions	**Targets**	**Achieved?**	**Responsible Officer/s**
Monitor Year 12 students attendance	Weekly	Yes - 2016	Head of Year 12 Principal
Follow Student Attendance Procedures to ensure all Year 12 student absences are monitored	Weekly	Yes - 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**	**Achieved?**	**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	Yes - 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	Yes - 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	Yes - 2016	Business Services Manager

Future Outlook

2017 Improvement priority: *Develop a whole school approach to reading comprehension*

Strategy: Build capacity of staff
Strategy: Ensure staff engagement with the Literacy Continuum
Strategy: Strengthen data conversations processes

2017 Improvement priority: *Maximise student engagement with learning as measured through attendance, A-C results, QCE attainment and transition of our students into the workforce*

Strategy: Improve student engagement
Strategy: Strengthen curriculum and student learning
Strategy: Improve student attainment and monitoring

2017 Improvement priority: *Align community perception with school staff, parents and student experience of the quality learning offered.*

Strategy: Build community perception
Strategy: Improve student presentation
Strategy: Develop relationships with local community
Strategy: Conduct a marketing analysis

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	238	117	121	26	78%
2015*	252	122	130	29	85%
2016	239	114	125	25	86%

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

Overview

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 middle and senior years when a community school is favoured to support individual learning needs and / or a particular tailored 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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	19	19	21
Year 11 – Year 12	14	13	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.

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 Student Education & Training (SET) Plan process.

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- 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.

- An Industry Pathways Program (IPP) was established for students who are highly focused on transitioning into full time work and/or further vocational education and training after completion of Year 12. This innovative and flexible learning program is a valuable addition to existing academic and vocation courses available to students in Years 11 and 12.

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
- School Bands
- Homework Club
- After school tutorials in Mathematics and Science

How Information and Communication Technologies are used to assist learning

In 2016 Everton Park State High School offered 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 2016 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.

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

Social Climate

Overview

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 2016 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 supports the teaching of 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	100%	94%
this is a good school (S2035)	94%	100%	94%
their child likes being at this school* (S2001)	94%	96%	94%
their child feels safe at this school* (S2002)	94%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	94%
their child is making good progress at this school* (S2004)	100%	100%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	94%
teachers at this school motivate their child to learn* (S2007)	100%	96%	87%
teachers at this school treat students fairly* (S2008)	100%	96%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	95%	97%
this school works with them to support their child's learning* (S2010)	100%	100%	94%
this school takes parents' opinions seriously* (S2011)	94%	91%	91%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	94%	96%	94%
this school looks for ways to improve* (S2013)	94%	100%	94%
this school is well maintained* (S2014)	94%	92%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	91%
they like being at their school* (S2036)	92%	94%	86%
they feel safe at their school* (S2037)	94%	92%	92%
their teachers motivate them to learn* (S2038)	91%	91%	87%
their teachers expect them to do their best* (S2039)	98%	97%	93%
their teachers provide them with useful feedback about their school work* (S2040)	91%	92%	88%
teachers treat students fairly at their school* (S2041)	83%	91%	79%
they can talk to their teachers about their concerns* (S2042)	80%	82%	80%
their school takes students' opinions seriously* (S2043)	84%	84%	78%
student behaviour is well managed at their school* (S2044)	85%	82%	70%
their school looks for ways to improve* (S2045)	93%	89%	89%
their school is well maintained* (S2046)	87%	90%	89%
their school gives them opportunities to do interesting things* (S2047)	88%	91%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	97%	95%
they feel that their school is a safe place in which to work (S2070)	97%	95%	95%
they receive useful feedback about their work at their school (S2071)	88%	95%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	87%	78%
students are encouraged to do their best at their school (S2072)	100%	97%	95%
students are treated fairly at their school (S2073)	97%	86%	89%
student behaviour is well managed at their school (S2074)	88%	80%	79%
staff are well supported at their school (S2075)	88%	86%	80%
their school takes staff opinions seriously (S2076)	94%	89%	85%
their school looks for ways to improve (S2077)	97%	100%	95%
their school is well maintained (S2078)	91%	92%	79%
their school gives them opportunities to do interesting things (S2079)	97%	97%	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.

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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 2016, the school P&C was instrumental in securing funding for the new outdoor learning area and the funding for the 2017 STEM and Arts block refurbishment.

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.

Respectful relationships programs

At Everton Park State High School all students participate in structured personal development lessons via the Everton Futures and Leadership Program. Unit topics include – Respectful relationships, conflict resolution, ant-bullying, personal safety and awareness, cyberbullying, violence recognition and prevention. Students were exposed to a variety of guest speakers and mentoring programs to further enhance the learning experience.

The school PBL focus seeks to enhance the development of good relationships between all members in our community.

There is a strong focus on the support of students to develop effective relationships at school. This team consists of the Principal, Deputy Principal, Guidance Officer, Heads of Year, School Nurse, Youth Support Co-Coordinator and Chaplain.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	64	36	30
Long Suspensions – 6 to 20 days	6	8	2
Exclusions	7	5	5
Cancellations of Enrolment	7	4	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Everton Park State High School has attempted to reduce its environmental footprint in 2016 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. In 2016 our students led a campaign to introduce a recycling program in the school.

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
2013-2014	103,661	972
2014-2015	192,766	379
2015-2016	202,866	1,141

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

School Funding

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

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

Find a school

School name	GO

Suburb, town or postcode

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	34	27	<5
Full-time Equivalents	29	15	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	26
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $35961

The major professional development initiatives are as follows:

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
- Attendance at Professional Development Network Conference by Leadership Team.
- In school Twilight workshops.
- 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 Design and Technology 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

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- 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 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	86%	87%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.
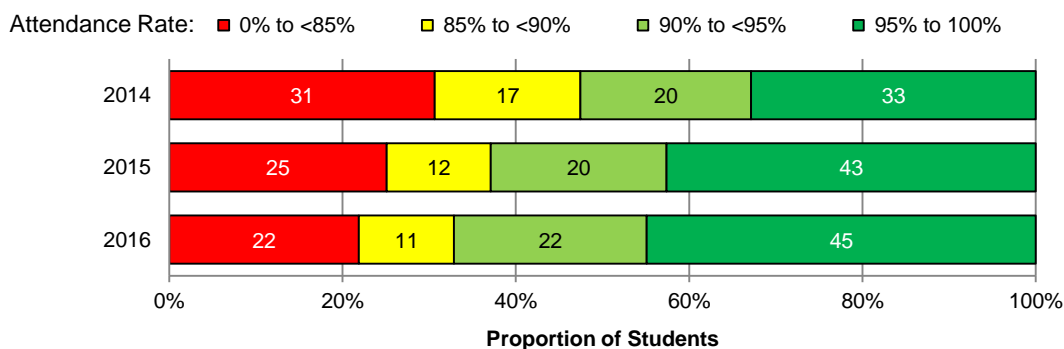
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									86%	90%	83%	86%	90%
2015								91%	88%	89%	88%	90%	90%
2016								90%	89%	91%	90%	92%	90%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	31	17	20	33
2015	25	12	20	43
2016	22	11	22	45

Proportion of Students

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 9.30 am 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 Year regularly meet with Principal/Deputy Principal to discuss attendance issues and co-ordinate strategies to re-engage.

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

NAPLAN

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

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

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Find a school

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2014**	**2015**	**2016**
Number of students receiving a Senior Statement	47	44	41
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	3
Number of students receiving an Overall Position (OP)	15	7	12
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	10	13	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	43	39	30
Number of students awarded an Australian Qualification Framework Certificate II or above.	41	36	29
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	45	37	38
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	53%	57%	83%
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.	100%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	80%	91%	93%

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

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OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	1	1	6	7	0
2015	0	3	1	3	0
2016	2	3	5	2	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	11	37	16
2015	13	28	14
2016	3	29	8

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

The VET programs are linked with studies in Hospitality, Engineering, Business, Fitness, and Volunteering. 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).

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	104%	137%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	50%	100%

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

Student Destinations

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

The report will be available at:
http://www.evertonparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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

In 2016, Everton Park State High School had a partnership with Salvation Army Outreach Service (YOS) to support an Industry Pathways Program to encourage early leavers to re-engage in education and to complete Year 12. We also refer students to 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

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