



Everton Park State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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## From the Principal

### 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. Engaged students, enthusiastic teachers and high expectations for all support our mission - **Creating Bright Futures**. We work with our neighbouring primary schools 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 and Doing Your Best. 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 rigorous array 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 7 to Year 12 gives students the opportunity to create a bright future.

### School progress towards its goals in 2018

**Improvement priority:** Maximise student achievement and improvement through a focus on Literacy and Numeracy, A-C results, QCE attainment, attendance and transition of students into future training and/or learning in higher education sectors and/or work life.

Strategy: Teachers maintain the school's Pedagogical Framework in every classroom, every day.			
Actions	Targets	Achieved?	Responsible Officer/s
<ul style="list-style-type: none"> <li>Teachers collaborate to improve student engagement and learning outcomes through consistent teaching and learning protocols and inquiry.</li> <li>Teachers align curriculum, pedagogy and assessment to meet the demands of the Achievement Standards.</li> <li>Teachers provide Content, Language and Social goals for each lesson</li> <li>Teachers provide regular formative assessment and feedback to support students' learning goals.</li> <li>Consistent and regular school wide moderation and reflection procedures are established.</li> </ul>	94% Student attendance 96% students achieving an A-C result in all subjects 100% Year 12 students achieving a QCE or a QCIA 100% students achieving an OP 1-15)	2018	Teachers, HoDs, Master Teacher
Strategy: Teacher capacity and well being supported through Professional Learning Communities.			
Actions	Targets	Achieved?	Responsible Officer/s
<ul style="list-style-type: none"> <li>Consultation of staff to determine PLCs which build and sustain a culture of learning amongst teachers</li> <li>Implement a Whole School Action Plan to address staff wellbeing</li> <li>Establish a professional learning plan to provide avenues for teachers to develop and share teaching practices.</li> </ul>	94% Student attendance 96% students achieving an A-C result in all subjects 100% Year 12 students achieving a QCE or a QCIA 100% students achieving an OP 1-15)	2018	Teachers, HoDs, Master Teacher
Strategy: Teachers use the Literacy Strategies and Literacy Continuum to develop literacy strategies for use in every classroom, every day.			
Actions	Targets	Achieved?	Responsible Officer/s
<ul style="list-style-type: none"> <li>Teachers address the literacy demands of their subject area and develop strategies to improve literacy in all subject areas</li> <li>School leaders will upskill staff in the literacy demands of the curriculum through regular professional learning workshops.</li> </ul>	94% Student attendance 96% students achieving an A-C result in all subjects 100% Year 12 students achieving a QCE or a QCIA 100% students achieving an OP 1-15)	2018	Principal, DP, HoDS, Teachers, Master Teacher

## Future outlook

With an increase of student enrolment to over 400 in 2019, Everton Park State High School has a healthy future with an increase of staff and resources. Two Deputy Principals and an extra Head of Department were a welcome addition to the 2019 school year. Along with a \$10million refurbishment of some of our classrooms, a new Administration block and a purpose built Performing Arts Complex our school is well situated to provide a quality teaching and learning environment for our school community.

The introduction of a Year 7 Academic Excellence Program also establishes the school as catering for all students regardless of ability and especially students who require extension and enrichment in their studies.

In 2019, our Explicit Improvement Agenda is to maximise student achievement. We will maximise every students' achievement by:

1. Aligning curriculum, assessment and reporting
2. Employing aligned and targeted pedagogical practices in all classrooms
3. Building a school culture that is organised, aligned and aware.

### **Explicit Improvement Agenda 1 – Aligning curriculum, assessment and reporting.**

Targets		
<ul style="list-style-type: none"> <li>A whole school culture in which all stakeholders engage in the moderation of units and assessment.</li> <li>80% of students achieving A-C results across the school</li> <li>Reports that present a meaningful evaluation of the students' progress</li> </ul>		
Strategy 1: Understand, align, and implement curriculum – ACARA and New QCE		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Document moderation of each unit at start of term to ensure the alignment of curriculum and assessment</li> <li>Document moderation of each unit at start of term to ensure alignment of unit with Australian Curriculum and New QCE</li> <li>Address teacher PD needs through faculties.</li> </ul>	Term 1  Term 1  Ongoing	Faculty HODs DPs – Line Managers
<ul style="list-style-type: none"> <li>Allocate time in school calendar for moderation of units</li> <li>Allocate time in school calendar for moderation of assessment</li> </ul>	Ongoing	HODs
<ul style="list-style-type: none"> <li>Consult to address the differentiation needs of all students – what adjustments are needed?</li> </ul>	Ongoing	HODs, teachers Support staff
Strategy 3: Clear expectation of moderation processes across the school and review reporting		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Review the reporting format and communication with all stakeholders, including ways parents access information about student engagement and progress</li> </ul>	Term 1	DP Senior School
<ul style="list-style-type: none"> <li>Involve students in reflection, self and peer evaluation</li> </ul>	Ongoing	Faculty HODs, teachers
<ul style="list-style-type: none"> <li>Develop clear processes for students requiring differentiation</li> </ul>	Ongoing	Faculty HODs, teachers
Strategy 2: Monitoring and feedback		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Planning specifies monitoring progress through formative assessment that addresses significant new learning and new systems</li> </ul>	Ongoing	Faculty HODs
<ul style="list-style-type: none"> <li>Planning specifies regular and targeted feedback which is evident in student work</li> <li>Planning specifies students respond to teacher feedback.</li> </ul>	Ongoing	Faculty HODs

### **Explicit Improvement Agenda 2: Employing aligned and targeted pedagogical practices in every lesson, every day**

Targets		
<ul style="list-style-type: none"> <li>100% students engaged and achieving</li> <li>100% teachers using Gradual Release of Responsibility</li> <li>100% teachers using Critical and Creative Thinking and 21<sup>st</sup> Century skills</li> <li>100% teachers understand and include differentiation</li> </ul>		
Strategy: Coaching and feedback aligned to the 2019 AIP Pedagogical targets		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Each teacher completes their ADPD annually</li> </ul>	Term 1 and Term 4	HODs and DPs/ Principal
<ul style="list-style-type: none"> <li>All teachers to receive professional feedback at least once per term on pedagogical targets in the classroom</li> </ul>	Ongoing	HOD s and DPs/ Principal
<ul style="list-style-type: none"> <li>Develop teaching capability in high quality resources aligned with best practice to achieve pedagogical targets</li> </ul>	Ongoing	DP / HODs

Strategy: Collaboration		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Teachers work regularly together with colleagues in professional learning communities (PLC) (DuFour model) focused on developing effective teaching practice to achieve improved student results</li> </ul>	Term 1 and Term 3	HODs
<ul style="list-style-type: none"> <li>Establish Monitoring and Feedback aligned with PLCs in -Using DuFour model and Sharrat's five questions</li> </ul>	Term 2 and Term 4	DPs
<ul style="list-style-type: none"> <li>Within the PLC and Monitoring and Feedback models, teachers identify, collect and analyse appropriate data about students' learning and progress, and teachers' practices and interventions</li> </ul>	Ongoing	HODs

**Explicit Improvement Agenda 3: Building a school culture that is organised, aligned and aware.**

Targets		
A whole school culture in which all stakeholders have a clear understanding of our key statements: <i>Creating Bright Futures</i> <i>Where every student is known</i> <i>Engaged students; Enthusiastic staff; High expectations for all</i> <i>Dynamic, Contemporary, Futures oriented</i> <i>Be Responsible, Be Respectful, Be your Best</i>		
Strategy: Clarify and document policy and procedures		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Systematically review school wide policy documents to ensure alignment with DoE policy and procedures</li> </ul>	Quarterly	SLT
<ul style="list-style-type: none"> <li>Use the inquiry cycle process to identify areas in need of improvement.</li> </ul>	Quarterly	SLT
<ul style="list-style-type: none"> <li>Develop action plans to support alignment to improvement agenda.</li> </ul>	Quarterly	SLT
Strategy: Clearly defined roles and responsibilities		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Review role and responsibilities descriptions for all classified positions</li> </ul>	T1 W10, T4 W5	Principal and BM
<ul style="list-style-type: none"> <li>Develop role descriptions for Coordinator positions and support staff</li> </ul>	T1 W10	DPs and HODs, LCC
Strategy: Clear, Timely and Effective School-Wide Communication		
Actions	Timelines	Responsible Officer/s
<ul style="list-style-type: none"> <li>Communication and expectations of processes / protocols are clearly defined, documented and reinforced to all staff</li> </ul>	Ongoing	Principal
<ul style="list-style-type: none"> <li>Develop and review templates for various medium of communication eg hardcopy letters, emails, permission forms</li> </ul>	Ongoing	Principal
<ul style="list-style-type: none"> <li>Staff commitment to communication protocols as defined by the school procedures (refer Staff Handbook)</li> </ul>	Ongoing	All Staff
<ul style="list-style-type: none"> <li>Review methods of communicating reporting timelines and content to parents, students and school community.</li> </ul>	Ongoing	Principal / BM
Strategy: Induction		
<ul style="list-style-type: none"> <li>Staff Induction programs supporting school organisation and culture</li> </ul>	Quarterly	DP, BM, HODs

# Our school at a glance

## School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	239	293	328
Girls	114	129	153
Boys	125	164	175
Indigenous	25	27	31
Enrolment continuity (Feb. – Nov.)	86%	86%	89%

Notes:

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

## 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. Our Year 7 enrolment has tripled over the past two years as we offer a very challenging and supportive teaching and learning, which is recognised by our families as catering for the social, emotional and educational needs of students. Throughout the year, we increase in student across all year levels where 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. Our goal is to achieve great results for those students and families 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

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	21	20	20
Year 11 – Year 12	13	13	16

Note:

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

## Curriculum delivery

### Our Approach to Curriculum Delivery

- Everton Park State High School has approached curriculum delivery with rigour and professionalism. Our curriculum is based on the ACARA recommendation for time allocation for Year 7- 10 and through the QCAA approach in Year 11 and Year 12. All subjects are respected and valued and students select subjects through a committed Senior Education & Training (SET) Plan process.
- 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 work 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 lessons 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 encourages students to leave Everton Park State High School with a VET certificate as well as a Senior Statement, an OP and / or QCE / QCIA.
- 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) is a focus for students who are aiming for 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.

### Co-curricular Activities

- Student Representative Council
- Debating/speaking competitions
- Lions Youth of the Year
- Chess Club / / Book Club
- Leadership Outdoor Education Camps – Emu Gully Leadership and Resilience Camps
- Vietnam Leadership and Community Expedition
- MAD – Music, Arts and Drama Evening / Musicals
- School Bands
- Tennis Club
- Homework Club
- After school tutorials in Mathematics and Science

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

In 2018, Everton Park State High School continued to offer 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 2018 Parent and Student Survey showed a continued satisfaction in the use of technology across all learning areas. There are eight 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

### Overview

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

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 Senior School (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. The Student Representative Council, Senior and Junior Secondary School Leaders and members of the Yr. 7 / Yr. 9 Buddy Program enhance this support.

Results of the 2018 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 endorses 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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	85%	86%
• this is a good school (S2035)	94%	92%	77%
• their child likes being at this school* (S2001)	94%	85%	82%
• their child feels safe at this school* (S2002)	100%	100%	86%
• their child's learning needs are being met at this school* (S2003)	94%	85%	77%
• their child is making good progress at this school* (S2004)	94%	83%	82%
• teachers at this school expect their child to do his or her best* (S2005)	97%	92%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	82%
• teachers at this school motivate their child to learn* (S2007)	87%	83%	82%
• teachers at this school treat students fairly* (S2008)	90%	92%	81%
• they can talk to their child's teachers about their concerns* (S2009)	97%	92%	91%
• this school works with them to support their child's learning* (S2010)	94%	85%	77%
• this school takes parents' opinions seriously* (S2011)	91%	91%	81%
• student behaviour is well managed at this school* (S2012)	94%	92%	62%
• this school looks for ways to improve* (S2013)	94%	91%	86%
• this school is well maintained* (S2014)	97%	92%	95%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	91%	83%	81%
• they like being at their school* (S2036)	86%	82%	72%
• they feel safe at their school* (S2037)	92%	79%	71%



Percentage of students who agree# that:	2016	2017	2018
• their teachers motivate them to learn* (S2038)	87%	83%	88%
• their teachers expect them to do their best* (S2039)	93%	90%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	78%	84%
• teachers treat students fairly at their school* (S2041)	79%	68%	64%
• they can talk to their teachers about their concerns* (S2042)	80%	72%	57%
• their school takes students' opinions seriously* (S2043)	78%	66%	56%
• student behaviour is well managed at their school* (S2044)	70%	64%	46%
• their school looks for ways to improve* (S2045)	89%	84%	70%
• their school is well maintained* (S2046)	89%	79%	65%
• their school gives them opportunities to do interesting things* (S2047)	84%	80%	77%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	89%	86%
• they feel that their school is a safe place in which to work (S2070)	95%	89%	94%
• they receive useful feedback about their work at their school (S2071)	90%	85%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	84%	89%
• students are encouraged to do their best at their school (S2072)	95%	94%	94%
• students are treated fairly at their school (S2073)	89%	94%	83%
• student behaviour is well managed at their school (S2074)	79%	76%	66%
• staff are well supported at their school (S2075)	80%	80%	74%
• their school takes staff opinions seriously (S2076)	85%	82%	71%
• their school looks for ways to improve (S2077)	95%	94%	91%
• their school is well maintained (S2078)	79%	89%	86%
• their school gives them opportunities to do interesting things (S2079)	90%	88%	79%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

### Parent and community engagement

The Everton Park State High School P&C Association has been instrumental in supporting the school to improve across all areas. In 2018, the school P&C was involved in gaining \$10 million funding to refurbish the school canteen, kitchens and administration block as well as a Performing Arts Complex to cater for the increasing number of students involved in the Arts. The school values the partnership with parents and families in supporting students' successful learning. The P&C Association is highly regarded in supporting the school community.

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. An Academic Achievement Assembly is held early in Term 3 and an Awards Night in Term 4 to acknowledge the work of those students achieving high level results across their subjects in each Semester. These occasions are well supported by parents who appreciate the time given to acknowledge their students hard work and effort.

Parent and Teacher Interviews are organized for Term 2 and Term 3. Parents and students are 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 education programs

- Everton Park State High School has developed and implemented an Everton Park Leadership and Futures (ELF) Program that has as one focus, appropriate, respectful, equitable and healthy relationships with topics that include – Respectful relationships, conflict resolution, anti-bullying, personal safety and awareness, cyberbullying, violence recognition and prevention. The program has the support of a variety of guest speakers and mentoring programs to further enhance the learning experience.
- The school PBL program 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

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	30	87	80
Long suspensions – 11 to 20 days	2	10	17
Exclusions	5	12	5
Cancellations of enrolment	0	2	3

Note:

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

## Environmental footprint

### Reducing the school's environmental footprint

Everton Park State High School has attempted to reduce its environmental footprint in 2018 with the continued use of solar panels and provision of 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. Regional programs have been supported through the use of classrooms and meeting rooms. Our increase in electricity use is explained through more staff and students using programs on the campus. In 2018, 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	202,866	202,005	195,913
Water (kL)	1,141	2,261	1,430

Note:

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

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

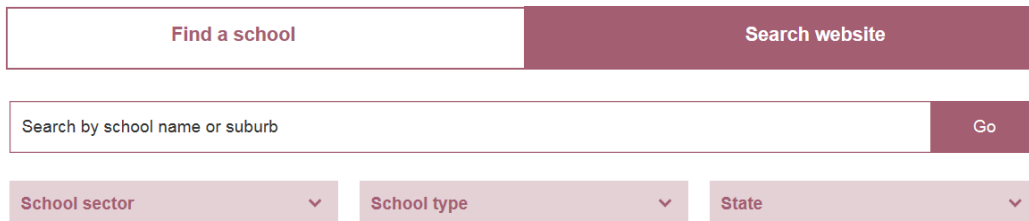
## School funding

### School income broken down by funding source

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

#### How to access our income details

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



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



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

Note:

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

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	41	26	<5
Full-time equivalents	37	16	<5

\*Teaching staff includes School Leaders.

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

#### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	6
Graduate Diploma etc.*	6
Bachelor degree	28
Diploma	0
Certificate	0

\*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 2018 were \$47 472.60

The major professional development initiatives are as follows:

- QCAA workshops and conferences on the SATE / New QCE agenda, 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
- 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 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	87%	88%
Attendance rate for Indigenous** students at this school	87%	80%	82%

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

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

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

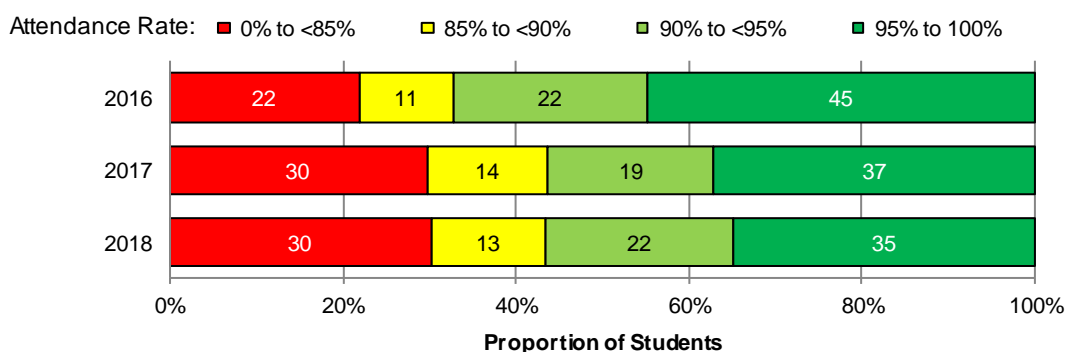
Year level	2016	2017	2018
Year 7	90%	91%	92%
Year 8	89%	84%	86%
Year 9	91%	85%	85%
Year 10	90%	89%	86%
Year 11	92%	85%	90%
Year 12	90%	91%	89%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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

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 / carer asking for an explanation for the absence. If students have not arrived at school by 9.30am 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 database 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 the Principal/Deputy Principal to discuss attendance issues and co-ordinate strategies to re-engage.

Heads of Department work with class teachers to contact parents if students' attendance impacts their results.

## NAPLAN

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

### How to access our NAPLAN results

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

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

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

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

Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	41	32	32
Number of students awarded a QCIA	3	1	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	38	31	29
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	12	14	11
Percentage of Indigenous students who received an OP	40%	50%	0%
Number of students awarded one or more VET qualifications (including SAT)	30	24	22
Number of students awarded a VET Certificate II or above	29	17	21
Number of students who were completing/continuing a SAT	9	7	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	83%	79%	73%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	98%	97%	94%
Percentage of QTAC applicants who received a tertiary offer.	93%	93%	100%

Description	2016	2017	2018
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Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	2	1	0
6-10	3	5	3
11-15	5	5	5
16-20	2	3	3
21-25	0	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	3	13	6
Certificate II	29	14	18
Certificate III or above	8	4	7

Note:

The values in table 15:

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

Students who are part of the Industry Pathways Program (IPP) study Certificate II Active Volunteering at school. Students also select a variety of TAFE options, Gaming, Hair and Beauty, Plumbing etc to cater for their future. In 2018, we collaborated with the Australian Trade Training College and offered an on campus Certificate I and Certificate II Construction to Year 11 and Year 12 students.

## Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	84%	93%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	40%	50%

Notes:

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

## Student destinations

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



## Early school leavers

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

In 2018, Everton Park State High School worked closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Youth Pathways Officer, Youth Worker and / or the Guidance Officer liaised with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Our connections with employment 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.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officer and Youth Pathways Officer supported these students into alternative training pathways, several through the newly established Queensland Pathways College.

## Next Step – Post-school destinations

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

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

This school's report will be available at

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