

### Everton Park State High School 2012 Annual Report



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## Principal's foreword

### Introduction

In 2012 the Everton Park State High School community reviewed the school operations and plans as part of the Quadrennial School Review. Throughout the year we continued to embed and develop programs, policies and procedures to meet student educational needs. As a result we continued to improve student learning outcomes across many areas of the academic program and have seen a resurgence in community support for our school.

The 2012 Annual Report will show that the school provides a vibrant educational program for students in Year 8 and Year 9 to achieve success and our Years 10, 11 and 12 students have concentrated on studies to pursue vocational and academic pathways. Our links with our local primary schools as part of the Schools for the Future Alliance and 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 2012 results are again an excellent indication of the quality teaching and learning which has been a focus of the school for the past five years. With over 83% of eligible Year 12 students achieving an OP 1-15 and over 98% of all Year 12 students exiting the school with a VET certificate designed to support them in finding a successful pathway into the future, the trend of achieving above the QLD state average in these results is a testament to the work of teachers, staff, parents and the school community in engaging our students in quality learning.

The 2012 Annual Report is also an indicator of the continuation to improve the reputation of Everton Park State High School in the community and to become a school of choice in the area.

# Our school at a glance

## School progress towards its goals in 2012

Annual Operational Plan for 2012	Progress
To improve literacy and numeracy outcomes across each year level	<p>Year 9 students across NAPLAN areas, Year 12 QCS results and Semester 1 &amp;2 results are all improving across the year levels.</p> <p>Intensive Learning Programs (ILPs) have been implemented in Year 8 /9 English and Maths to support students not meeting the NMS in NAPLAN and will be a priority for 2013 and beyond.</p> <p>Implementation of a Whole School Writing Competition – Response to stimulus to support writing for QCS, NAPLAN and subject requirements</p>
To establish a climate of engaged students	A vast improvement in 2012 and will continue to be a priority in 2013
To develop a e learning across all subjects	Year 9 – 12 students have access to a laptop with classrooms equipped with ICT to support eLearning across all subjects
To foster the values of Respect, Responsibility, Honesty, Doing your Best, Understanding and Inclusion across the school	Behaviour across the school has improved during 2012 and is a result of the implementation of the School Wide Positive Behaviour Support (SWPBS) guidelines based on the values of the school.
To maintain the school grounds and facilities to improve the environment for learning and working	Progressing exceptionally well
To promote the Schools for the Future Alliance with our primary schools	Continued links with our local primary schools support professional development for staff especially in the area of coaching teachers and high achiever programs in science and robotics for students.
To continue to develop partnerships with the local and business community	Our links with the business community continue to support our programs of Creating Bright Futures for students.

# Our school at a glance

## Future outlook

**The key areas for improvement as defined in the School Implementation Plan for 2013 are to:**

- Implement the Australian Curriculum in Year 8 -10 English, Mathematics, Science and History in 2013. Other subject areas will be implemented as per QCAR and QSA guidelines
- Implement a Common Pedagogical Framework based on the gradual release of responsibility.
- Develop instructional leadership with a focus on workforce performance
- Support high quality teaching practices
- Improve school performance
- Continue to support the Schools for the Future Alliance
- To foster productive partnerships with school community stakeholders

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational Government School

**Year levels offered in 2012:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	261	133	128	84%
2011	243	122	121	82%
2012	250	125	125	78%

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

## Characteristics of the student body:

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

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

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Year 8 – Year 10	18	17	17
Year 11 – Year 12	8	15	16

## School Disciplinary Absences

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

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	102	60	47
Long Suspensions - 6 to 20 days	25	13	12
Exclusions	6	6	8
Cancellations of Enrolment	3	5	7

## Curriculum offerings

# Our school at a glance

## Our distinctive curriculum offerings

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

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## Extra curricula activities

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

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

Everton Park State High School has a 1-1 laptop program for students in Year 9-12. Students can choose to take the laptop home or access a laptop at school. Wireless connection is available across the school from the oval, school hall and all classrooms allowing e learning to take place in all areas of the school. Year 8 students have access to two networked computer rooms and two Multimedia labs. The results from the 2012 Parent and Student Survey showed an increase in the satisfaction in the use of technology across all learning areas. There are 8 networked Interactive Whiteboards and monitors in most classrooms with teachers increasingly using this technology to support teaching and learning across a range of subject areas.

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# Our school at a glance

## Social climate

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

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

Results of the 2011 School Opinion Survey reflect a significant increase in parent satisfaction that the school is a safe school, their student is treated fairly and that students are happy in the school.

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

## Our school at a glance

### Parent, student and staff satisfaction with the school

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

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

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

## Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	98.9%
they like being at their school*	89.0%
they feel safe at their school*	96.6%
their teachers motivate them to learn*	94.3%
their teachers expect them to do their best*	95.6%
their teachers provide them with useful feedback about their school work*	94.3%
teachers treat students fairly at their school*	83.1%
they can talk to their teachers about their concerns*	77.3%
their school takes students' opinions seriously*	86.4%
student behaviour is well managed at their school*	84.4%
their school looks for ways to improve*	94.4%
their school is well maintained*	89.0%
their school gives them opportunities to do interesting things*	90.0%

Performance measure (Nationally agreed items shown*)	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	76.5%
with the individual staff morale items	88.4%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



## Our school at a glance

### Involving parents in their child's education

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

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

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

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

### Reducing the school's environmental footprint

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

Everton Park State High School has attempted to reduce its environmental footprint in 2011 with the use of solar panels and providing recycling bins in all areas to eliminate waste. There has been a strong campaign of environmental impact awareness which has impressed on the school community a sense of personal responsibility for reducing the overall school footprint.

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	202,131	1,602
2010-2011	217,644	1,955
2011-2012	211,996	1,976

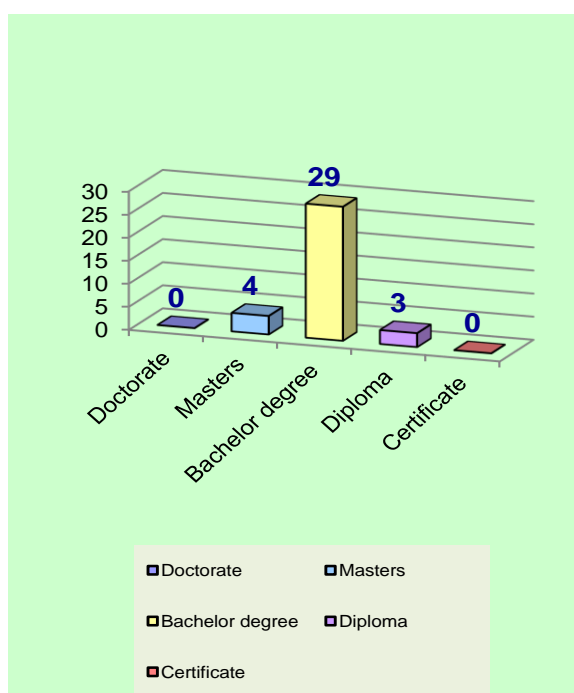
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	36	25	<5
Full-time equivalents	31.3	13.8	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Bachelor degree	29
Diploma	3
Certificate	0



# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$13029.00.

The major professional development initiatives are as follows:

- QSA workshops and conferences on VET, Senior School programs, National curriculum, One School programs
- Professional Development Network Breakfast Series, Conference and Workshops on Leadership activities
- Schools for the Future Alliance workshops and Teacher Network Meetings
- ICT pedagogical practices
- 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
- SWPBS
- Curriculum activities to improve teaching practice

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.7%	96%	95.1%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 92.3% of staff was retained by the school for the entire 2012 school year.

# Our staff profile

## 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and an orange "SEARCH" button.

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

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

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	84%	87%	87%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

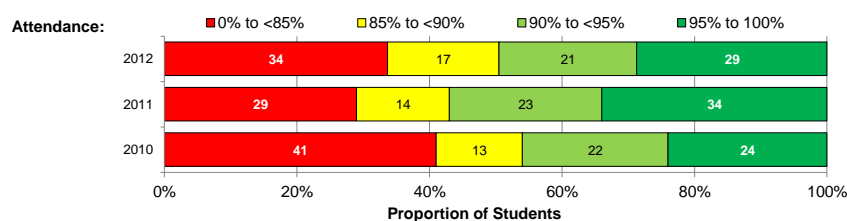
### Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	87%	82%	80%	85%	86%
2011	91%	90%	84%	87%	86%
2012	87%	88%	87%	87%	85%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Everton Park State High School all students attend a Home Group meeting every morning. The Home Group Teacher marks a roll which is returned to the Enrolment Officer. Student attendance is entered into the One School computer program together with any information from parents and care givers who have contacted the school to explain student absence. If students have not arrived at school by 10:00am and no explanation has been received a phone call or text message is made to a parent / caregiver.

Each week, the Year Level Coordinator receives information from the data base detailing student attendance. The YLC or Home Group teacher also contacts parents if there are concerns with attendance.

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

## Performance of our students

**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 Year 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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" (which is selected) and "Non-government", and an orange "SEARCH" button.

- Where it says ‘**Search by school name**’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.
- Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.
- If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

# Performance of our students

## Achievement – Closing the Gap

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

<b>Apparent retention rates Year 10 to Year 12</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Year 12 student enrolment as a percentage of the Year 10 student cohort.	93%	79%	85%

<b>Outcomes for our Year 12 cohorts</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
Number of students receiving a Senior Statement.	50	41	49
Number of students awarded a Queensland Certificate Individual Achievement.	2	1	1
Number of students receiving an Overall Position (OP).	12	8	12
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	9	9	10
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	46	40	45
Number of students awarded an Australian Qualification Framework Certificate II or above.	39	39	37
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	30	29	37
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.	83%	88%	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.	92%	98%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	100%	83%

*As at 2 May 2013. The above values exclude VISA students.*

## Performance of our students

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	2	3	5	2	0
2011	0	4	3	1	0
2012	0	7	3	2	0

As at 2 May 2013. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

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

	Certificate I	Certificate II	Certificate III or above
2010	33	39	15
2011	16	36	17
2012	25	34	12

As at 2 May 2013. The above values exclude VISA students.

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

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

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

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