


QUEENSLAND STATE SCHOOL REPORTING - 2009

Kedron State High School (2039)

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Principal's foreword

Introduction



Welcome to KEDRON State High School – one of the most successful multi-cultural high schools in Brisbane, Australia. Located in the northern metropolitan area, our school's hard working staff and dedicated students achieve outstanding results in academia, music and sport. Our Year 8 group represent some 50 different primary schools and across our student population a similar number of nationalities are represented. Some of our students travel significant distances each day to join us here at Kedron.

Our well-resourced school provides excellent support for all our students. We welcome 60 international students and 150 English as a Second Language students each year and encourage optimum performance reflected in our school motto - 'To Strive is to Shine'.

This report highlights standards and aspects of our school performance as is required by all state schools each year. I hope you can share our enjoyment in the great outcomes of our students just as we do.

Myron McCormick

School progress towards its goals in 2009

The staff are reviewing the curriculum offering available to students to ensure it meets the current cohort needs as well as maintaining our strong focus on academic excellence. We have commenced a curriculum framework review to ensure clear progression pathways for students and also we are looking at the teaching pedagogy of the staff.

The programs to prepare students for state and national testing are annually reviewed as to their effectiveness.

The performance-based class grouping in the middle school will be retained to facilitate the strongest possible support for students needing additional help and also providing opportunities for the stronger performing students to be extended in their learning.

Planning is well advanced for a trial of a one-to-one laptop program for the 2010 school year.

The school emphasizes the value of students learning a foreign language and offers Chinese, Japanese and French. We are making every effort to also offer Auslan, the signing language of the deaf, as a LOTE. This is very much dependant on funding. Over 520 students study a foreign language in the school.

The instrumental music program is a focus activity for the school with approx 350 students participating in the program through individual and group lessons as well as the large range of performance groups that are rehearsing each week. Plans are in place to offer a choral component to the program for the 2010 school year.

We have devoted considerable time to planning and financing infrastructure growth with work on the following:

Indoor Sports Centre (\$3.5m) We are negotiating with community groups as to 'outside school hours' use of this facility.

New Language Centre – BER funded by the Commonwealth Government (\$1.98m)

New hardcourt surfaces (\$160k) – to be funded by the Parents and Citizens Association.

Additional carpark and storage space. (\$640k)

State Schools of Tomorrow funding 16 classroom upgrades. (\$580k)

The school has been selected as a NALSSP school for Japanese as part of the Commonwealth Government promotion of Asian languages and will work with our local primary schools to meet this objective.

Future outlook

The major goal for Kedron SHS is to continue to excel as a traditional, academic, disciplined school with a diverse clientele achieving international acclaim by providing high quality outcomes for all students. In fulfilling this goal, the school has met with the Council of International Schools (CIS), the international accreditation authority, completed the self study procedures during 2006, hosted the team visit in April 2007 and was granted CIS Accreditation in December 2007.

This is a milestone in the history of the school that makes a clear statement about the quality of the academic and support programmes in place to cater for the needs of our students. We have now joined the ranks of a number of outstanding schools that make up the CIS organisation. We will now undertake a regular monitoring programme to ensure that we continue to meet our own systemic standards and also those of the CIS organisation. An interim review will be undertaken in 2011. Members of staff are able to visit domestic and international schools to participate in the same process and we learn from those experiences.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Years 8 - 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
1125	518	607	89 %

Enrolment as at 30 June 2010 - 1158

Characteristics of the student body:

Kedron State High School is a state co-educational Secondary School situated in the inner northern suburb of Woolloowin. The school enrolments (Day 8) have grown in recent years as follows:

2004 878 2005 942 2006 975 2007 979 2008 1043 2009 1125

Predications for 2010 estimate the enrolment at 1150 approx. and this has been realized.

There are five year level cohorts ranging from Year 8 to Year 12. The Year 8 cohort is now managed through an Enrolment Management Plan that was endorsed in late 2009 to manage enrolment growth. In 2009 eight (8) students received an Overall Position (OP) 1. Eight (8) Year 12 students won scholarships to Queensland and interstate universities.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	22	91%	79%	12%	9%
Year 11 – Year 12	18	99%	93%	6%	1%
All Classes	20	94%	84%	10 %	6 %

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	71
Long Suspensions - 6 to 20 days	11
Exclusions	<5
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

The school curriculum is developed around the eight key learning areas with junior students experiencing all areas in Year 8. Transitioning of the Year 10 curriculum to align with the Years 11 and 12 is now completed. The senior curriculum is composed of Authority and Authority registered subjects with each student electing any six subjects. An array of subjects linked to School-based traineeships or alternatively to Start QUT programs is also available. A curriculum framework is produced for each year.

How Information and Communication Technologies are used to assist learning

The staff has been issued with their laptop computers (Computers for Teachers Program). Rooms across the school are being equipped with data projectors or interactive whiteboards (ratio 4:1). There are seven (7) computer laboratories available in the school. In 2010 we will trial a one-to-one laptop program in Year 10 and it is to be evaluated by QUT Professor Vinesh Chandra. Concurrently the staff involved in this program will complete their Masters in IT with QUT. It is hoped that if successful the laptop program will roll out to all year 10 students in 2011 and then through the senior school in subsequent years. The staff is moving to as much as possible a 'paperless' communication mode and we continually seek new ways to connect with our school community. Professional development sessions are being conducted to upgrade staff knowledge and increase confidence with new technologies.

Social climate

All students are allocated to form classes which are directly linked to the school sporting (house) system. Each morning the students meet as a form group for administration and welfare tasks. The form teachers are supported by year coordinators who focus on year level activities. Our Heads of Department, Middle and Senior Schooling staff also provide another level of support for students. The school Guidance Officer in conjunction with the school nurse, school chaplains and school youth worker provide a safety net for students via counselling and personal development activities. This year an additional chaplain was appointed under the Commonwealth Government initiative to serve both Kedron High and the feeder primary schools. The school has both a male and a female chaplain to support students.

The social climate of the school is focussed on RESPECT at different levels, namely;

Self RESPECT – how students physically present at school, the language they use, the work ethic they display, and the level at which they participate in school life and how they conduct themselves in public in school uniform.

RESPECT for others – how students relate to others, both students and staff, how they RESPECT the opinions of others, how they RESPECT the property of others, how they RESPECT the right of others to be part of our school community.

RESPECT for the school – how students treat the facilities and equipment, how they RESPECT and promote the good name of the school to the broader community.

The school has high expectations of all students in our community to understand and actively promote these aspects of not only school life but life in general. The school has high expectations that students are here at Kedron to achieve at the highest possible level in all they attempt. We do not accept any excuses that these expectations are too demanding.

Our school at a glance

Parent, student and teacher satisfaction with the school

The school community strongly supports the school's tradition and culture. The students achieve strong outcomes from their efforts and the guidance, encouragement and support from staff. There is a high level of satisfaction from students, parents and staff. The school continually strives to improve the learning experience for students and the workplace for staff.

The school is actively engaged in creating learning experiences for students beyond the classroom. In the local community this has been enhanced by the purchase of a 26 seat, air-conditioned, seat-belted bus.

The school has established links with partner and sister schools at Institution St Louis (Samuar France), Kobe (Japan), Boon Lay (Singapore) and has initiated reciprocal visits for students and staff. The school is also investigating a humanitarian trip with Challenge Australia to Borneo in 2011 where students are required to fundraise for the experience.

Students regularly compete in a broad range of curriculum, extra curricular and sporting competitions.

Planning is taking place for a girls AFL team to tour to Victoria in 2010. The team has been Queensland Champions for the last three years.

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	88%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	93%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	82%

Involving parents in their child's education.

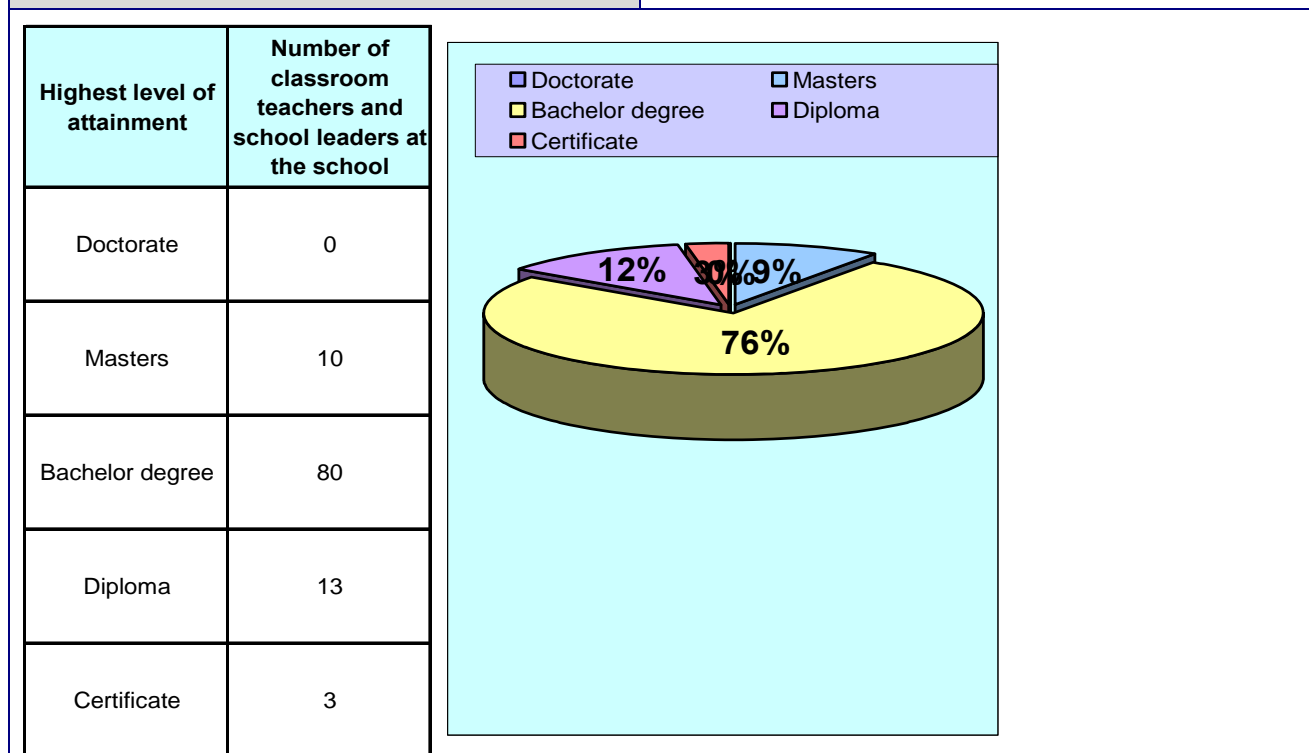
Parents are encouraged to participate in their student's education at a number of levels. Firstly the Parents and Citizens Association and School Council provide opportunities for parents to be involved in the strategic direction of the school. Secondly through parent/teacher interviews parents are able to talk and work directly with their child's subject teachers to focus on improved outcomes. Thirdly by volunteering at the school canteen, Learning Hub or as a classroom teacher aide parents can assist in the general day to day activities of the school. Parents and caregivers are welcome to contact the school at any time to discuss any concerns regarding their child's progress or any relevant issues at school.

Performance of our students

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts 106		54	0
Full-time equivalents	98 36 0		

Qualifications of all teachers.



Expenditure on and teacher participation in professional development.

Performance of our students

The total funds expended on teacher professional development in 2009 was \$90996

The involvement of the teaching staff in professional development activities during 2009 was 91%.

The major professional development initiatives are represented by the following examples:

ADVANCED HP SERVICECENTRE WEB CLIENT ALLIANCE CHAIRS MEETINGS
ALLIANCE & QTC COMMERCIAL REVIEW EQI
ANAPHYLACTIC TRAINING x 3 ANCIENT HISTORY CONFERENCE
AQRTF SEMINAR ART (QSA) MONITORING MEETING ART (QSA) PANEL TRAINING
ART - AUTHORITY REGISTERED SUBJECT ART - DIA BREAKFAST SEMINAR
PHOTOGRAPHY FESTIVAL PICASSO & HIS COLLECTIONS
ASD SUPPORT AUSLAN – CLASSIFIERS x 5
AUSLAN - LEARNING & DEVELOPMENT COURSE AUSLAN TO ENGLISH CONTINUUM
BLUE CARD – SAFETY x 2 BOYS & EMOTIONAL DIFFICULTIES
BUILDING RESILIENCE IN TRANSCULTURAL AUSTRALIA BULLYING INTERVENTION STRATEGIES x 4
BUSINESS EDUCATORS CONFERENCE CERT IV IN TRAINING & ASSESSING x 3
STUDENT PROTECTION TRAINING x 6 COMPUTERS FOR TEACHERS TENDER EVALUATION
CONFERENCE FOR WOMEN COUNCIL INTERNATIONAL SCHOOLS
DEAF SYMPOSIUM x 5 DEPUTY PRINCIPAL'S MEETINGS DIFFERENTIATED LEARNING
DRAMA- QUALITY STUDENT ASSESSMENT ELECTRONICS IN THE CLASSROOM
EMBRACING DIVERSITY SYMPOSIUM ENGLISH- QUALITY ASSURANCE ASSESSMENT
ENVIRONMENTAL EDUCATION EXPO x 3
ESL – BANDSCALES x 3 ESL IN THE MAINSTREAM TUTOR PROGRAM WORKING WITH 12 STAFF
38 STAFF COMPLETED FIRST AID COURSE
GOAL SETTING WORKSHOP x 2 GREATER BRISBANE REGIONAL PLANNING - EDUCATION
HARP TUTORIAL HOME ECONOMICS CONFERENCE HOSPITALITY - LIVET PROGRAM
HOSPITALITY - VOC ED TRAINING HOSPITALITY TRAINING PACKAGE
HOW TO DEAL WITH ANGRY & DEMANDING PEOPLE ICT LICENCE WORKSHOP ICT MANAGERS
INTAD STATE CONFERENCE INTRODUCING QLD CERT OF EDUCATION
INVENTOR x 2 ISPOC MEETING x 4 ITAD - QUALITY ASSURANCE STUDENT
Joomla TRAINING LANGUAGE NALSSP LANGUAGE SYLLABUS 2009
LEADERSHIP FOR THE FUTURE CONFERENCE LEADERSHIP MATTERS WORKSHOP
LEGAL STUDIES PANEL (MONITORING) LEGAL STUDIES PATHWAY x 2
LIBRARIES COLLABORATION FOR REFURB LIBRARIES INTO 21ST CENTURY LOGON LITERACY
LOTE - ENGAGING WITH LANGUAGE EDUCATION
MANUAL ARTS HOD MEETING MANUFACTURING, ENGINEERING & FURNISHING x 2
MATHS - QUALITY ASSURANCE STUDENT MATHS - SIGNING MATHEMATICALLY x 3
MATHS -QSA MONITORING MATHS ASSIGNMENT ACTIVITY MATHS B PANEL TRAINING
MATHS MONITORING MET NORTH SOFTBALL TRIALS MICROBIOLOGY - ATTRACTING STUDENTS

Performance of our students

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2008 school year, 96% of staff were retained by the school for the entire 2009 school year.

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 94%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
						95	%	94%	94%

Description of how non-attendance is managed by the school

The staff mark rolls each morning at form meeting where the daily notices are read. Student attendance is marked on a roll that has photos and barcodes so any teacher can mark any roll if necessary, including relief teachers. On return to the office at 9.00am the attendance is scanned into the database. When these entries have been completed the list of absentees is transmitted to our dispatch for SMS texting to parents and caregivers. Any late arrivals are also communicated home in the same manner. Parent responses are received and entered into the database as explanations for absence. Unexplained absences are followed by year coordinators. Teachers mark class rolls every lesson and at the end of the day enter into the database any class absence not matched to morning roll marking absences. The year co-ordinators then follow these absences up directly with students. Students who arrive late or are asking to leave early are provided with a 'slip' which contains the relevant information together with a photo image of the student so that the student is clearly identifiable. Students who are absent for 3 days or more are followed up by letter seeking explanation. Students with regular absences are counselled in the first place and if no change of attendance behaviour is evident then parents or caregivers are asked to be involved in an interview to address the issue. Where students leave the school without appropriate reason (ie a note from home) they may suffer a consequence as outlined in the Responsible Behaviour Plan. Students with unacceptable patterns of attendance are interviewed by a member of the administration team. The level of communication with families around attendance is at a very high level with parent support for our processes very positive.

Performance of our students

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 9.

Domain	Measures	Yr 9
Reading	Average score for the school in 2009	582
	Average score for Australia in 2009	580.5
	For the school the percentage of students at or above the national minimum standard.	2008 90 %
		2009 89 %
	For the school the percentage of students in the upper two bands	2008 23 %
		2009 25 %
Writing	Average score for the school in 2009	571
	Average score for Australia in 2009	568.9
	For the school the percentage of students at or above the national minimum standard.	2008 87 %
		2009 91 %
	For the school the percentage of students in the upper two bands	2008 17 %
		2009 20 %
Spelling	Average score for the school in 2009	582
	Average score for Australia in 2009	576.3
	For the school the percentage of students at or above the national minimum standard.	2008 89 %
		2009 88 %
	For the school the percentage of students in the upper two bands	2008 26 %
		2009 24 %
Grammar and Punctuation	Average score for the school in 2009	581
	Average score for Australia in 2009	573.5
	For the school the percentage of students at or above the national minimum standard.	2008 91 %
		2009 88 %
	For the school the percentage of students in the upper two bands	2008 28 %
		2009 24 %

Performance of our students

Domain	Measures	Yr 9
Numeracy	Average score for the school in 2009	595
	Average score for Australia in 2009	589.1
	For the school the percentage of students at or above the national minimum standard.	2008 94 %
		2009 96 %
	For the school the percentage of students in the upper two bands	2008 25 %
		2009 27 %

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	90% (State figure for the same period 77%)
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	169
Number of students awarded a Queensland Certificate Individual Achievement.	1
Number of students receiving an Overall Position (OP).	114
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	7
Number of students awarded one or more Vocational Educational Training qualifications. 61	
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	48
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	127
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	72%
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.	82%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%

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
25	33 24		25 7	

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
41 44 6		

Post-school destination information

The results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school is attached on the following page. Information about these post-school destinations of our students are now incorporated into this Report.

YEAR 12 2009 STUDENT DESTINATIONS Kedron State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2009, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 12 May 2010, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Kedron State High School

Table 1 below reports the response rate for Kedron State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Kedron State High School in 2009.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
146	190	76.8

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2010, 73.3 per cent of young people who completed their Year 12 at Kedron State High School in 2009 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (50.7 per cent). The combined VET study destinations accounted for 22.6 per cent of respondents, including 15.1 per cent in campus-based VET programs, with 11.0 per cent of Year 12 completers entering programs at Certificate IV level or higher.

7.5 per cent commenced employment-based training, either as an apprentice (4.8 per cent) or trainee (2.7 per cent).

In addition to the above study destinations, a further 1.4 per cent of respondents from this school deferred a tertiary offer in 2010 (deferrers are shown in Figure 1 in their current destination).

26.7 per cent did not enter post-school education or training, and were either employed (17.1 per cent), seeking work (8.9 per cent) or neither studying nor in the labour force (0.7 per cent).

Figure 1 Main destinations of Year 12 completers

