

Kenmore State High School (2132)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 116 Kenmore 4069
Phone	(07) 3327 1555
Fax	(07) 3327 1500
Email	the.principal@kenmoreshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr John Fitzgerald (Executive Principal)

Principal's foreword

Introduction

This report details a sample of the achievements and results from Kenmore SHS in 2012. We are tremendously proud of our students and the teachers who help our students in so many ways. This template provides a structured response to the school's outcomes. If you asked us to describe our outcomes in person, we'd tell you stories of our students.

School progress towards its goals in 2012

Four key priorities were developed for 2012 and performance indicators specified

<p>1. Develop Differentiation practices for all students.</p> <p>Performance Indicators:</p> <p>A. 100% of teachers have triangulated data from achievement, NAPLAN and entry/ACER testing</p> <p>B. 100% Y8/9 teachers engage in Classroom placemat strategy and differentiation planning</p>	<p>Completion/Implemented</p> <p>✓</p> <p>✓</p>
<p>2. Develop a high performance learning culture in the school</p> <p>Performance Indicators:</p> <p>A. 100% of teachers abide by Learning Policy</p> <p>B. Very high levels of effectiveness in Essentials evaluation.</p> <p>C. Very high levels of effectiveness in Access evaluation.</p> <p>D. Improved student attendance rates.</p> <p>E. 100% students in Year 12 achieve a full, worthwhile qualification.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

Queensland State School Reporting

2012 School Annual Report



<p>F. Student Opinion surveys show strong results in behaviour.</p> <p>G. 100% of eligible students at NMS in reading and in numeracy</p> <p>H. 40% of students are performing in the U2B in all domains</p> <p>I. Effective FEEDBACK processes in place in teaching and reporting programs</p>	<p>✓</p> <p>Developing</p> <p>Developing</p> <p>Developing, further progress in 2013</p>
<p>3. Implement Pedagogy, Teachers and Coaching program to enhance student learning</p> <p>Performance Indicators:</p> <p>A. 75% teachers engage in the pedagogy coaching program</p>	<p>Developing</p> <p>Developing, whole school PD undertaken, further progression in 2013</p>
<p>4. Utilise Digital pedagogies in all classrooms</p> <p>Performance Indicators:</p> <p>A. 100% staff utilize laptops to enhance pedagogy in years 10 – 12</p> <p>B. High levels of satisfaction reported in ICE, Zenith and COG programs</p>	<p>✓</p> <p>✓</p>

Queensland State School Reporting

2012 School Annual Report



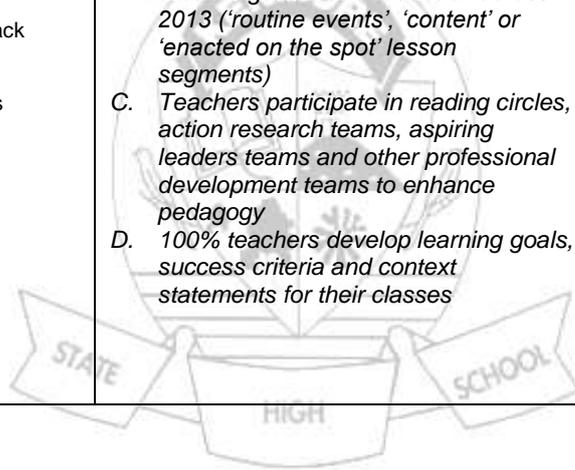
Future outlook The AIP 2013 is actioned around three key priorities , their key actions and Performance targets as listed in the table below.

<p><i>Know your learner</i></p> <p>1.School and Community Partnerships – High levels of student, parent, staff and broader school community confidence in the school's performance and achievement(EQOP12/13)</p>	<ul style="list-style-type: none"> Review and collate previous semester subject achievement data for all subjects/classes Set Subject/class achievement targets for continuing cohorts Interrogate historical achievement, NAPLAN, ACER entry testing (data database) Monitor and oversee staff in retrieving datasets for timetabled classes Ascertain student status with respect to ATSI, Learning needs, students with disabilities, NESB students, underachieving students, aspiring to improve achievers, high academic achievers, National priority groups 	<p>A. 100% of teachers have triangulated data from achievement, NAPLAN, TALS information, ATSI, ESL, Pat Testing, Year 7 Mat/Eng/Sci data, ACER testing and Learning Styles inventory.</p> <p>B. 100% teachers participate in teaching team meetings designed to analyse and discuss the data placemat for each class, and discuss potential successful strategies</p> <p>C. 100% of teachers using the VARK learning styles to generate an overall profile of each class</p>
<p><i>Develop a high performance learning culture in the school</i></p> <p>2. School Curriculum – Consistent curriculum, planning and implementation to improve learning (EQOP12/13)</p>	<ul style="list-style-type: none"> Implement/unpack Faculty Action plans Complete and monitor IDP's for all staff Compile faculty Professional development priorities from IDP's Implement School wide data plan Compile ACARA term/unit plans Enact subject based moderation of student learning outcomes across all year levels Implement Parent support strategy nights Articulate Philosophy and objectives, vision and values across faculty Complete Code of Conduct training and other compulsory training Continue Student mentoring program through the "Honours" program Monitor NAPLAN preparation in Essentials Operationalise Learning policy Monitor attendance rates Utilise Ediacy in every classroom 	<p>A. 100% of teachers abide by Learning Policy</p> <p>B. Very high levels of effectiveness in Essentials evaluation.</p> <p>C. Very high levels of student participation in the Access Program</p> <p>D. Improved student attendance rates.</p> <p>E. 100% students in Year 12 achieve a full, worthwhile qualification.</p> <p>F. Student Opinion surveys show strong results in responsible student behaviour.</p> <p>G. 100% of eligible students at NMS in reading and in numeracy</p> <p>H. Progression towards 40% of students performing in the U2B in all domains</p> <p>I. Effective FEEDBACK processes in place in teaching and reporting programs (feedback from students for units/semesters; profile feedback to students; reflection on student achievement and identification of areas for assessment profile improvement)</p> <p>J. 100% staff utilize laptops to enhance pedagogy in years 10 – 12</p> <p>K. High levels of satisfaction reported in signature programs</p> <p>L. 100% teachers using ediacy as a</p>

Queensland State School Reporting
2012 School Annual Report



		vital point of connection with parents and students
<p><i>Pedagogy and reflective practice</i></p> <p>3. Teaching Practice – High quality teaching focused on the achievement of every student (EQOP12/13)</p> <p>4. Principal leaderships and school capability – Instructional leadership, with an unrelenting focus on improvement</p> <p>5. We will manage our resources effectively to strengthen service delivery (EQOP12/13)</p>	<p>A. Implement numeracy plan/strategy</p> <p>B. Implement literacy plan/strategy</p> <p>C. Complete English as a second language in-service</p> <p>D. Train teachers in DOL framework</p> <p>E. Engage teachers in coaching/feedback training and sharing practices</p> <p>F. Engage teachers in reading circles</p> <p>G. Engage teachers in ASOT strategies</p>	<p>A. Continued progression towards 75% teachers trained in the DOL 5 day</p> <p>B. 100% teachers identify a significant area for growth and feedback across 2013 ('routine events', 'content' or 'enacted on the spot' lesson segments)</p> <p>C. Teachers participate in reading circles, action research teams, aspiring leaders teams and other professional development teams to enhance pedagogy</p> <p>D. 100% teachers develop learning goals, success criteria and context statements for their classes</p>



Education for Life

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1678	836	842	96%
2011	1652	784	868	94%
2012	1601	785	816	95%

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

Characteristics of the student body:

- The student body is largely made up of high achieving university bound students. 84 % (266/317) of year 12 students were OP eligible and 78% of results were 15 or better. School enrolment trends have seen a growth from 2001 of 1120 to 2013 of 1607. The loss of our smallest cohort in 2013, year 12 with 267 and a possible intake of 400 in year 2014 will see further growth. The profile is largely Australian with smaller % of ,English, South African , NZ, Korea, Chinese. The reside/attend data shows 1158 from catchment, 455 outside of catchment. The 1607 students with 352/8,330/9,328/10,328/11 and 267/12.

- Average Class sizes**

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	26	26	25
Year 11 – Year 12	20	21	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	104	165	132
Long Suspensions - 6 to 20 days	7	29	14
Exclusions	3	16	9
Cancellations of Enrolment	0	5	7

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings – we have a strong Academic focus, including a German Immersion Program, Music Extension Program, Sciences, Information Communication Extension Program, Zenith Extension program. School Options include Film and Television, Drama, Dance, Multimedia, Animation, Music, Art and Print media, ICE-Laptop Program, KAAP – Support for elite athletes, Sport, wide range of Arts.

Extra curricula activities

Extensive and Diverse programs including: Debating, Public Speaking, Camps, Musical Productions, wide range of Sports, including Rowing, Work Experience, Gifted and Talented Program, many Music ensembles, Competitions, Leos, Talent Quest, community services activities, Art Exhibitions, Technical Team, Ski Trip, excursions.

How Information and Communication Technologies are used to assist learning

There are over 800 devices on our school's network, providing integration of technology across all subjects. In 2012 another 675 laptops were dispersed across the years 10, 11 and 12, giving the school a total of 1600 student-used computers connected to the network, reaching a 1:1 capacity. Four classes from years 8-9 participate in a laptop information Communication Education (ICE) program and two classes participating in Click on German.

Social climate

- Pervasive caring is a characteristic of Kenmore High. In addition, the support staff includes 2 Guidance Officers, 2 Chaplains, a Youth-Health Nurse, Behaviour Teacher and Special Education Unit. The school culture is values driven and is built around high expectations and an absolute commitment to academic excellence. Student behaviour is generally exemplary, classrooms are calm and busy and learning time is optimal.
- Bullying/Threats/Harrassment (including verbal, physical, sexual, racial, cyberbullying) are dealt with depending on the severity and extent of activity. Generally the following consequences can be applied.
- Parent/guardian notified
- Students made aware of policy
- Mediation
- Detention
- Referral to Student Support Services
- Commitment to intervention programs
- Withdrawal from classes/breaks for a period of time
- Suspension/exclusion
- Parents are to ensure that offensive/inappropriate materials are removed from public view or from electronic device
- Possible referral to QPS

Our school at a glance

Parent, student and staff satisfaction with the school

Kenmore SHS enjoys strong parent and community support. Staff work hard in Kenmore and they always seek opportunities to improve their own learning. Generally all surveyed groups are satisfied with most aspects of school organisation and performance.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
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*	80.0%
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*	66.7%
this school works with them to support their child's learning*	75.0%
this school takes parents' opinions seriously*	66.7%
student behaviour is well managed at this school*	50.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	75.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.6%
they like being at their school*	95.8%
they feel safe at their school*	94.2%
their teachers motivate them to learn*	95.8%
their teachers expect them to do their best*	100.0%

Our school at a glance

their teachers provide them with useful feedback about their school work*	93.3%
teachers treat students fairly at their school*	92.5%
they can talk to their teachers about their concerns*	76.5%
their school takes students' opinions seriously*	81.5%
student behaviour is well managed at their school*	71.8%
their school looks for ways to improve*	97.4%
their school is well maintained*	88.2%
their school gives them opportunities to do interesting things*	91.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	74.3%
with the individual staff morale items	90.8%

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

[#] 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.

Involving parents in their child's education

An active P&C Association meets monthly on the third Tuesday at 7.00pm. There are six active sub-committees of the P&C – German Immersion and Extension Support Group, Music Extension Parent Support Group, Visual Arts and Media Support Group, Rowing Parent Group, Maths/Science Parent Group and Environment. The School Council meets each term and is manned by a cross sectional team inclusive of four 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.

- Fluorescent lighting T5 installed across the whole school
- Solar Panels 4kw installed in C Block (Science Block)
- Water tanks installed to service C Block toilets and the new amenities block.
- Vigilance in ensuring lights/fans/AC turned off at appropriate times.
- Regular maintenance of air conditioning for operational efficiency.
- Reduced irrigation usage due to excessive rainfall.
- Reactivated water tanks to amenities following excessive rainfall enabling continuation of tank water.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	509,134	1,422
2010-2011	453,567	3,013
2011-2012	368,594	1,426

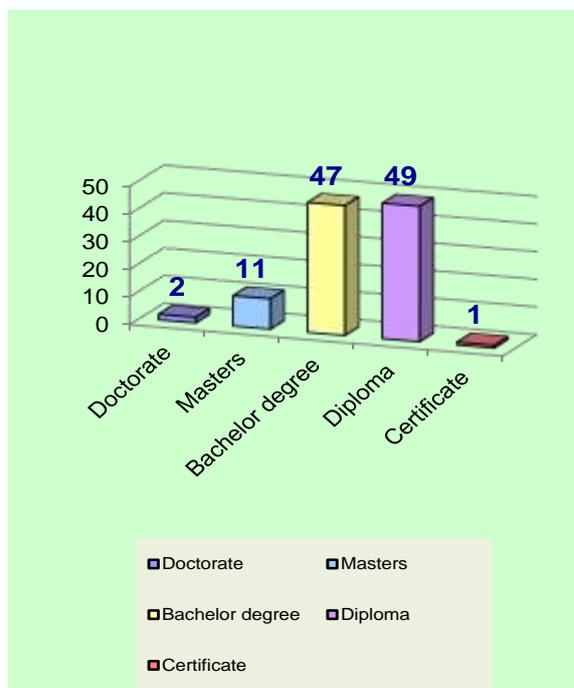
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	125	46	<5
Full-time equivalents	112.8	32.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	11
Bachelor degree	47
Diploma	49
Certificate	1



Expenditure on and teacher participation in professional development

The total funds expended on professional development in 2012 were \$73,800. The total PD of ALL staff: \$73800.

The major professional development initiatives are as follows:

Dimensions of Learning – 5 Day HUBS

Crossing Cultures

Data Analysis and Differentiation

Persuasive Writing

Our staff profile

Australian National Curriculum Work Program development

The major focus for the expenditure of PD in 2012 was on the Dimensions of Learning Hubs, with the aim of increasing the number of staff trained to 85%. The development of unit plans for the new National Curriculum in Mathematics, English, History and Science was also a major focus for staff development.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%. The proportion of the teaching staff participating is to be reported as a percentage.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.3%	96.4%	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94.7% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	90%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

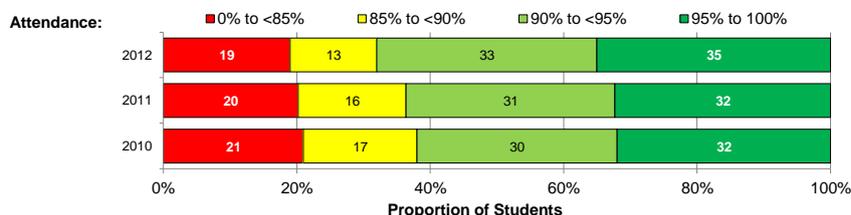
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	N/A	93%	91%	89%	88%	87%						
2011	N/A	93%	91%	89%	90%	88%						
2012	N/A	94%	90%	90%	89%	89%						

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.

Rolls are marked each lesson on an electronic system. Absences are reported using text messaging. Follow up occurs where a student is absent and unexplained or absent for 3 days or more.

See attached 'My School' NAPLAN results.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

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

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

Performance of our students

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Achievement – Closing the Gap

In 2012 the indigenous numbers at Kenmore SHS totalled 10, with 1 in Year 8, 4 in Year 9, 3 in Year 10, 0 in Year 11 and 2 in Year 12. The apparent retention year 10 to year 12 indigenous/non indigenous gap has increased marginally from 2011. The student attendance rates for indigenous and non-indigenous students vary marginally with indigenous having an attendance rate of 72.3% and non-indigenous 90.5% in 2012. The proportion of indigenous students with attendance rate above 85% is 30% compared to non-indigenous rates of 81.45%

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	87%	90%

Performance of our students

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	281	285	300
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP).	246	244	249
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	19	43
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	90	131	277
Number of students awarded an Australian Qualification Framework Certificate II or above.	78	82	89
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	238	245	273
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.	76%	74%	78%
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%	93%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	92%	96%

As at 2 May 2013. The above values exclude VISA 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	57	54	75	49	11
2011	62	72	47	40	23
2012	69	72	52	52	4

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	56	68	16
2011	102	70	23
2012	264	66	38

Performance of our students

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

As an RTO we offer the following courses:

Certificate I & II in Creative Industries

Certificate I & II in Business

Certificate I & II in Sport & Recreation

Certificate I in Work Education

Certificate I & II in Hospitality for year 12s (SIT10207 & SIT 20207) and Certificate II Hospitality (SIT20212 – New Training Package) for year 11s

Certificate I in Information, Digital Media and Technology

Certificate II in Tourism

Certificate I in Work Ed offered to all year 10s and 11s in Access and this Certificate expires at the end of this year. Certificate I in Information, Digital Media and Technology has also been offered to students during Access lessons.

We also offer Certificate III in Children's Services in Partnership with My other Mom.

Students are also able to enrol in additional Certificate Courses through TAFE and private Providers or through School based Apprenticeships and Traineeships.

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

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

In 2012 there were 133 early leavers recorded and of these 86 were either learning or earning and 47 others that responded were neither earning or learning. Of the 47 early leavers that have not indicated if they are earning or learning, 23 moved territories, interstate or overseas.