

Our school at a glance



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Principal's foreword

Introduction

Welcome to the Kenmore SHS Annual report. This report details a sample of the achievements and results from Kenmore SHS in 2013. We are tremendously proud of our students and the teachers who help our students in so many ways.

Our school values are Excellence, Learning, Belonging, Integrity and Partnerships. Our actions are grounded firmly in our values.

2013 has been another successful year for Kenmore SHS as we worked productively and cohesively with our community to ensure our actions improve outcomes for our students. This report provides a structured response to the school's outcomes.

If you asked us to describe our outcomes in person, our teachers would talk about our focus on excellence in pedagogy in the classroom – getting the balance between intellectual challenge and high student support right. Our students would talk about getting specific feedback on what they need to do to be successful on their pathways. Our parents would talk about how we engage them to support their students throughout their learning.

School progress towards its goals in 2013

2013 was our first year as an Independent Public School. We have maintained an unrelenting focus on improving the quality of teaching and learning at our school. We continued our strategic directions of: Know Your Learner, Pedagogy and Reflective Practice and continuing to develop our High Performance Learning Culture at the school.

Know your Learner

We continued our focus of looking at our learners as individuals and determining how we can differentiate teaching and learning to value add to students' achievements and lives. We have spent time focusing on the Learning Goals and Success Criteria for every student in every lesson, every day. We continued our work in improving literacy and numeracy outcomes for a students, through intervention classes as well as developing performance in the Upper 2 Bands of performance.

Pedagogy and Reflective Practice

As educators, we continued our progress with pedagogical development and reflective practices to enable our teachers to be the best they can be. As a school this has included having teaching colleagues, supervisors and members of Administration observe negotiated dimensions of lessons with a view to

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providing focussed feedback. The professional development of our teachers is a core priority in our school improvement targets and our goals.

High Performance Learning Culture

2013 saw us continue our focus on developing students abilities and capacities to be responsible for and responsive to their learning. During 2013 we undertook a review of the Essentials Program to ensure that the welfare and support needs of students were met. 2013 was our first year implementing the eDiary for recording homework and communicating with parents. By the end of 2013, confidence of teachers, parents and students in the eDiary has set it up to be a positive tool for communication and the support of assessment and homework. With the looming transition of Year 7 to high school in 2015, 2013 was a curriculum structure development and curriculum writing year. Significant professional development time was put into ensuring that our Junior Secondary students will be engaged authentically in curriculum that is interesting and provides appropriate challenge. New curriculum units for this phase have been written within our pedagogical framework – the Dimensions of Learning. The Dimensions of Learning and the Habits of Mind remain a major driver of curriculum delivery.

Future outlook

2014 will see a further development in our current Strategic Plan with a continued focus on Know Your Learner, Pedagogy and Reflective Practice and a High Performing Learning Culture. 2014 will be a Quadrennial School Review year and this will enable us to take time to affirm our vision and values and our priorities heading into the next four year strategic cycle. 2014 will also see the school undertake a Discipline Audit and continue our preparations for the transition of two year levels new to the school in 2015.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1652	784	868	94%
2012	1601	785	816	95%
2013	1583	790	793	95%

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

Characteristics of the student body:

Our student body is comprised largely of aspirational students who identify as being tertiary study bound. 84% of our senior students in 2013 were OP eligible. Our cohort draws largely from our catchment area with our Programs of Excellence attracting students from a wide variety of suburbs. Our community is largely Australian based with a small percentage of English, South African, New Zealand, Korean and Chinese students. We operate an International Student Program with approximately 30 students studying with us across a variety of year levels. Our international students are largely from Korea, China, Japan and Germany. Our school is an inclusive community and are supportive of the school values and traditions.

Average Class sizes

Phase	Average Class Size
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	2011	2012	2013
Year 7 Secondary – Year 10	26	25	25
Year 11 – Year 12	21	20	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	165	132	85
Long Suspensions - 6 to 20 days	29	14	4
Exclusions	16	9	7
Cancellations of Enrolment	5	7	4

Curriculum offerings

Our distinctive curriculum offerings –

With a strong focus on academic achievement, we offer five programs of learning: German Immersion, Music Extension, Information Communication Education (ICE), Mainstream and Zenith. Our German Immersion Program and our ICE Program are Programs of Excellence.

Our school curriculum offerings are strong in the areas of Science, Humanities, Music, Film & Television, Drama and the Arts. We run a senior university level Chemistry course through our partnership with QUT and offer opportunities for students to accelerate their studies in Mathematics, incorporating a UQ first year Mathematics unit. We pride ourselves on our students having the capacity to specialise in areas of interest while experiencing broad academic opportunities. Studying at Kenmore offers student the ability to maintain a school and life balance, by studying within a suite of QSA and VET curriculum offerings.

Student welfare and wellbeing is addressed through the Essentials program which runs weekly for every student, years 8 – 12. Year 12 students are supported by a rigorous program of QCS preparation and their progress is tracked semester to semester with a focus on personal achievement and growth.

Students who have planned a vocational pathway are supported by a small number of niche VET courses, including a Cert III in Children's Services, Cert II in Hospitality, Cert II in Creative Industries and Cert II in Community Recreation. Students are also supported to participate in a range of School Based Apprenticeships and Traineeships on an individual basis.

Extra curricula activities

Our students are active participants in a wide educational and cultural experience with opportunities existing in: Debating and Public Speaking, Readers Cup, Musical Productions, Sports - including Rowing and GBS opportunities, Work Experience, University Competitions, Community Service Groups, Art Exhibitions.

Instrumental music and ensembles are a cornerstone of our student involvement. We currently have approximately 13 bands and ensembles achieving awards at local and regional level. Our students have opportunities to join community activities including ANZAC ceremonies, World Challenge trips and our LEOs community group.

How Information and Communication Technologies are used to assist learning –

Our school at a glance

We operate a 1:1 digital environment in years 10 -12, with this planned to expand to years 9 – 12 in 2015. There are in excess of 1600 devices on our school network providing for the integration of technology into our classrooms. Our ICE program of excellence provides opportunities for a further 112 students across years 8 – 9. A significant focus of faculty based professional development has been directed at teaching innovatively and effectively and supporting learning in a 1:1 environment. Planning for 2015 will see the ICE program expanded to have a year 7 – 9 focus and a proposed transition to a Choose Your Own Device model of laptop rollout.

Social climate

Our school culture is built firmly around our shared understanding of the school values. Our values underpin all of our interactions at all times and at all levels. The school is a safe and friendly environment where students are encouraged to display their sense of belonging through actions and words. The data very strongly supports the notion that parents and students believe that Kenmore SHS is a good school where students participate in receiving a good education and feel safe and happy.

Our pastoral care program is our Essentials Program and it is heavily grounded in our values. The program encompasses welfare, safety, study skills and preparation for work, study and life. We have an active Student Representative Council, ensuring students have a voice at school. Our support services, available for all students, include Year Co-ordinators, Guidance Officers, Chaplains and our School Based Youth Health Nurse.

Our school at a glance

Parent, student and staff satisfaction with the school

Our parent, student and staff satisfaction shows their confidence with our school, how we meet our student's learning needs.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	93%
teachers at this school motivate their child to learn* (S2007)	100%	93%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	67%	100%
this school works with them to support their child's learning* (S2010)	75%	93%
this school takes parents' opinions seriously* (S2011)	67%	92%
student behaviour is well managed at this school* (S2012)	50%	93%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	75%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	97%	94%
they like being at their school* (S2036)	96%	93%
they feel safe at their school* (S2037)	94%	89%
their teachers motivate them to learn* (S2038)	96%	87%
their teachers expect them to do their best* (S2039)	100%	96%
their teachers provide them with useful feedback about their school work* (S2040)	93%	82%
teachers treat students fairly at their school* (S2041)	93%	75%
they can talk to their teachers about their concerns* (S2042)	76%	82%
their school takes students' opinions seriously* (S2043)	82%	78%
student behaviour is well managed at their school* (S2044)	72%	64%
their school looks for ways to improve* (S2045)	97%	90%
their school is well maintained* (S2046)	88%	86%
their school gives them opportunities to do interesting things* (S2047)	92%	94%

Our school at a glance

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	98%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	99%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	92%
their school takes staff opinions seriously (S2076)	91%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	92%
their school gives them opportunities to do interesting things (S2079)	96%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

As an Independent Public School, parents have multiple avenues for involvement in the school and their student's education. We have an active P&C which meets monthly on the 3rd Monday of the month. There are a number of active sub-committees and Parent Support Groups, including the German Immersion & Extension Parent Support Group, the Music Support Group, Rowing Support Group, Science Parent Support Group and an Environment Support Group.

The Kenmore SHS Council meets once a term. The Council comprises a Chairperson, P&C President, Principal, Parent Representatives, Staff Representatives and Student Representatives. The Council plays an active role in monitoring and endorsing the strategic agenda of the school.

As a school we pride ourselves on the involvement of parents in the day to day learning of their children. 2013 saw the introduction of the eDiary – a web-based electronic communication diary which is accessible to parents and provides a vehicle of communication with teachers about work being undertaken and assessment that is upcoming. Our school operates a “no surprises” policy and parents are actively engaged at appropriate junctures on the learning continuum. Parent teacher interviews are held twice a year and we routinely perform in excess of 1400 interviews on these occasions.

Reducing the school's environmental footprint

We continue to work toward sustainability and reducing our environmental impact. We have paid attention with the introduction of more recycling and implementing a printing solution that is formatted to reduce consumable usage across the school.

Across recent times we have installed solar panels on the roof of the Science Building. Our new Learning Centre planning and construction has included water tanks as part of the build requirements.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	453,567	3,013
2011-2012	368,594	1,426
2012-2013	650,917	3,595

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

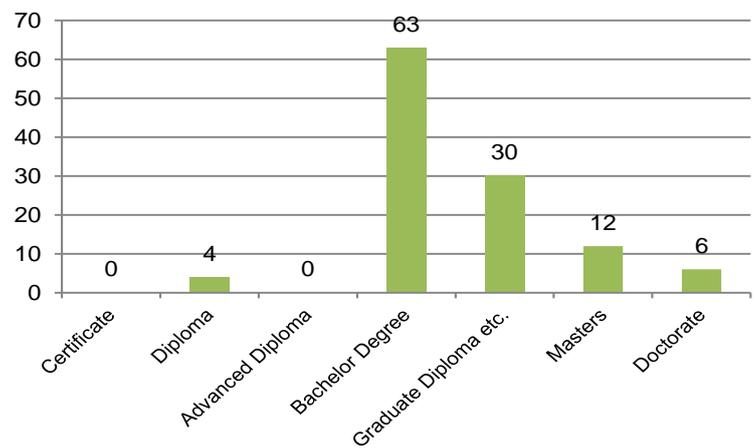
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	121	45	<5
Full-time equivalents	113	33	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	63
Graduate Diploma etc.	30
Masters	12
Doctorate	6
Total	115



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 82428

In keeping with our strategic direction, the majority of professional development funds were used directly to support Pedagogy and Reflective Practice with funds also expended for curriculum development.

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2013 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.

Performance of our students

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	90%	92%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

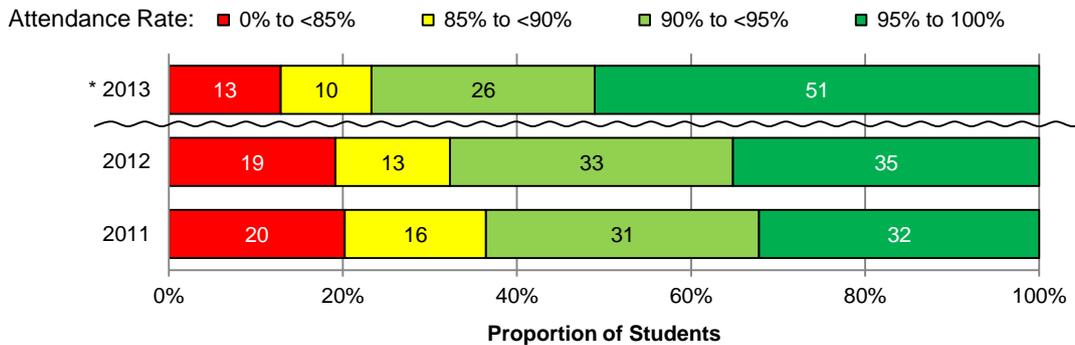
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	91%	89%	90%	88%
2012	94%	90%	90%	89%	89%
2013	94%	93%	92%	91%	91%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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.

In 2013, we continued to manage attendance using our electronic marking system in combination with text messaging and monitoring by Deputy Principals. This has seen an improvement in our already sound attendance data.

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

2013 saw our continued focus on literacy and numeracy. Intervention classes were formed to support students who require specific support in these areas. Our 2013 results again placed our students achievements well above both Queensland and Australian mean results as we continued our strong performance across all domains. The percentage of our 2013 students in the Upper Two Bands was significantly above both Queensland and Australian schools.

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 is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "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

Kenmore SHS has a small student population of 11 students who identify as being indigenous in 2013. This group of students were case managed with respect to social support, academic engagement and pathway progress by a Deputy Principal with a focus on wide community involvement. The difference in attendance rates between indigenous and non-indigenous students is marginal.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	90%	86%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	285	300	247
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	244	249	216
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	19	43	6
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	131	277	188
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	89	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	245	273	239
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.	74%	78%	82%
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.	93%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	96%	97%

As at 5 May 2014. 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
2011	62	72	47	40	23
2012	69	72	52	52	4
2013	50	72	56	36	2

As at 5 May 2014. The above values exclude VISA students.

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
2011	102	70	23
2012	264	66	38
2013	172	45	29

As at 5 May 2014. The above values exclude VISA students.

Kenmore State High School as an Registered Training Organisation offers the following courses:

Cert II in Tourism

Cert II in Community Recreation

Cert II in Creative Industries

Cert III in Children's Services (in partnership)

Cert II in Hospitality

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early Leavers information

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

Our early leavers are small in number and primarily leave school to attend further Vocational Education, take up apprenticeships and traineeships or join the workforce.