

# Kenmore State High School Queensland State School Reporting 2014 School Annual Report



The completed SAR is to be posted to your school's website by 30<sup>th</sup> June 2015 and left on the website for a minimum of 12 months. The SAR must be located no more than '1 click' away from the school's home page.



*Education for Life*

|                |   |
|----------------|---|
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## Principal's foreword

### Introduction

This report details a sample of the achievements towards goals in 2014 and student achievement. ( B – Beginning, C – Consolidating, E – Embedded)

### School progress towards its goals in 2014

## Priorities for 2014

### Core Priority: Know Your Learner

| Measures                                | Targets   |
|---|---|
| Data Triangulation                      | 100% of teachers have triangulated data from achievement, NAPLAN, TALS information, ATSI, ESL, Yr 7 Mat/Eng/Sci data, ACER testing and Learning Styles Inventory    |
| Data Placemat                           | 100% teachers complete the Data Placemat for each class   |
| Learning Style Inventory                | 100% of Junior Secondary students complete a self-reflection learning styles inventory  |
| Data Placemat Analysis                  | 100% of teachers to participate in team meetings designed to analyse and discuss the data placemat for each class and discuss successful differentiation strategies |
| Individual Learning Plan Implementation | ILPS completed for all ESL, SWD, G&T and LD students who are studying a different year level curriculum than their age group.                                       |

### Strategy: Embed the Junior Secondary and Senior Secondary Data Placemats to form a profile of individual learners and class groups

| Actions (Whole School)   | Progress 2014 |
|--|---------------|
| Construct centrally held historical achievement targets spreadsheet for continuing cohorts | C             |

|  |   |
|--|---|
| Teachers to utilise continuing cohort data (where appropriate) to set class targets for the coming year for continuing cohorts | E |
| Schedule and conduct Data Placemat sessions in the whole school PD plan  | E |

**Strategy: Use Know Your Learner data to inform the starting point for teaching and to ensure learning is personalised for all students**

**Actions (Whole School)**

Continue the process of data gathering to inform signature program placement and class formations

**Strategy: Develop differentiated learning strategies that address the data placemat to improve learning for individuals and class groups.**

**Actions (Whole School)**

**Progress 2014**

HODS facilitate year and discipline specific teams to further refine discuss and document differentiation strategies within the Maker Model format of the unit plan.

C

Conduct PD on differentiation within the Junior Secondary Professional Development Plan

C

Consider a Learning style inventory for senior students and year 8 students

E

**Strategy: Implement ILPs for targeted groups of students – ESL, SWD, Gifted & Talented, Learning Difficulties**

**Actions (Whole School)**

**Progress 2014**

Develop an ILP Template to specifically address both students' needs and new legislation requirements

C

Update KSHS Data Plan

C

Develop an ILP for students below NMS in Naplan or students with specific literacy or numeracy deficit – Great Results Guarantee

E

**Strategy: Ascertain student status with respect to ATSI, Learning Needs, NESB, underachieving students, aspiring to improve achievers, high academic achievers, National Priority Groups**

**Actions (Whole School)**

**Progress 2014**

All teachers access data database to inform student status and differentiate student learning

E

All teachers use the Maker Model for differentiated learning to best support students with specific needs

C

**Core Priority: Develop a high performance learning culture**

| Measures                                  | Targets   |
|---|---|
| Learning Policy Implementation            | 100% of teachers follow Learning Policy   |
| Effectiveness of Essentials Program       | 100% of Essentials teachers and junior/senior student representatives review effectiveness of Essentials to inform curriculum changes required to maximize engagement.  |
| Effectiveness of Access Program           | 100% of Access teachers and junior/senior student representatives review effectiveness of Essentials to inform curriculum changes required to maximize engagement.  |
| Attendance Rates                          | Increase attendance rates by 1% for each year level reaching a preferred future of 95% attendance rates for students in each year level   |
| Student Exit Qualifications               | 100% of Year 12 students achieve a full, worthwhile qualification   |
| High level feedback processes to students | 100% of faculties ensure effective feedback processes to students 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) |

|   |  |
|---|--|
| Junior Excellence Program Effectiveness   | Data analysis shows high levels of satisfaction reported in signature programs   |
| Teacher/Parent Communications   | 100% of teachers use ed diary as a vital point of connection with parents and students and communicate using No Surprises guidelines |
| Completion of Junior Secondary Policy Documentation   | 100% of Junior Secondary policy documents for 2015 are complete by beginning of term 4.  |
| U2B NAPLAN Performance  | Progression towards 35% of students performing in the U2B in all domains   |
| Individual Teacher Development Plans (IDP)  | 100% of teachers complete the IDP process and participate in targeted monitoring meetings with line managers.                        |
| Executive Team Assessment and Development   | Progression towards 100% of Executive Team building leadership capabilities via PPA and EI tools                                     |
| <b>Strategy: Continuing to embed our school values into our daily practices and operations</b>  |  |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>   |
| Continue celebration events – including newsletters, excellence awards, KAN week  | E  |
| Code of Conduct Training for all staff as required  | E  |
| Implement revised Essentials program  | C  |
| Investigate and improve School Matters and other forms of positive communication  | C  |
| Instigate an e-newsletter that incorporates faculty information and has a positive focus  | C  |
| <b>Strategy: Continued focus on the 16 Habits of Mind to develop resilient learners</b>   |  |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>   |
| Use the language of Habits of Mind inside and outside classrooms  | E  |
| <b>Strategy: Continuing to build on social skilling, especially for at risk students, leading to improved social cohesion, inclusion and belonging</b>                                    |  |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>   |
| Continue to conduct Boys Groups, Girls Groups, Chaplaincy Groups  | E  |
| Develop a support document to maintain connections to outside agencies for student and parent support   | C  |
| <b>Strategy: Review existing policies/support documentation – Learning Policy, Responsible Behaviour Plan to reflect a year 7 – 12 school population</b>                                  |  |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>   |
| Develop a Jnr Secondary Learning Policy to recognise the different needs of younger learners.   | C  |
| Modify RBP to reflect current legislation and develop a continuum appropriate responses and support for younger learners.   | E  |
| Develop an action plan for supporting younger learners and parents with issues involving bullying.  | C  |
| <b>Strategy: Actively raising expectations with all classes that all students can learn and progress, irrespective of cohort or pathway, by focussing on academic distance travelled.</b> |  |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>   |
| Ongoing teacher tracking of student progress at appropriate junctures e.g.. Profile discussions, OP predictions, “at risk” interview with GO’s.   | E  |
|   |  |

| <b>Strategy: Continue to refine the implementation and use of ed diary across the school</b>  |                      |
|---|----------------------|
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b> |
| Act on survey feedback from students, staff and parents   | E                    |
| Teachers to continue to use this as the recording of homework and assessment dates.   | E                    |
| <b>Strategy: Setting, monitoring, adjusting and differentiating for school, faculty, individual class and continuing cohort targets.</b>  |                      |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b> |
| Completing data placement processes by all teaching staff.  | E                    |
| HODs conducting data analysis and discussions at reporting junctures  | E                    |
| HODs set continuing cohort targets within Faculty Action Plans  | E                    |
| <b>Strategy: IDP staff monitoring and review meetings are to incorporate a discussion of distance travelled against targets (school, data placemats) as well as a check in on staff IDPs.</b> |                      |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b> |
| Monitoring meeting to be scaffolded to allow teacher led discussion about differentiation and data.   | C                    |
| Template and scaffold to be structured to ease the facilitation of these discussions  | C                    |
| IDP to indicate the area of reflective practice that the teacher will focus on and the staff member nominated to complete the observational protocols.  | E                    |
| <b>Strategy: Building the capacity of professional teams through targeted leadership activities</b>   |                      |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b> |
| Develop use of PPA and DDI with Executive Team  | C                    |
| Participate in the Region Aspiring Leaders program  | C                    |

| <b>Strategy: Develop a clear Junior Secondary identity</b>   |                      |
|--|----------------------|
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Create a dedicated space for Year 7  | C                    |
| Customise the Junior Secondary Building to increase collective ownership   | C                    |
| Develop an age appropriate interpretation of the vision and values for Junior Secondary  | N                    |
| Investigate a model of physical structures that will allow for home rooms type activities  | B                    |
| Investigate how Junior Secondary could have its own unique events e.g. Awards Night, Junior Secondary graduation, parent teacher nights, etc   | B                    |
| Develop and Year 7 (and 8 2015) Camp activity  | C                    |
| Implement distinct logo design for all Junior Secondary policy and communication documentation   | E                    |
| Continue the Junior Secondary Newsletter   | C                    |
| <b>Strategy: Trial a student leadership activity to inform approaches for leadership development in Junior Secondary in 2015</b>   |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Appoint a teacher to trial a Community Activity over a semester duration eg. Disability Awareness, Health Awareness, Charity Awareness.  | C                    |
| <b>Strategy: Continue parent orientation activities to support transition to Year 7</b>  |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Conduct a once-a-term forum to address issues facing junior secondary adolescents eg. Substance, mental health, cybersafety  | E                    |
| <b>Strategy: Develop a series of parent forums to address issues faced by adolescents and parents</b>  |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Implement a developmental suite of JS parent information sessions to support transition e.g. Mental Health T1, Open Day T2, Central Office Junior Secondary Module T3, parent Orientation T4 | B                    |
| <b>Strategy: Continue U2B activities to reach aspirational target of 35% in numeracy and literacy</b>  |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Enrol students in regional U2B project and deliver the course to maximise  | C                    |

|   |  |
|---|--|
| the numbers of students in U2B numeracy |  |
|---|--|

### Core Priority: Pedagogy and Reflective practice

| Measures   | Targets  |
|--|--|
| Continued focus on DOL pedagogical framework training    | Run another 2 DOL Hubs to increase number of staff completing a DOL hub by 20  |
| Areas of Reflective practice identification              | 100% of teachers identify a significant area for growth and feedback across 2014 within a Dimensions of Learning framework.                                      |
| Teacher participation in Coaching and feedback processes | 100% of teachers participate in reflective practices by providing written feedback using the Marzano Observational Protocols to a colleague/s once per semester. |
| Learning goals and success criteria involvement          | 100% teachers develop learning goals. Success criteria and context statements and feedback processes for their classes.  |
| HOD participation in coaching and mentoring              | 100% HODs visit faculty classrooms to give feedback on particular strategic directions, using the DOL Kenmore Feedback template.                                 |
| Literacy Toolkit access                                  | 100% of teachers accessing the literacy toolkit to support literacy instruction.   |

#### Strategy: Embed instructional Leadership practices at all levels of management Executive, HOD, Faculty

##### Actions (Whole School)

##### Progress 2014

|  |   |
|--|---|
| Continue professional readings within Executive Team                             | E |
| Develop implementation of PPA, DDI and use data to inform strategy groups        | N |
| Use Executive Days to build capacity around implementing the strategic direction | E |

#### Strategy: Develop Junior Secondary Curriculum documentation that reflects age appropriate pedagogy and assessment

##### Actions (Whole School)

##### Progress 2014

|  |   |
|--|---|
| Write unit plans and assessment tasks that reflect vertical curriculum alignment possibilities | C |
| Offer PD to help embed middle school practices within unit construction                        | C |

#### Strategy: Embed Dimensions of Learning as pedagogical framework within all curriculum planning including ACARA unit plans

##### Actions (Whole School)

##### Progress 2014

|  |   |
|--|---|
| Write National Curriculum unit plans in the KSHS unit template using the DOL planning protocols to ensure consistency in rigour (including HOT strategies) | C |
|--|---|

#### Strategy: Continue to Develop DOL Hubs for new staff

##### Actions (Whole School)

##### Progress 2014

|   |   |
|---|---|
| Implement formalised feedback processes and engage all staff in observation and feedback discussions. | C |
| Continue DOL Hubs. Continue revised 3 day format  | E |

#### Strategy: Implement the Junior Secondary Professional Development agenda to reform middle school pedagogical practices

##### Actions (Whole School)

##### Progress 2014

|   |   |
|---|---|
| Develop and implement a PD plan and advertise same to local cluster primary schools | C |
| Seek EOIs of KSHS staff wishing to form part of JS team                             | C |
| Appoint PD presenters related to strengths/interests                                | C |

|  |   |
|--|---|
| Organise reciprocal visits to primary and high schools             | B |
| Deliver Central Office JS modules around the 6 principles of JS    | C |
| Implement PD around strategies for teaching international Students | B |

| <b>Strategy: Implement whole school literacy and numeracy intervention strategies</b>  |                      |
|--|----------------------|
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Continue to develop literacy toolkit and research guide to provide resources to address particular literacy challenges   | C                    |
| Provide PD around literacy toolkit for all staff   | C                    |
| Investigate and develop a JS reading comprehension strategy  | C                    |
| Continue U2B Numeracy Project and collect data from trial group  | C                    |
| Modify numeracy preparation materials (NAPLAN) so that all students may benefit from the U2B trial strategies  | C                    |
| Complete, distribute and educate students on the use of the Research Guide   | C                    |
| Continue NAPLAN preparation to include persuasive and narrative genres within all faculties  | E                    |
| Continue NAPLAN trial examinations, including marking and detailed feedback on areas that require improvement/attention.   | E                    |
| Write Year 7 NAPLAN preparation course   | C                    |
| <b>Strategy: Embed learning goals as a means of improving student focus and driving the curriculum delivery in every classroom in every lesson</b>                                     |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| HODs to continue Learning Goals momentum within faculty meeting times by relating discipline specific situations/curriculum  | C                    |
| <b>Strategy: Develop teacher capacity to deliver Learning Goals, Success Criteria, Feedback and student self-reflection to improve outcomes</b>  |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Develop PD to increase staff capacity with using success criteria for differentiation  | C                    |
| Investigate a reflection toolkit from within school practices/resources. Toolkit to include self-reflections, peer to peer reflection, student-teacher and teacher-student reflections | C                    |
| Explicitly link learning goals, success, criteria and feedback to develop understanding of the feedback cycle for students   | C                    |
| <b>Strategy: Provision of professional development to develop teacher capacity to use Marzano's observational protocols</b>  |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Conduct professional development sessions on Student Free Days and at Executive meetings to build a shared expertise and capacity  | C                    |
| <b>Strategy: Reflective Practice Facilitator liaise with HODs to support reflective practice processes</b>   |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Reflective Practice Facilitator to work with HODs to support reflective practice development at individual level   | C                    |
|  |                      |

## Core Priority: Writing

| Measures   | Targets  |
|--|--|
| NAPLAN results NMS %   | Increase the % of students above the National Minimum Standard to reach 100%, or have in place of Individual Learning Plan for students with literacy needs. |
| NAPLAN upper 2 bands   | Increase the % of students in the upper 2 bands by 1% each year to reach 35%   |
| <b>Strategy: Provide all Junior secondary teachers with professional development to assist the teaching of writing (Persuasive and narrative) across the curriculum.</b>       |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Implement PD for Year 9 teachers regarding the teaching of persuasive and narrative genres   | E  |
| <b>Strategy: English teachers to set high expectations and provide valuable and timely individual feedback on writing skills to enable students to grow and develop skills</b> |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Teachers continue feedback strategies including teacher-student; student-student feedback processes  | E  |
| <b>Strategy: Teachers to employ Dimensions of Learning Strategies around vocab instruction, note taking and summarising</b>  |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Target staff from each faculty to complete a Dimensions of Learning HUB to improve pedagogical practices   | E  |
| <b>Strategy: Create targeted literacy intervention classes for students who are either below the NMS or who have significant learning needs in the area of literacy</b>        |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Form and staff intervention classes for students below NMS , at NMS or with significant literacy deficits  | E  |
| <b>Strategy: Develop and implement a Literacy Toolkit for every student in years 8-12</b>  |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Develop, implement and use the literacy toolkit with every student in years 8-12   | C  |

## Core Priority: Reading

| Measures  | Targets   |
|---|---|
| NAPLAN results NMS %  | Increase the % of students above the National Minimum Standard to reach 100% or have an ILP in place for students with significant Literacy difficulties. |
| NAPLAN upper 2 bands  | Increase the % of students in the upper 2 bands to reach >35%   |
| <b>Strategy: Provide all Junior Secondary teachers with professional development to assist the teaching of reading across the curriculum</b>                |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| Training staff in QAR strategy for the teaching of reading across the curriculum  | C   |
| <b>Strategy: Junior Secondary teachers develop and refine a curriculum focus in order to lead the development and enhancement of student reading skills</b> |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| Use QAR approach to further strengthen discipline specific reading strategies   | C   |

## Core Priority: Numeracy

| Measures   | Targets   |
|--|---|
| NAPLAN results NMS %   | Increase the % of students above the National Minimum Standard to reach 100% or have in place an ILP for students with significant numeracy deficits. |
| NAPLAN upper 2 bands   | Increase the % of students in the upper 2 bands to reach >40%   |
| <b>Strategy: Junior Secondary teachers develop and refine a curriculum focus in order to lead the development and enhancement of student numeracy skills</b> |   |
| <b>Actions (Whole School)</b>  |   |
| Continue U2B district numeracy project   | Progress 2014<br>E  |
| Develop a year 7 specific NAPLAN preparation course  | C   |
| <b>Strategy: Provide all Junior secondary teachers with professional development to assist the teaching of numeracy across the curriculum</b>                |   |
| <b>Actions (Whole School)</b>  |   |
| Implement faculty based training in SEE PLAN DO CHECK process for problem solving  | Progress 2014<br>C  |
| <b>Strategy: Continue the U2B Numeracy Project</b>   |   |
| <b>Actions (Whole School)</b>  |   |
| Deliver the U2B project to targeted students   | Progress 2014<br>E  |
| <b>Strategy: Created targeted numeracy classes for students below NMS or those with specific numeracy deficits</b>   |   |
| <b>Actions (Whole School)</b>  |   |
| Form and staff intervention classes for students below NMS, at NMS or with significant numeracy deficits   | Progress 2014<br>E  |

## Core Priority: Science

| Measures   | Targets   |
|--|---|
| Student achievement results in Science   | Annual incremental improvement in science results, with focus on upper two achievement levels.                                |
| Australian curriculum for Year 7 Science   | Year 7 science units written in the KSHS DOL Framework Unit planning model incorporating differentiation via the Maker Model. |
| Senior Curriculum materials  | Senior Programs amended and reviewed as planned   |
| <b>Strategy: Implement reflective practice processes at faculty level to engage teachers in pedagogical improvement</b>          |   |
| <b>Actions (Whole School)</b>  |   |
| All science staff participate in the pedagogy and reflective practice activities   | Progress 2014<br>C  |
| <b>Strategy: Teams of teaching staff to write year 7 science units and review year 8 science units for Junior Secondary 2015</b> |   |
| <b>Actions (Whole School)</b>  |   |
| Yr 7 Writing team consult, develop and resource units for delivery   | Progress 2014<br>C  |



**Core Priority: Retention**

| Measures   | Targets              |
|--|----------------------|
| 9-10 Retention rate  | >98%                 |
| <b>Strategy: Hold and Accelerated Pathways evening for year 9 parents to highlight academic excellence opportunities in the senior phase</b> |                      |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b> |
| Implement a Accelerate Pathways Evening designed to articulate academic pathways available at KSHS   | E                    |
|  |                      |

**Core Priority: Attendance**

| Measures  | Targets   |
|---|---|
| Attendance of students by year level  | Increase attendance rates in each year level reaching a preferred future of 95% attendance rates for students in each year level. |
| <b>Strategy: Development and continual improvement of school processes and resources (IT/HR) used in attendance monitoring of students</b>  |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| Continue to implement IDAttend to alert absences, both explained and unexplained  | E   |
| Refine communication measures between school and home to ensure timely notification of unexplained absences   | C   |
| <b>Strategy: Review and refine communication measures between school and home to ensure parents are informed in timely fashion of unexplained absences e.g. emails, absence letters, attendance reports</b> |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| BSM to quality assure administration processes regarding notification of absences   | C   |
|   |   |

**Core Priority: Attainment**

| Measures  | Targets   |
|---|---|
| Number of Year 12 School leavers with OP 1-15%  | 80%   |
| Number of Year 12 School leavers Awarded a QCE  | 100%  |
| Number of Year 12 School leavers attaining a VET Qualification and/or a QCE   | 100%  |
| Number of Year 12 Aboriginal and Torres Strait Islander School leavers who were awarded at least one of the following: QCE, VET (Including a SAT) | Ensure 100% of Aboriginal and Torres Strait Islander graduates have achieved a qualification. |
| <b>Strategy: Review and develop SET-P processes to ensure correct decisions made concerning course and pathways</b>                               |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| Communicate progress in subjects prior to SET-P to clarify pathways discussions e.g. Mathematics tracking year 10                                 | C   |
|   |   |
| <b>Strategy Review and develop QCS Preparation program to ensure best practice in OCS preparation</b>   |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| Continue developing and refining QCS program for OP eligible students and non-QCS program for vocational pathway students                         | E   |
|   |   |
| <b>Strategy: In-service of all staff as to the QCE policies and rules to ensure all staff are working with students to gain QCE</b>               |   |
| <b>Actions (Whole School)</b>   | <b>Progress 2014</b>  |
| Continue to track QCE attainment with teaching staff and continue intervention by Go and HOD Senior Schooling where indicated                     | E   |
|   |   |

**Strategy: Implement tracking processes for students at risk of not receiving a quality certification or on track for a QCE****Actions (Whole School)****Progress 2014**

Implement formal interview and career pathways discussions for students at risk of not achieving a quality certification

C

**Core Priority: Transition**

| Measures   | Targets  |
|--|--|
| Transition for Junior Secondary 2015   | School policy and processes refined for implementation of Junior Secondary in 2015 |
| Unique identity for Junior Secondary 2015  | Junior Secondary focus for year 7 and 8 2015                                       |
| <b>Strategy: RBP and Learning Policy refined for a Junior Secondary focus</b>  |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| RBP and Learning Policy revised to clearly articulate a Yr 7-12 focus  | C  |
| <b>Strategy: Junior Secondary Professional Development Plan implemented for KSHS and cluster schools</b>                             |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Professional development for Junior Secondary Staff conducted across 2014  | C  |
| <b>Strategy: Transition program for staff coming into Junior Secondary 2015 in term 4</b>  |  |
| <b>Actions (Whole School)</b>  | <b>Progress 2014</b>   |
| Transition activities conducted for staff selected to commence in the Junior Secondary phase at KSHS. Induction processes in term 4. | B  |

**Strategy: Selection of staff from existing teachers and recruitment processes to ensure a smooth, co-ordinated commencement of Junior Secondary****Actions (Whole School)****Progress 2014**

EOI and recruitment and selection processes implemented to ensure appropriate staff selection for junior secondary phase.

C

**Strategy: Hold one-on-one interviews for every student applying for enrolment in Yr 7 and Yr 8 2015 to build confidence with families and students****Actions (Whole School)****Progress 2014**

Conduct personalised enrolment interviews to ensure smalls school feel for enrolling students and parents

E

**Core Priority: Closing the Gap between attendance and outcomes of indigenous and non-indigenous students**

| Measures  | Targets  |
|---|--|
| Attendance rates  | Increase attendance rates reaching a preferred future of >90% attendance rates for students in each year level |
| Number of Year 12 Aboriginal and Torres Strait Islander School leavers who were awarded at least one of the following: QCE, VET (Including SAT) | Ensure 100% of Aboriginal and Torres Strait Islander graduates have achieved a qualification                   |
| NAPLAN results NKS % in Reading, Writing and Numeracy   | Increase % Aboriginal and Torres Strait Islander students above the NMS  |

**Strategy: Development and continual improvement of school processes and resources (IT/HR) used in attendance monitoring of Aboriginal and Torres Strait Islander students**

**Actions (Whole School)**

**Progress 2014**

Continue appropriate intervention strategies and programs with ATSI students

E

**Strategy: Teachers to use Aboriginal and Torres Strait Islander student data to develop individual learning plans and support the growth of skills in reading, writing and numeracy skills.**

**Actions (Whole School)**

**Progress 2014**

Continue the development of ILPs for targeted groups, including ATSI

C

**Future outlook**

The school undertook a QSR in 2015 and reviewed the key priorities operating in the last four years. After the review, new priorities were formulated. These are listed below

- **Develop a high performance learning culture**
- **Know your learner and meet their needs**
- **Develop leadership capability**
- **Pedagogy and reflective practice**

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 7 - Year 12

**Total student enrolments for this school:**

|      | Total | Girls | Boys | Enrolment Continuity<br>(Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2012 | 1601  | 785   | 816  | 95%                                 |
| 2013 | 1583  | 790   | 793  | 95%                                 |
| 2014 | 1611  | 787   | 824  | 94%                                 |

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 % (253/300) of year 12 students were OP eligible and 80.6% of results were 15 or better. School enrolment trends have seen a growth from 2001 of 1120 to 2014 of 1611. The loss of our smallest cohort in 2013, year 12 with 267 and a possible intake of 770 in year 7 & 8 in 2015 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 1611 students with 336/8,356/9,304/10,330/11 and 31/12.

### Average class sizes

| Phase                      | Average Class Size |      |      |
|----------------------------|--------------------|------|------|
|                            | 2012               | 2013 | 2014 |
| Prep – Year 3              |                    |      |      |
| Year 4 – Year 7 Primary    |                    |      |      |
| Year 7 Secondary – Year 10 | 25                 | 25   | 25   |
| Year 11 – Year 12          | 20                 | 20   | 20   |

### School Disciplinary Absences

| Disciplinary Absences           | Count of Incidents |      |       |
|---------------------------------|--------------------|------|-------|
|                                 | 2012               | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 132                | 85   | 88    |
| Long Suspensions - 6 to 20 days | 14                 | 4    | 8     |
| Exclusions <sup>#</sup>         | 9                  | 7    | 10    |
| Cancellations of Enrolment      | 7                  | 4    | 5     |

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## 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 2014 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. This was expanded into year 7 in 2015

## 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/Harassment (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

## Parent, student and staff satisfaction with the school

| Performance measure  | 2012 | 2013 | 2014 |
|--|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that:   |      |      |      |
| their child is getting a good education at school (S2016)  | 100% | 100% | 96%  |
| this is a good school (S2035)  | 100% | 100% | 98%  |
| their child likes being at this school* (S2001)  | 100% | 100% | 96%  |
| their child feels safe at this school* (S2002)   | 100% | 100% | 97%  |
| their child's learning needs are being met at this school* (S2003)                                     | 100% | 100% | 95%  |
| their child is making good progress at this school* (S2004)  | 100% | 100% | 95%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 100% | 100% | 98%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 80%  | 93%  | 95%  |
| teachers at this school motivate their child to learn* (S2007)   | 100% | 93%  | 95%  |
| teachers at this school treat students fairly* (S2008)   | 100% | 100% | 95%  |

| Performance measure  |      |      |      |
|--|------|------|------|
| Percentage of parent/caregivers who agree <sup>#</sup> that:           | 2012 | 2013 | 2014 |
| they can talk to their child's teachers about their concerns* (S2009)  | 67%  | 100% | 97%  |
| this school works with them to support their child's learning* (S2010) | 75%  | 93%  | 97%  |
| this school takes parents' opinions seriously* (S2011)                 | 67%  | 92%  | 93%  |
| student behaviour is well managed at this school* (S2012)              | 50%  | 93%  | 89%  |
| this school looks for ways to improve* (S2013)                         | 100% | 100% | 97%  |
| this school is well maintained* (S2014)                                | 75%  | 100% | 97%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of students who agree <sup>#</sup> that:                               | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048)                               | 97%  | 94%  | 98%  |
| they like being at their school* (S2036)  | 96%  | 93%  | 99%  |
| they feel safe at their school* (S2037)   | 94%  | 89%  | 93%  |
| their teachers motivate them to learn* (S2038)                                    | 96%  | 87%  | 89%  |
| their teachers expect them to do their best* (S2039)                              | 100% | 96%  | 96%  |
| their teachers provide them with useful feedback about their school work* (S2040) | 93%  | 82%  | 90%  |
| teachers treat students fairly at their school* (S2041)                           | 93%  | 75%  | 83%  |
| they can talk to their teachers about their concerns* (S2042)                     | 76%  | 82%  | 81%  |
| their school takes students' opinions seriously* (S2043)                          | 82%  | 78%  | 83%  |
| student behaviour is well managed at their school* (S2044)                        | 72%  | 64%  | 72%  |
| their school looks for ways to improve* (S2045)                                   | 97%  | 90%  | 97%  |
| their school is well maintained* (S2046)  | 88%  | 86%  | 91%  |
| their school gives them opportunities to do interesting things* (S2047)           | 92%  | 94%  | 94%  |

| Performance measure   |      |      |      |
|---|------|------|------|
| Percentage of school staff who agree <sup>#</sup> that:               | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069)                            |      | 99%  | 100% |
| they feel that their school is a safe place in which to work (S2070)  |      | 98%  | 99%  |
| they receive useful feedback about their work at their school (S2071) |      | 89%  | 91%  |
| students are encouraged to do their best at their school (S2072)      |      | 100% | 100% |
| students are treated fairly at their school (S2073)                   |      | 99%  | 99%  |
| student behaviour is well managed at their school (S2074)             |      | 91%  | 94%  |
| staff are well supported at their school (S2075)                      |      | 92%  | 96%  |
| their school takes staff opinions seriously (S2076)                   |      | 91%  | 92%  |
| their school looks for ways to improve (S2077)                        |      | 98%  | 99%  |
| their school is well maintained (S2078)                               |      | 92%  | 93%  |

**Performance measure**

| Percentage of school staff who agree <sup>#</sup> that:                | 2012 | 2013 | 2014 |
|--|------|------|------|
| their school gives them opportunities to do interesting things (S2079) |      | 96%  | 94%  |

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

# 'Agree' represents the 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.

**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 Tuesday 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. 2013/14 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 2000 interviews on these occasions.

**Reducing the school's environmental footprint**

We continue to work toward sustainability and reducing our environmental impact. We have increased our recycling strategies and the implementation of a printing solution that is formatted to reduce consumable usage across the school.

Recently, we have installed solar panels on the roof of the Science Building. Our new Learning Centre and Year 7 building have been designed/constructed to capture airflow/natural light including water tanks as part of the build requirements.

| Years     | Environmental footprint indicators |          |
|-----------|------------------------------------|----------|
|           | Electricity kWh                    | Water kL |
| 2011-2012 | 368,594                            | 1,426    |
| 2012-2013 | 650,917                            | 3,595    |
| 2013-2014 | 689,245                            | 5,616    |

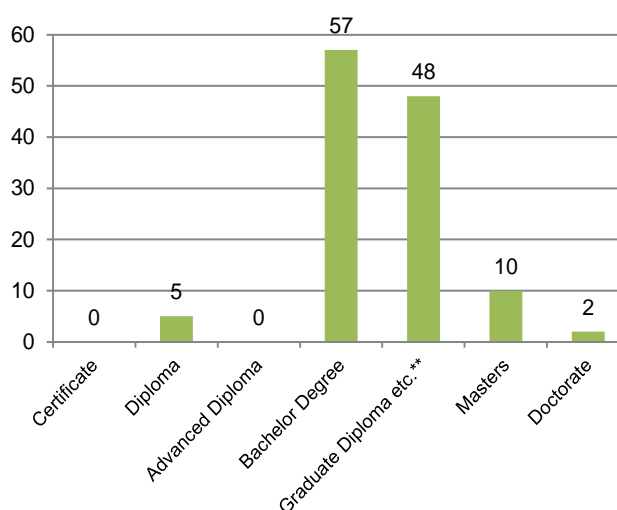
The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## Our staff profile

### Staff composition, including Indigenous staff

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts                 | 122             | 46                 | <5               |
| Full-time equivalents      | 114             | 34                 | <5               |

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate                 | 0                          |
| Diploma                     | 5                          |
| Advanced Diploma            | 0                          |
| Bachelor Degree             | 57                         |
| Graduate Diploma etc.**     | 48                         |
| Masters                     | 10                         |
| Doctorate                   | 2                          |
| <b>Total</b>                | <b>122</b>                 |



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 63549

The major professional development initiatives are as follows:

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 2014 was 100%

| Average staff attendance   | 2012 | 2013 | 2014 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96%  | 97%  | 96%  |

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

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 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

GO

Search by suburb, town or postcode

Sector  Government Non-government

SEARCH

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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   | 2012 | 2013 | 2014 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 90%  | 92%  | 92%  |

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

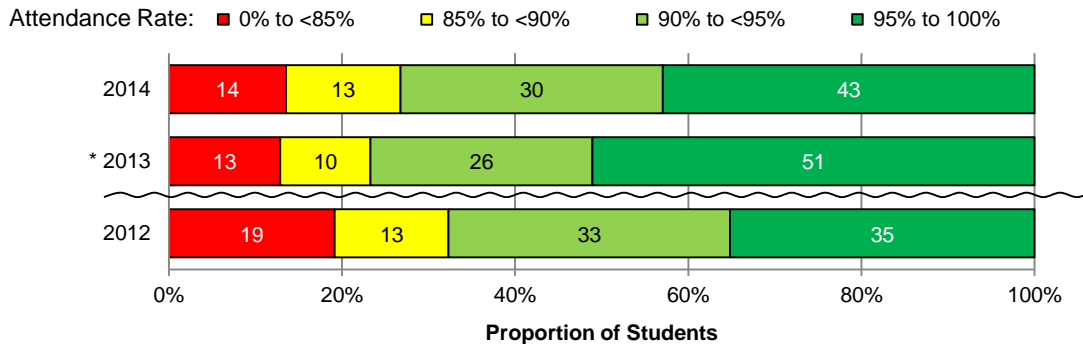
#### Student attendance rate for each year level (shown as a percentage)

|      | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2012 |        |        |        |        |        |        |        | 94%    | 90%    | 90%     | 89%     | 89%     |
| 2013 |        |        |        |        |        |        |        | 94%    | 93%    | 92%     | 91%     | 91%     |
| 2014 |        |        |        |        |        |        |        | 94%    | 93%    | 92%     | 92%     | 89%     |

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 after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 2014, 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 the Years 3, 5, 7, and 9.

2014 saw our continued focus on literacy and numeracy. Intervention classes were formed to support students who require specific support in these areas. Our 2014 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 2014 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 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.

### 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

Kenmore SHS has a small student population of 22 students who identify as being indigenous in 2014. 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.

| <b>Apparent retention rates Year 10 to Year 12</b>  | 2012 | 2013 | 2014 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort.  | 90%  | 86%  | 92%  |
| <b>Outcomes for our Year 12 cohorts</b>   | 2012 | 2013 | 2014 |
| Number of students receiving a Senior Statement   | 300  | 247  | 296  |
| Number of students awarded a Queensland Certificate of Individual Achievement.  | 0    | 0    | 0    |
| Number of students receiving an Overall Position (OP)   | 249  | 216  | 247  |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).  | 43   | 6    | 27   |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  | 277  | 188  | 192  |
| Number of students awarded an Australian Qualification Framework Certificate II or above.   | 89   | 67   | 70   |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.   | 273  | 239  | 271  |
| 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.  | 78%  | 82%  | 80%  |
| 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. | 100% | 100% | 100% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.   | 96%  | 97%  | 96%  |

As at 19 February 2015. The above values exclude VISA students.

**Overall Position Bands (OP)**

Number of students in each Band for OP 1 to 25

| Years | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
|-------|--------|---------|----------|----------|----------|
| 2012  | 69     | 72      | 52       | 52       | 4        |
| 2013  | 50     | 72      | 56       | 36       | 2        |
| 2014  | 63     | 78      | 57       | 44       | 5        |

As at 19 February 2015. The above values exclude VISA students.

As at 19 February 2015. The above values exclude VISA students.

**Vocational Educational Training qualification (VET)**

Number of students completing qualifications under Australian Qualification Framework (AQF)

| Years | Certificate I | Certificate II | Certificate III or above |
|-------|---------------|----------------|--------------------------|
| 2012  | 264           | 66             | 38                       |
| 2013  | 172           | 45             | 29                       |
| 2014  | 168           | 46             | 38                       |

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 school leavers information**

The destinations of young people who left the school in Years 10, 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.