

Kenmore State High School

Queensland State School Reporting

2015 School Annual Report



Education for Life

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Principal's foreword

Introduction

This report details a sample of the progression towards school goals in 2015 and student achievement. (B – Beginning, C – Consolidating, E – Embedded). Detailed data achieved by the school follows.

School progress towards its goals in 2015

Priorities for 2015

Core Priority: Develop a high performance learning culture

Measures	Targets
Learning Policy and RBP implementation	100% of teachers implement the Junior and Senior Learning Policy and Responsible Behaviour Plan
Parent Forums	Deliver series (3) of parent forums
Review Year 11 Access	Complete Year 11 course materials by June 2015
Review and Refine Teacher Orientation/Student Orientation	100% of new teachers involved in induction program

Strategy: Continuing to embed our school values into our daily practices and operations	
Actions (Whole School)	Progress 2015
Map all assemblies to have a values theme and involve students in the value each week to increase awareness of values: People and Partnerships, Belonging, Respect, Safety	Embedded
Instigate an e-newsletter that incorporates faculty information and has a positive focus based on school values.	Consolidating
Continue celebration events – including newsletters, excellence awards, KAN week based on school values.	Embedded
Investigate and improve School Matters (with a focus on strategic directions) and other forms of positive communication twice a year.	Embedded
Strategy: Implement the revised JS and SS Learning Policy and Responsible Behaviour Plan to reflect a 7-12 school population	
Actions (Whole School)	Progress 2015
Develop a flow chart to show a clear referral for discipline processes and various peoples roles in responses across the school	Beginning
Deliver the Learning Policy to Junior School and promote consistency across Years 7 – 9.	Embedded
Review Senior Schooling Learning Policy re plagiarism, cheating, etc to maintain consistency and fairness in the senior school assessment phase.	Consolidating
Deliver PD sessions on SFD's re effective communication with parents re. clear expectations around contact with parents. i.e. email processes at assessment junctures, Oneschool records of pos/neg behaviour.	Consolidating
Strategy: Facilitate a whole school approach to increasing positivity and increased student well being	
Actions (Whole School)	Progress 2015
Continue to deliver series of parent forums to address issues faced by adolescents and parents.	Embedded
Provide clearer processes for staff re referral of students at risk re attendance, behaviour, academic achievement	Consolidating
Start committees re. mindfulness/positive psychology and their link to adolescent learners in schools, specifically in the senior school	Consolidating
Coordinate assessment calendar for senior school to decrease student stress	Embedded
Strategy: Review Senior Schooling curriculum structures, pathways, curriculum and assessment programs to align with QCAA requirements	
Actions (Whole School)	Progress 2015
Form a small committee to review current position papers on the likely changes to senior schooling in QLD, and outline some likely implications and reforms that would suit Kenmore High clientele	Beginning
Review VET offerings at senior school	Consolidating
Review and refine Year 10 and 11 Access (including VET competency mapping in Oneschool)	Consolidating
Review Senior Assessment Policy re curriculum offerings	Consolidating
Strategy: Review Communication tools and effectiveness across the school and wider community	
Actions (Whole School)	Progress 2015
Promote ICT solutions in relation to communication issues – QAPP, Website, eduary, ID attend	Consolidating
Review communication effectiveness with change in meeting structures re. Exec Team, Staff Meeting, Line Management Meeting	Consolidating

Continue to refine the implementation and use of ed diary across the school to improve usage.	Consolidating
Develop and Implement consistent protocols across the school to ensure engagement with notices at the start of each school day and ensure roll marking is completed in line with legal requirements.	Consolidating
Strategy : Review and Refine Teacher Orientation/Student Orientation to the school community	
Actions (Whole School)	Progress 2015
Develop a one day teacher orientation program and implement consistently across the school in semester 1 and 2 (involve HODS re their expertise) – Learning Policy, TALS processes, Mandatory Training.	Consolidating
Develop short twilight program to support teacher orientation day.	Consolidating
Strategy: Continue Parent Orientation activities to support transition to Year 7	
Actions (Whole School)	Progress 2015
Conduct a once-a-term forum to address issues facing junior secondary adolescents e.g. Substance, mental health, cyber safety	Consolidating
Continue junior parent breakfast, welcome nights etc to support transition	Consolidating
Develop and deliver a Year 7 parent transition survey	Beginning
Strategy: Review the signature program offerings in Junior Secondary	
Actions (Whole School)	Progress 2015
Review and refine the purpose, identity and curriculum of signature programs in the junior school for 2016.	Consolidating
Raise awareness of signature programs and their identity with teachers	Consolidating
Strategy: Review the use, role and function of the resource centre and student services in the context of a growing school population	
Actions (Whole School)	Progress 2015
Develop other printing and cooperative learning centres throughout the school, that reduce the reliance on the library for these facilities	Consolidating
ICT infrastructure - UQ	Consolidating
Library infrastructure – continuing advocacy through P & C	Consolidating
Drop box for assignment submission	Beginning
Strategy: Progress the master planning process in order to cater for the growing school population	
Actions (Whole School)	Progress 2015
Admin area & A Block	Consolidating
Continue advocacy through the P & C for the next phases of the master plan.	Beginning

Core Priority: Know Your Learner and meet their needs

Measures	Targets
Data Placemats	100 % of Teachers triangulate data using the data placemat.
ICP's (Individual Curriculum Plans)	100% of students completed for students who identify as EAL/D, SWD, Gifted and Talented, LD.
VARK	100% of 7's using an inventory to explore their learning styles.
Data Analysis of continuing Cohorts	100% of HODs set subject targets for continuing cohorts 100 % of teachers utilise continuing cohort data (where

	appropriate) to set class targets
Maker Model	100 % of ACARA unit plans include Maker Model with strategies for differentiation.
Welfare Team	100 % of "at risk" students have a CARE PLAN
Strategy: Build a shared belief within the school community that all students can learn, irrespective of cohort or pathway	
Actions (Whole School)	Progress 2015
Provide PD on the research on student motivation and achievement (including understanding the impact on a fixed mindset versus a growth mindset on student learning and well-being)	Beginning

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)	Progress 2015
Dimensions 1 & 5 re "knowing your learner" personally	Consolidating
Continue data placemat processes by all teaching staff to identify levels of achievement - Schedule and conduct Data Placemat sessions in the whole school PD plan	Embedded
Construct centrally held Data Placemat storage accessible to all teaching staff – protocols for saving documents need to be addressed.	Beginning
Professional development training in Oneschool DASHBOARD to ascertain the potential use of this platform in our school and connections/overlap with Data Database	Beginning
HODs conducting data analysis and discussions at reporting junctures	Embedded
HODs set continuing cohort targets within Faculty Action Plans	Embedded
Teachers to utilise continuing cohort data (where appropriate) to set class targets for the coming year for continuing cohorts	Embedded
Continue the process of data gathering to inform signature program placement and class formations in the junior school.	Embedded
Ascertain student status re ATSI, Learning needs, students with disabilities, NESB students, underachieving students, aspiring to improve achievers, high academic achievers, National priority groups	Embedded

Strategy: Develop differentiated learning strategies that address the data placemat to improve learning for individual and class groups	
Actions (Whole School)	Progress 2015
HODs facilitate year and discipline specific teaching teams to further refine, discuss and document the Maker Model on a term by term basis	Consolidating
Conduct PD on differentiation within the Junior Secondary Professional Development Plan	Consolidating

Strategy: Implement ILPs for targeted groups of students – ESL, SWD, Gifted and Talented and Learning Difficulties	
Actions (Whole School)	Progress 2015
Develop an ILP for students below NMS in Naplan or students with specific literacy or numeracy deficits - Great Results Guarantee	Consolidating
Update the KSHS Data Plan	Beginning
Investigate the SUPPORT tab in Oneschool as an area for supporting, planning for students with EAL/D and SWD	Beginning
Use ILP Template (TALS) to specifically address both student needs and new legislation requirements – provide PD for general teaching staff	Consolidating

Strategy: Redesign welfare team structures in order to provide more effective case management and thus support better retention, attendance and outcomes	
Actions (Whole School)	Progress 2015
Fortnightly team meetings in Junior and Senior school groups - agenda "at risk" students in regards to attendance, uniform, behavior and achievement.	Consolidating
Production of data sets (Dashboard, ID Attend, Data Database) on attendance, uniform and achievement to discuss at meetings with relevant stakeholders	Consolidating
Development and Implement a range of intervention strategies designed to reflect upon progress and achievement - "care" map students at risk.	Consolidating
Strategy: Review the portfolios of Guidance Officers to ensure they are appropriately differentiated and aligned	
Actions (Whole School)	Progress 2015
Define roles for each GO to streamline delivery to student cohort, including complex cases.	Consolidating
Clearly articulate to staff the delineations of both GO's	Consolidating
Increase involvement of GO's in instructional programs and the training of teachers to deliver these programs AND staff wellbeing projects	Consolidating
Strategy: Continuing to build on social skilling, especially for at risk students, leading to improved social cohesion, inclusion and belonging	
Actions (Whole School)	Progress 2015
Continue to conduct Boys Groups, Girls Groups, Chaplaincy groups	Embedded
Develop a support document to maintain connections to outside agencies for student and parent support	Beginning
Continue on going social skill program to develop resilience, social skills etc.	Consolidating
Create a list for Junior Secondary School students indicating available activities in the school - including sport/debating etc.	Consolidating

Core Priority: Pedagogy and Reflective practice

Measures	Targets
DOL HUBS	16 Teachers complete a DOL HUB
ACARA Units	100% Year 10 units completed by end of 2015
COYD	100% of students have access to the COYD program
Professional Development	Teachers participate in all required PD – systemic, school driven and faculty based
Reflective Practice	100% of teachers visit 4 classrooms across the year. 100% of teachers have 2 colleagues visit and respond using the observational protocols AND perform 2 student voice protocols.
Beginning Teacher Mentor Program	100% of beginning teachers meet with mentor teachers 4 times per term.
Strategy: Embed Instructional Leadership practices at all levels of management, Executive, HOD, Faculty	
Actions (Whole School)	Progress 2015
Continue targeted professional readings within Executive Team	Embedded
Use Executive Days to build capacity around implementing the strategic direction	Embedded
Using the Australian Professional Standards for Teachers, Identify, acknowledge and utilise Lead teachers in the school	Consolidating
Strategy: Dimensions of Learning as our pedagogical framework	
Actions (Whole School)	Progress 2015
Continue to Write National Curriculum unit plans in the KSHS unit template using the DOL planning protocols to ensure consistency in rigor	Embedded
Continue DOL Hubs in revised 3.5 day format	Embedded
Continued focus on the HOM to develop resilient learners	Embedded
Continue Action Research Projects for staff following DOL HUBS – in faculties to promote increased awareness	Embedded
Develop DOL Toolkit to promote strategies in a timely manner each term	Embedded
Draft a senior secondary teaching and learning handbook for the senior school	Consolidating

Strategy: Be a state leader in ICT pedagogy across all curriculum areas	
Actions (Whole School)	Progress 2015
Implement COYD for all students in Year 9 and 10 in 2015, Plan for all students from 7-12 in 2016.	Consolidating
Implementation of service and network provider (UQ)	Consolidating
PD on ICT including increased and effective use to improve student outcomes and ICT classroom management	Embedded
Transition all junior units to include at least 1 ICT assessment task each year	Embedded
Strategy: Implement and review Junior Secondary Curriculum programs	
Actions (Whole School)	Progress 2015
Continue to promote Learning Goals, Success Criteria and feedback processes as a standard part of all classrooms	Embedded
PD on Collaborative Learning Strategies	Embedded
Review assessment, timing and units of teaching across all faculties	Embedded
Strategy: Progress the Junior Secondary Professional Development agenda to implement	

the strategies contained in the Junior Secondary Teaching and Learning Handbook	
Actions (Whole School)	Progress 2015
Link junior secondary teachers to other forums in the school to promote effective teaching across the school – Year 7 visits, using reflective practice protocol	Consolidating
Strategy: Continue to provide professional development on the high yield instructional strategies identified by contemporary research	
Actions (Whole School)	Progress 2015
Implement collaborative learning, feedback etc. strategies as a key pedagogical tool across years 7-12	Consolidating
Facilitate faculty members to run PD in their own field so that high yield strategies are integrated into lesson delivery (PASS sessions)	Consolidating
Strategy: IDP processes including use of data re student performance and reflective practice	
Actions (Whole School)	Progress 2015
Implement PD on the SFD re new system for Developing Performance Plan – including links to old IDP process and Reflective Practice Process	Consolidating
Monitoring meeting to be scaffolded to allow teacher led discussion about differentiation and data – twice a year.	Consolidating
Strategy: Provision of professional development to develop teacher capacity to use various observational protocols	
Actions (Whole School)	Progress 2015
Conduct professional development sessions on Student Free Days and at Executive meetings to build a shared expertise and capacity re different strategies to supplement protocols.	Embedded
Share successful practice across classrooms to ensure better outcomes for students- briefings, staff meetings and faculty meetings (Increase video vignettes to share best practice and share expertise)	Consolidating
Provision of financial resources to support teachers in each faculty to support the visiting of teachers to other classrooms.	Consolidating
Strategy: Implement the Beginning Teachers Mentoring Program for first year teachers	
Actions (Whole School)	Progress 2015
Write a beginning teacher program (with links to the orientation and reflective practice programs) to support the mentoring relationships between beginning teacher and mentor.	Consolidating

Core Priority: Develop Leadership capability

Measures	Targets
Student Leadership Development	100% of student leaders (junior and senior) participate in a leadership development day run by senior executive team
Aspiring Leaders	Aspiring Leaders access the Essential Leadership Program
Executive Team	100% of HODs participate in Leadership Skill Development.
Teachers	100% of teachers participating in AITSL professional development to inform their Performance Development Plan.
Strategy: Engage Senior School and Junior School Student leadership team in Leadership activities and development	
Actions (Whole School)	Progress 2015
Engage students in leadership day to expose students to topics :- time management skills, communication, stress and development of self, project development	Embedded
Link junior student leaders to senior leaders in leadership buddy system.	Consolidating
Identify potential male leaders in the school and encourage their engagement/nominations in elections.	Consolidating
Strategy: Support all staff to achieve high standards of professionalism and develop leadership capacity	
Actions (Whole School)	Progress 2015
Support HODS to identify areas of staff development that require PD in subject specific domains.	Consolidating
Develop opportunities for "small" leadership – tasks and roles that build capacity and confidence i.e. Subjects/activities and events.	Consolidating
In-service staff on Australian Professional Standards and teaching levels – graduate, proficient or lead teacher.	Consolidating
Consider staff recognition process	Consolidating

Strategy: Build our current and future leaders	
Actions (Whole School)	Progress 2015
Develop use of PPA and DDI modules with Executive Team – delegation, communication, development of self and others and trust modules	Consolidating
Develop an Aspiring Leaders Circle for current Kenmore staff – above modules AND criteria writing and interviewing skills.	Consolidating

Future outlook

Our Shared Key Priorities for 2016:

Our school Annual Implementation Plan is a large and complex document serving to reflect the many requirements of a large and complex school. This document is available on our school website for your perusal. In 2016 the whole staff will have a precise focus on the following directions -

1. **Pedagogy and Reflective Practice - Elearning**
2. **High Performance Learning Culture - Behaviour & Student Well Being**
3. **High Performance Learning Culture - Senior Schooling**

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1583	790	793	12	95%
2014	1611	787	824	18	94%
2015	1808	893	915	24	97%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

The student body is largely made up of high achieving university bound students. 91 % (264/290) of year 12 students were OP eligible (state 52%) and 77.2%(State 79.6%) of results were 15 or better. School enrolment trends have seen a growth from 2001 of 1120 to 2016 of 1881. The profile is largely Australian with smaller % of ,English, South African , NZ, Korean, Chinese. The reside/attend data shows 1371 from catchment, 437 from outside of catchment. The 1808 students with 316/7, 224/8,320/9,357/10,302/11 and 289/12.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	25	24
Year 11 – Year 12	20	20	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	85	88	78
Long Suspensions - 6 to 20 days	4	8	2
Exclusions	7	10	0

Cancellations of Enrolment	4	5	0
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* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 improve learning

Kenmore State High School operates a Student 1-to-1 Technology Program across all year levels. Families have the choice to acquire a technology device through the school's *Choose Your Own Device Program* or to bring their own under the *Bring Your Own Device Program*. In addition to this, we offer our Technology Excellence Program *ICE* which runs from Year 7 to 10. We maintain purpose-specific computer labs for video editing, Computer Aided Design (CAD) and robotics classes. Our site has wireless network coverage in all classrooms and across most outdoor areas.

The increase in access to technology for students over the last five years has been accompanied by a heavy focus on our eLearning agenda. We see technology as a vital tool in the contemporary classroom and developing student's digital literacy as critical in preparing them for life beyond high school.

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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	96%	96%
this is a good school (S2035)	100%	98%	96%
their child likes being at this school (S2001)	100%	96%	97%
their child feels safe at this school (S2002)	100%	97%	96%
their child's learning needs are being met at this school (S2003)	100%	95%	94%
their child is making good progress at this school (S2004)	100%	95%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	95%	91%
teachers at this school motivate their child to learn (S2007)	93%	95%	91%
teachers at this school treat students fairly (S2008)	100%	95%	92%
they can talk to their child's teachers about their concerns (S2009)	100%	97%	98%
this school works with them to support their child's learning (S2010)	93%	97%	93%
this school takes parents' opinions seriously (S2011)	92%	93%	94%
student behaviour is well managed at this school (S2012)	93%	89%	92%
this school looks for ways to improve (S2013)	100%	97%	96%
this school is well maintained (S2014)	100%	97%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	94%	98%	97%
they like being at their school (S2036)	93%	99%	97%
they feel safe at their school (S2037)	89%	93%	97%
their teachers motivate them to learn (S2038)	87%	89%	94%
their teachers expect them to do their best (S2039)	96%	96%	99%
their teachers provide them with useful feedback about their school work (S2040)	82%	90%	89%
teachers treat students fairly at their school (S2041)	75%	83%	85%
they can talk to their teachers about their concerns (S2042)	82%	81%	80%
their school takes students' opinions seriously (S2043)	78%	83%	86%
student behaviour is well managed at their school (S2044)	64%	72%	76%
their school looks for ways to improve (S2045)	90%	97%	97%
their school is well maintained (S2046)	86%	91%	94%
their school gives them opportunities to do interesting things (S2047)	94%	94%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	100%	98%
they feel that their school is a safe place in which to work (S2070)	98%	99%	100%
they receive useful feedback about their work at their school (S2071)	89%	91%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	84%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	99%	99%	100%
student behaviour is well managed at their school (S2074)	91%	94%	96%
staff are well supported at their school (S2075)	92%	96%	96%
their school takes staff opinions seriously (S2076)	91%	92%	96%
their school looks for ways to improve (S2077)	98%	99%	99%
their school is well maintained (S2078)	92%	93%	97%
their school gives them opportunities to do interesting things (S2079)	96%	94%	95%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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. 2013/14/15 saw the introduction and use 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
2012-2013	650,917	3,595
2013-2014	689,245	5,616
2014-2015	800,075	4,245

*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.

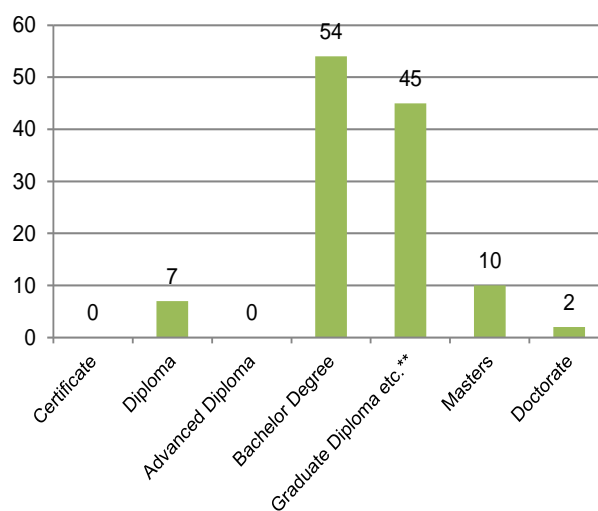
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	134	50	<5
Full-time equivalents	125	37	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	7
Advanced Diploma	0
Bachelor Degree	54
Graduate Diploma etc.**	45
Masters	10
Doctorate	2
Total	118



*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 2015 were \$69,770

The major professional development initiatives are as follows:

Dimensions of Learning

Reflective practice

Collaborative learning

OneNote

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	87%	87%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									94%	93%	92%	91%	91%
2014									94%	93%	92%	92%	89%

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

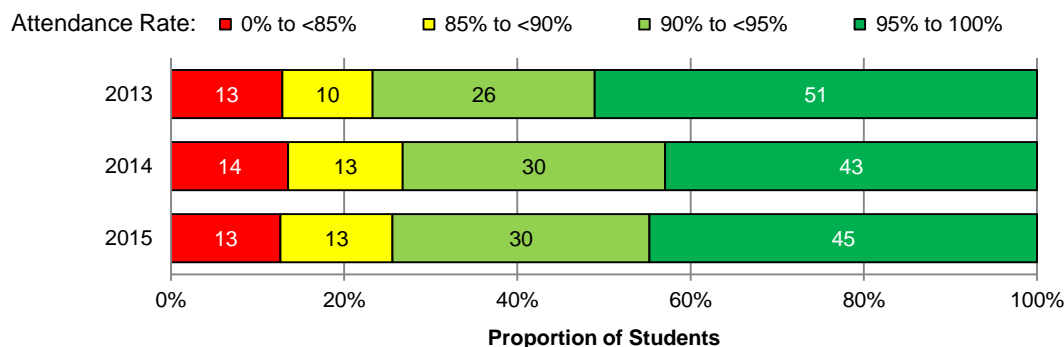
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							93%	95%	91%	91%	91%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

In 2015, 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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 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

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	92%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	100%	80%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	247	296	282
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	216	247	256
Percentage of Indigenous students receiving an Overall Position (OP)		100%	60%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	6	27	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	189	194	281
Number of students awarded an Australian Qualification Framework Certificate II or above.	67	71	67
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	239	271	270
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

Outcomes for our Year 12 cohorts	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	82%	80%	77%
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.	97%	96%	97%

As at 16 February 2016. 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
2013	50	72	56	36	2
2014	63	78	57	44	5
2015	55	75	67	47	12

As at 16 February 2016. 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
2013	173	45	29
2014	169	47	38
2015	278	52	20

As at 16 February 2016. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.