



*Education for Life*

# Kenmore State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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# School Overview

Kenmore SHS is an Independent Public School of approximately 1,930 students in the Western suburbs of Brisbane, close to the University of Queensland. The school draws students from over 50 suburbs. Parents are generally involved in professional/managerial occupations and most are aspirational. The community is well educated and values education. Significant parent support underpins a school of strong values and very high student achievement. The school is experiencing growth in student enrolments. The school is known for strong academic achievement with International tests, school data and academic competitions showing world-class results. The school's philosophy places individual students and their outcomes at the centre of the teaching/learning process and sets a desire to see this learning engage students in practical community leadership. The school has signature programs in German Immersion, Music Extension, Technology Immersion (ICE) along with strong Arts and Science programs. Sport, including Saturday sport, is also strong and there is support for elite athletes. Overseas exchange programs operate with four sister schools. Our core values are Excellence, Learning, Belonging, Integrity and Partnerships and these values underpin our actions at all levels.

## Principal's Foreword

### Introduction

#### School Progress towards its goals in 2016

#### 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 – E-learning**
2. **High Performance Learning Culture - Behaviour & Student Well Being**
3. **High Performance Learning Culture - Senior Schooling**
4. **Pedagogy and Reflective Practice**
5. **Developing Leadership Practice**

The following outlines the actions involved in achieving this important focus for each of the areas

#### Priorities for 2016

##### 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 2016
Review and Refine Teacher Orientation/Student Orientation	100% of new teachers involved in induction program
Teacher referrals	100% of teachers refer 'at risk' to the Welfare Team
Improvement in student behaviour	100% of teachers display posters of school wide positive behaviour support
	100% of teachers develop classroom specific rules based on SWPBS and refer to these rules in all classes
	100% of teachers display and refer to expectations and consequences in all classrooms
	100% of teachers experience PD on ESCM, Social Bonding and Restorative Rituals
Behaviour Profile Training	8 people to be trained as classroom profilers
<b>Strategy: Continuing to embed our school values into our daily practices and operations</b>	
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>
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	Year Coordinator
Continue an e-newsletter that incorporates faculty information and has a positive focus based on school values.	Andrew Blight



Continue celebration events – including newsletters, excellence awards, KAN week based on school values.	Executive Principal Deputy Principal	
Investigate and improve School Matters (with a focus on strategic directions) and other forms of positive communication twice a year.	Sally Hawkes	
<b>Strategy: Implement the Learning Policy and Responsible Behaviour Plan</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Develop a flow chart to show a clear referral for discipline processes and various peoples roles in responses across the school	Principal Deputy Principal	
Apply the Learning Policy and promote consistency across Years 7 – 12.	Michael Rogers	
Ensure effective communication with parents i.e.: email processes at assessment junctures, Oneschool records of pos/neg behaviour.	Executive Principal Deputy Principal	
<b>Strategy: Facilitate a whole school approach to increasing positivity and increased student well being</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Continue to deliver series of parent forums to address issues faced by adolescents and parents.	Sally Hawkes	Consolidated
Continue to provide clear processes for staff re referral of 'students at risk' re attendance, behaviour, academic achievement (Welfare Committee, DPs, etc.)	Sally Hawkes	Consolidated
Promote awareness of mindfulness/positive psychology, specifically to improve well-being across the school	Paul Stronach	Consolidated
Coordinate assessment calendar for senior school to decrease student stress	Paul Stronach	Consolidated
<b>Strategy: 2016 -Review Senior Schooling curriculum structures, pathways, curriculum and assessment programs to align with QCAA requirements</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Inform teachers re learning policy updates and communicate revised senior learning policy to students through various forums (website, assembly, emails)	Michael Rogers	Embedded
Review Senior Schooling curriculum structures, pathways, and curriculum and assessment programs to align with QCAA requirements.	Paul Stronach	Consolidated
Review VET offerings in the senior school – range, level, implementation and tracking processes.	Clair Doevendans	Beginning
Provide PD for teachers re Endorsement of Assessment, external assessment and syllabus development in preparation for 2018	Paul Stronach	Consolidated
Implement Revised Year 11 Access Program	Andrew Blight	Embedded
Review and refine senior schooling policies and processes (review blue form/HOD endorsement/special consideration/ clarify and streamline).	Michael Rogers	Beginning
Draft a senior secondary handbook for students	Michael Rogers	
<b>Strategy : Review communication tools and effectiveness across the school and wider community</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Promote ICT solutions in relation to communication issues – QAPP, Website, ed diary, ID attend	Sally Hawkes/James Whittle	Consolidated
Assess and review the implementation and use of ed diary across the school to gauge effectiveness.	James Whittle/Andrew Blight	Consolidated
Continue to ensure student engagement with notices, email, One Note and eDiary at the start of each school day.	Deputy Principals	Consolidated
<b>Strategy : Review and Refine Teacher Orientation/Student Orientation to the school community</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Develop and deliver a 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.	Michael Rogers	Consolidated
<b>Strategy: Continue Parent Orientation activities to support transition to Year 7</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Continue junior parent breakfast, welcome nights etc to support transition	Brett Gordon	Consolidated
Deliver a Year 7 parent and student transition survey	Brett Gordon	Consolidated
<b>Strategy: Review the signature program offerings in Junior Secondary</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Review and refine the purpose, identity and curriculum of signature programs in the junior school in 2016 (EG: Zenith).	Brett Gordon/Michelle Farquhar	Consolidated
<b>Strategy: Progress the master planning process in order to cater for the growing school population</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Progress plans for Library, Admin area & A Block	Executive Principal	Consolidated
Continue advocacy through the P & C for the next phases of the master plan.	Executive Principal	Consolidated



Library infrastructure – continuing advocacy through P & C	Executive Principal	Consolidated
<b>Strategy: Construct and implement school wide positive behaviour support system (SWPBS)</b>		
Facilitate a whole school approach to increasing positivity and increased student well-being.	Sally Hawkes & Behaviour Team	Embedded
Provide clearer processes through the welfare team meetings re referral of students at risk re attendance, behaviour, academic achievement.	Sally Hawkes & Welfare Team	Embedded
Implement a revised and relevant responsible behaviour plan to reflect a 7-12 school population.	Sally Hawkes	Embedded
Implement an organisational flow chart to show a clear referral process for discipline processes and various peoples roles in response across the school.	Sally Hawkes	Embedded
Introduce targeted responses through a School Wide Positive Behaviour Support (SWPBS) system – including behaviour contracts/strategies for teacher reflection and positive rewards system.	Sally Hawkes & Behaviour Team	Consolidated
Implement our Kenmore School Rules under the categories of Be Safe, Be Responsible, Be Respectful, Be Involved	All Teaching Staff	Embedded
Provide targeted and differentiated PD for teachers regarding Behaviour Support (Essential Skills for Classroom Management (ESCM - 1-5 years), Social bonding and restoring relationships/rituals)	Sally Hawkes & Behaviour Team	Embedded
Teachers to utilise the Reflective Practice Process (Behaviour Profiling) to improve behaviour management strategies in classrooms.	Sally Hawkes & Behaviour Profilers	Consolidated

**Core Priority: Know Your Learner and meet their needs**

Measures	Targets
Data Placemats	100 % of Teachers triangulate data using the data placemat process.
ICPs (Individual Curriculum Plans) and ISPs (Individual Support Plans)	100% of students completed for students who identify as EAL/D, SWD, Gifted and Talented, LD.
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, which involves tracking and action by the Welfare Team
<b>Strategy: Build a shared belief within the school community that all students can learn, irrespective of cohort or pathway</b>	
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>
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)	Brett Gordon Consolidated
HOSSES take an active role in providing PD for inclusive education of all students.	Karla Pope Consolidated

<b>Strategy: Use know your learner data to inform the starting point for teaching and to ensure learning is personalised for all students</b>	
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>
DOL HUB provides a focus (Dimensions 1 & 5) re “knowing your learner” personally and how we achieve this at KSHS.	Sally Hawkes Consolidated
Professional development training to further engage teachers with Oneschool DASHBOARD to assist with data placemat process.	Daniel Haines /Sally Hawkes Consolidated
Schedule and conduct Data Placemat sessions in the whole school PD plan. Target team meetings based on teacher feedback (at risk classes)	Sally Hawkes Consolidated
Access centrally held Data Placemat storage accessible to all teaching staff – protocols for saving documents need to be addressed.	Deputy Principal/HOD Consolidated
HODs conducting data analysis and discussions at reporting junctures	HOD Consolidated
HODs set continuing cohort targets within Faculty Action Plans	HOD Consolidated
Teachers to utilise continuing cohort data (where appropriate) to set class targets for the coming year for continuing cohorts	HOD Consolidated
Continue the process of data gathering to inform signature program placement and class formations in the junior school.	Deputy Principal/HOD Year Coordinator Consolidated
Ascertain student status re ATSI, Learning needs, students with disabilities, NESB students, underachieving students, aspiring to improve achievers, high academic achievers, National priority	HOD Consolidated

groups		
<b>Strategy: Develop differentiated learning strategies that address the data placemat to improve learning for individual and class groups</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
HODs facilitate year level and discipline specific teaching teams to further refine, discuss and document the Maker Model on a term by term basis	HOD/HOSES	Consolidated
Conduct PD on differentiation within the Junior Secondary Professional Development Plan – Higher Order Thinking (HOT) skills.	HOD/HOSES	Consolidated
<b>Strategy: Implement ILPs for targeted groups of students – ESL, SWD, and Learning Difficulties</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Develop an ILP for students below NMS in Naplan or students with specific literacy or numeracy deficits – Investing For Success (I4S)	HOSES, LD Teachers	Consolidated
Update the KSHS Data Plan	Executive Principal	Consolidated
Utilise the SUPPORT tab in Oneschool as an area for supporting, planning for students with EAL/D and SWD	HOSES, Rebecca Murray	Consolidated
Continue to use ICP Template (TALS) to specifically address both student needs and new legislation requirements – provide PD for general teaching staff	HOSES	Consolidated

<b>Strategy: Continue with the welfare structures in order to provide more effective case management and thus support better student retention, attendance and outcomes</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Schedule fortnightly team meetings in Junior and Senior school groups - agenda "at risk" students in regards to attendance, uniform, behaviour and achievement.	Sally Hawkes & Welfare Team	Consolidated
Production of data sets (Dashboard, ID Attend, Data Database) on attendance, uniform and achievement to discuss at meetings with relevant stakeholders.	Office Staff, Year Cos, DPs	Consolidated
Development and Implement a range of intervention strategies to continue to "care" map students at risk.	Sally Hawkes & Welfare Team	Consolidated
<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>Responsible officers/Progress Term 4</b>	
Continue to conduct Boys Groups, Girls Groups, Chaplaincy groups to focus on social skill programs to develop resilience, social skills etc.	Glyn Davies/Rose Hargrave/Anthony Lutz	Consolidated
Develop a support document to maintain connections to outside agencies for student and parent support.	Guidance Officer	Consolidated
Plan and implement strategies to support Year 7s in their break times that improve student interactions, involvement and engage students in productive activities.	Brett Gordon	Consolidated
<b>Strategy: Strengthen processes to identify, monitor and support senior school students to achieve their desired pathway</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Initiate data tracking and conversation monitoring with senior students using the TRACKEd software	Michael Rogers	Consolidated
Distribute and support the use of Study Planners in Years 10 – 12 via the essentials program and GO assembly talks	GOs	Consolidated

**Core Priority: Pedagogy and Reflective practice**

Measures	Targets
DOL HUBS	20 Teachers complete a DOL HUB
ACARA Units	100% Year 10 units completed by end of 2016
CYOD/BYOD	100% of students have access to the CYOD/BYOD program
Professional Development	Teachers participate in all required PD – 100% teachers complete OneNote Session, Reflective Practice PD, Senior Schooling (Quality Assessment), Mandatory Training.
Reflective Practice	100% of teachers visit 8 classrooms across the year. 100% of teachers have 8 colleagues visit and respond using the observational protocols and perform a minimum of 2 student voice protocols.
Beginning Teacher Mentor Program	100% of beginning teachers meet with mentor teachers 4 times per term.
Professional Development Plan	100% of teachers complete the PDP process, including meeting with HODS twice per year.
<b>Strategy: Embed Instructional Leadership practices at all levels of management, Executive, HOD, Faculty</b>	
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>
Use Executive Days to build capacity around implementing the strategic direction.	Executive Principal Deputy Principal
Using the Australian Professional Standards for Teachers, identify, acknowledge and utilise Lead teachers in the school to be part of the MBT program.	Sally Hawkes Consolidated
<b>Strategy: Continue to utilise Dimensions of Learning as our pedagogical framework</b>	
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>
Continue to refine National Curriculum unit plans in the KSHS unit template using the DOL planning protocols to ensure consistency in rigor	HOD Consolidated

Continue DOL Hubs in revised 4 day format	Sally Hawkes	Consolidated
Continue Action Research Projects for staff following DOL HUBS – in faculties to promote increased awareness	Sally Hawkes	Consolidated
Promote strategies in a timely manner each term to support the awareness of DOL as our pedagogical framework.	Sally Hawkes	Consolidated

**Strategy: Promote and Facilitate ICT leadership in pedagogy across all curriculum areas at Kenmore SHS**

<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Implement CYOD/BYOD for all students across 7-12	Dan Haines	Embedded
Provide PD on a range of ICT to increase effective use, improve student engagement and ICT classroom management.	James Whittle	Embedded
Confirm all junior units to include at least 1 ICT assessment task each year.	Angela Malone/James Whittle	Consolidated
Transition Year 7 & 8 units onto a OneNote platform to share with students to help organise and structure note taking/resources/storage of their work.	James Whittle	Consolidated
Develop explicit links to the behaviour strategy to support teachers and HODS in the digital space.	Sally Hawkes & Behaviour Team	Consolidated
Develop explicit protocols (for use in the RP process) for teachers to discuss and collaborate/share re their use of digital tools.	James Whittle & Sally Hawkes	Consolidated
Implement a formative task that involves a new ICT tool in at least one unit in all junior year levels (7-9).	James Whittle	Consolidated
Establish a formal ICT committee (including 1 person from each faculty) to meet, collaborate, provide PD between the faculties and committee members/links to reflective practice processes.	James Whittle & HODs	Beginning
Focus on digital reading and the critique of sources across the school – identify relevant information, reading and responding to digital text strategies.	James Whittle	Beginning

**Strategy: Implement and review Junior Secondary Curriculum programs**

<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Continue to promote Learning Goals, Success Criteria and feedback processes as a standard part of all classrooms	Brett Gordon	Consolidated
Review assessment, timing and units of teaching across all faculties	HOD	Consolidated

**Strategy: PDP processes including use of data re student performance and reflective practice**

<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Monitoring meeting to be scaffolded to allow teacher led discussion about differentiation and data – twice a year.	HOD	Consolidated

**Strategy: Provision of professional development to develop teacher capacity to use various observational protocols**

<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
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.	Sally Hawkes	Consolidated
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)	Sally Hawkes	Consolidated
Provision of financial resources to support teachers in each faculty to support the visiting of teachers to other classrooms.	Executive Principal	Consolidated

**Strategy: Deliver the Mentoring Beginning Teacher Program for first year teachers**

<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Continue to implement a beginning teacher program (with links to the orientation and reflective practice programs) to support the mentoring relationships between mentee and mentor.	Sally Hawkes & Mentors	

**Core Priority: Develop Leadership capability**

<b>Measures</b>	<b>Targets</b>
Student Leadership Development	100% of student leaders (junior and senior) participate in a leadership development day run by senior executive team
Aspiring Leaders	A minimum of 2 Aspiring Leaders access the Regional Aspiring Leaders Program
Executive Team	100% of HODs participate in Leadership Awareness and Development Training at Executive Team Days (1 per term).
Teachers	100% of teachers participating in AITSL professional development to inform their Performance Development Plans

**Strategy: Engage Senior School and Junior School Student leadership team in Leadership activities and development**


<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Engage students in leadership opportunities for students to discuss and experience:- time management skills, communication, stress and development of self, project development	Andrew Blight/Brett Gordon/Sally	Consolidated

	Hawkes/Michael Rogers	
<b>Strategy: Support all staff to achieve high standards of professionalism and develop leadership capacity</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Support HODS to identify areas of staff development that require PD in subject specific domains.	Executive Principal/Deputy Principal	Consolidated
Develop opportunities for "small" leadership – tasks and roles that build capacity and confidence i.e. Subjects/activities and events.	Executive Principal/Deputy Principal	Consolidated
In-service staff on Australian Professional Standards and teaching levels – graduate, proficient or lead teacher.	Executive Principal/Deputy Principal	Consolidated
Consider staff recognition processes – personal letter from the principal, principal weekly memo, staff briefing (Celebrate the Staff), thank you cards from DPs.	Executive Principal/Deputy Principals	Consolidated
<b>Strategy: Build our current and future leaders</b>		
<b>Actions (Whole School)</b>	<b>Responsible officers/Progress Term 4</b>	
Provide opportunities in acting positions for HODS and aspiring leaders to act in promotional positions at our school.	Executive Team	





# Future Outlook - 2017 Kenmore Operational Plan

Our School Priorities	Our School Performance Indicators	Teacher Practice	Student Practice
<p><b>We have a High Performance Learning Culture</b></p> <p>We are all learning We have explicitly stated values and rules We have a growth mindset about personal performance We have ongoing dialogue about expectations for learning and behaviour at our school</p> 	<p><b>All Students</b> 75% of students across the school with A or B and &lt;5% D All students show a gain in achievement over the year</p> <p><b>Senior Students</b> All students gain a QCE All students gain a certificate qualification All students graduate into a meaningful pathway All students improve their A-E data 11 → 12 OP Targets: 15% 1-3, 30% 1-5, 60% 1-10, 80% 1-15, &lt;5% +20 All students with QTAC applications receive an offer</p> <p><b>Junior Students</b> All students improve their A-E data All students improve their (relative gain) NAPLAN data from Year 7 to Year 9 All of students at NMS improve or have a plan to do so. All Y7&amp;9 students improve on their Y5/7 NAPLAN results by one band or more. All eligible students reach National Minimum in reading and numeracy or have a plan to do so. All students set goals to improve their own data All teachers implement the Junior and Senior Learning Policy and Responsible Behaviour Plan All teachers display posters of school wide positive behaviour support in their classrooms and refer to these rules All teachers develop classroom specific rules based on SWPBS and refer to these rules in all classes All teachers display and refer to expectations and consequences in all classrooms All teachers participate in PD on behaviour support.</p>	<p><b>In all my classes:</b></p> <ul style="list-style-type: none"> <li>I employ a growth mindset, believing that all students can learn.</li> <li>I help students foster a growth mindset about their learning and performance.</li> <li>I set and monitor class targets that align to school targets</li> <li>I have assisted students to maintain or improve their grades</li> <li>I have assisted students to move from C to B, B to A etc</li> <li>I understand the learning policy and apply it consistently.</li> <li>I explicitly teach and refer to the 4 school rules and apply them in my class consistently.</li> <li>I help students set learning &amp; performance goals each term</li> </ul> <p><b>In my Senior classes:</b></p> <ul style="list-style-type: none"> <li>I know how students are tracking towards their rank LOA and help them increase their rung placement.</li> <li>I am aware of their tracking for QCE/OP and I have assisted each student to improve in my subject area.</li> </ul> <p><b>In my Junior classes:</b></p> <ul style="list-style-type: none"> <li>Every student has improved their reading comprehension &amp; writing responses in my subject area.</li> </ul> <p>(APST 5.2 Provide feedback to students on their learning)</p>	<ul style="list-style-type: none"> <li>I can give examples of how I use growth mindset to develop personally, socially &amp; intellectually.</li> <li>I can give examples of where I set goals and challenge myself in every class</li> <li>I can give examples of how I access support in my learning &amp; development in all my classes.</li> <li>My teacher helps me achieve my goals but doesn't do the heavy lifting for me.</li> <li>I know what positive behaviour looks like in my school and can reflect on my behaviour with help.</li> <li>I understand what the school rules are and how they apply in each of my classrooms.</li> </ul>
<p><b>We Know Our Learners &amp; Meet Their Needs</b></p> <p>We are focused on students first We have targeted intervention plans for those at risk We foster a growth mindset for all students and their pathways We interrogate data to inform our practice We track student data at key junctures We utilise differentiated teaching strategies to cater for all students We engage in collegial dialogue to support all students We use learning goals and success criteria to make learning visible</p>	<p>All of Teachers triangulate student data using the Dashboard and data placemat process, twice a year. All HODs set subject targets for continuing cohorts All teachers utilise continuing cohort data (where appropriate) to set class targets and employ teaching strategies to help students improve. All ACARA unit plans include Maker Model with strategies for differentiation to assist teachers to make decisions about meeting needs. All of teachers engage in data conversations at faculty meetings and data placemat meetings to move year level cohorts and individuals forward. All "at risk" students are tracked and actioned on a fortnightly basis by the Welfare Team. All teachers refer 'at risk' to the Welfare Team as required. All teachers help students in their classes set goals, monitor progress towards these goals and use evidence to set new goals quarterly. Student academic and social wellbeing are at high levels. <b>Attendance</b> rates are at least 95% &gt;90% A or B Behaviour; &gt;90% A or B Effort</p>	<ul style="list-style-type: none"> <li>I know my learners and actively use data to move them forward in their learning.</li> <li>I actively uses dashboard/data placemats by setting targets and defining improvement strategies to inform teaching and differentiation strategies</li> <li>I use formative assessment to help all students learn</li> <li>I balances high demand with high levels of support in class</li> <li>I use LG &amp; SC in my classroom to make learning visible and ascertain areas for feedback and instructional change.</li> <li>I use ongoing cohort data to inform my teaching every term.</li> <li>I refer students in my classroom that may be at risk to the welfare team.</li> <li>My students set learning and performance goals and show evidence of their progress towards these goals.</li> <li>My students are challenged and I provide differentiated support to ensure appropriate levels of challenge.</li> </ul> <p>(APST 1.2 Understand students and how they learn) (APST 5.4 Interpret student data, APST 5.1 Assess student learning)</p>	<ul style="list-style-type: none"> <li>I am clear about what I need to do to improve in my classrooms.</li> <li>I set SMART learning goals each term in every subject area.</li> <li>I reflect on my goals and feedback to monitor my progress and improve.</li> <li>I can explain why this unit is important and what is expected of me.</li> <li>I can explain the LG and SC in each lesson and the connection to the why of my unit.</li> <li>I can explain the criteria used to assess me in each subject and can accurately assess my own work.</li> <li>I use feedback e.g. Formative assessment/exemplars to help me understand where to improve my work.</li> <li>I know how to use success criteria to track and monitor my learning (study skills).</li> <li>I work with my teachers on strategies to improve my performance.</li> </ul>
<p><b>We Engage in High Quality Pedagogy &amp; Reflective Practice</b></p> <p>We have clear expectations and communication about effective teaching We have an evidence based approach to teaching and learning, through a whole school and faculty lens. We are a school that focuses on improved IT use and the future direction of eLearning We have a strong literacy focus in all subject areas, including reading and writing in all areas. We use collegial teams to talk about our practice We support all teachers in their development as professionals and practitioners</p>	<p>All teachers visit 4 classrooms across the year. All teachers have 4 colleagues visit and respond using the observational protocols and perform a minimum of 2 student voice protocols or similar to ask students about their classrooms. All teachers in each faculty engage with an eLearning agenda – to further their practice using eLearning tools. Teachers in Year 7 - 8 continue to use the OneNote platform as a note taking, collaborative sharing device. Teachers of Year 9 use OneNote as a platform for organization and note taking to some degree in every faculty. All teachers engage with the eLearning ladder to increase their own practice. All targeted teachers complete PD (Quick Writes, Persuasive/Narrative, Faculty (Discipline) specific etc.) All HODs complete Writing PD with Literacy Coach and implement at Faculty Meetings All teachers prepare targeted writing activities in all subject areas. All teachers engage in a structured (QAR/3LG) reading activity in their subject area. All beginning teachers meet with mentor teachers minimum 4 times per term. All teachers choose and attend school facilitated workshops each term. All teachers complete the PDP process, including meeting with HODS twice per year. All teachers engage in Faculty Meetings and PLC groups. There is a strong, culture of collaborative learning amongst all staff.</p>	<ul style="list-style-type: none"> <li>I have worked collaboratively to guarantee high quality outcomes for all my students.</li> <li>I use professional learning to improve my practice.</li> <li>I use the DOL framework to plan and implement optimal learning activities.</li> <li>I explicitly label and helps students understand the learning process</li> <li>I know my students are learning because I effectively check for understanding regularly.</li> <li>I can articulate &amp; show examples of the improvements I have made to my teaching</li> <li>The language of DOL is embedded in my practice</li> <li>I use my PDP to guide my development</li> <li>I actively contribute to my PLC.</li> <li>I use reading and writing as learning strategies in my subject area.</li> <li>I reflect on my practice &amp; collect a range of evidence (self-reflection, student data, student surveys, video analysis) to inform my teaching/PDP/PLC work.</li> <li>I use reading/research &amp; to contribute to learning communities and to guide my development and improve my practice</li> <li>I seek and provide collegial (quarterly) and supervisor (bi-annually) feedback on class observations.</li> <li>I work collaboratively to plan, calibrate, moderate and refine pedagogy</li> <li>I engage in professional discussions about teaching</li> </ul> <p>(APST 5.3 Make consistent &amp; comprehensive judgements, 3.6 Evaluate &amp; improve teaching programs) (APST 6.2 Engage in professional reflection and improve practice, 6.3 Engage with colleagues to improve practice) (APST 3.3 Use teaching standards 3.2 Plan Structure &amp; Sequence learning programs)</p>	<ul style="list-style-type: none"> <li>I use technology to further my learning</li> <li>I know I need to consider distraction when I use technology to learn and modify my behaviour with help.</li> <li>I use QAR or 3LG to determine how to respond to text.</li> <li>I read a wide range of texts to help me learn.</li> <li>I identify and use a range of approaches to generate ideas and plan my writing.</li> <li>I work with my teachers to develop strategies to improve my learning &amp; performance.</li> <li>When my teacher is checking for understanding, I use these opportunities to think about the next step in my learning.</li> </ul>

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** Yes  
**Year levels offered in 2016:** Year 7 - Year 12

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1611	787	824	18	94%
2015*	1808	893	915	24	97%
2016	1882	907	975	26	96%

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.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

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 84% (State 81.4%) 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, and Chinese. The reside/attend data shows 1371 from catchment, 437 from outside of catchment. The 1882 students with 348/7, 324/8,236/9,322/10,356/11 and 296/12.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	24	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.

## 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.

### Co-curricular 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



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 six 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

### Overview

- 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) is 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

#### Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	96%	96%	97%
this is a good school (S2035)	98%	96%	97%
their child likes being at this school* (S2001)	96%	97%	98%
their child feels safe at this school* (S2002)	97%	96%	98%
their child's learning needs are being met at this school* (S2003)	95%	94%	95%
their child is making good progress at this school* (S2004)	95%	95%	97%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	91%	91%
teachers at this school motivate their child to learn* (S2007)	95%	91%	92%
teachers at this school treat students fairly* (S2008)	95%	92%	94%
they can talk to their child's teachers about their concerns* (S2009)	97%	98%	95%
this school works with them to support their child's learning* (S2010)	97%	93%	91%
this school takes parents' opinions seriously* (S2011)	93%	94%	92%
student behaviour is well managed at this school* (S2012)	89%	92%	92%
this school looks for ways to improve* (S2013)	97%	96%	97%
this school is well maintained* (S2014)	97%	95%	97%

## Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	97%	95%
they like being at their school* (S2036)	99%	97%	90%
they feel safe at their school* (S2037)	93%	97%	93%
their teachers motivate them to learn* (S2038)	89%	94%	93%
their teachers expect them to do their best* (S2039)	96%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	89%	87%
teachers treat students fairly at their school* (S2041)	83%	85%	86%
they can talk to their teachers about their concerns* (S2042)	81%	80%	77%
their school takes students' opinions seriously* (S2043)	83%	86%	83%
student behaviour is well managed at their school* (S2044)	72%	76%	80%
their school looks for ways to improve* (S2045)	97%	97%	93%
their school is well maintained* (S2046)	91%	94%	91%
their school gives them opportunities to do interesting things* (S2047)	94%	96%	90%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	98%	97%
they feel that their school is a safe place in which to work (S2070)	99%	100%	99%
they receive useful feedback about their work at their school (S2071)	91%	91%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	81%	80%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	99%	100%	97%
student behaviour is well managed at their school (S2074)	94%	96%	91%
staff are well supported at their school (S2075)	96%	96%	89%
their school takes staff opinions seriously (S2076)	92%	96%	90%
their school looks for ways to improve (S2077)	99%	99%	98%
their school is well maintained (S2078)	93%	97%	94%
their school gives them opportunities to do interesting things (S2079)	94%	95%	93%

\* Nationally agreed student and parent/caregiver items

# '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. 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.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.



## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	88	78	90
Long Suspensions – 6 to 20 days	8	2	1
Exclusions	10	0	4
Cancellations of Enrolment	5	0	3

\* 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.

## Environmental Footprint

### 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	689,245	5,616
2014-2015	800,075	4,245
2015-2016	770,289	9,869

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.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '**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.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	140	49	<5
Full-time Equivalents	131	38	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	17
Graduate Diploma etc.**	52
Bachelor degree	77
Diploma	3
Certificate	0

\*Teaching staff includes School Leaders

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

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2015 were \$74,702

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%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2016.

## Performance of Our Students

## Key Student Outcomes

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.

## Student Attendance

### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
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%	85%

\*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014									94%	93%	92%	92%	89%
2015								93%	95%	91%	91%	91%	91%
2016								94%	93%	92%	91%	92%	92%

\*Attendance rates effectively count 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.

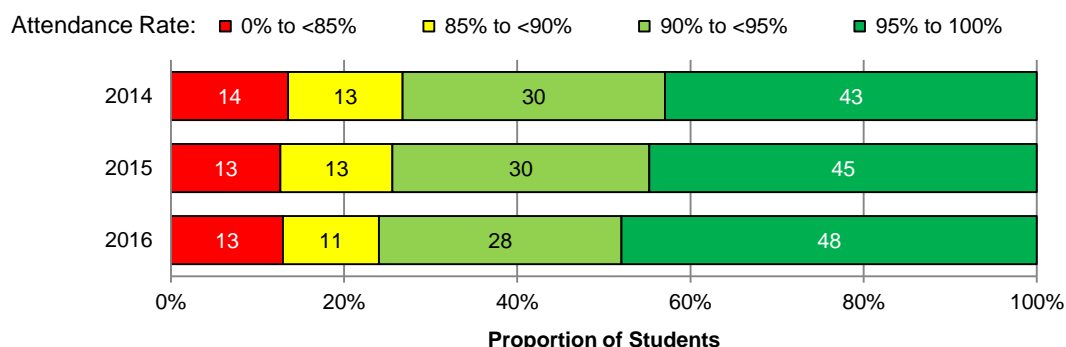
DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range:

### 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 2016, we continued to manage attendance using our electronic marking system in combination with text messaging and monitoring by Deputy Principals. New roll marking checks out of OneSchool have been added to prompt unmarked rolls through a lesson, unmarked rolls at the end of the

day and atypical attendance patterns by students across the school day. Absence letters are forwarded for absences longer than three days. This has seen an improvement in our already sound attendance data.

## NAPLAN

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

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Sector:

Government

Non-government

Where it states '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.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	296	282	278
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	247	256	239
Percentage of Indigenous students receiving an Overall Position (OP)	100%	60%	80%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	21	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	194	281	272
Number of students awarded an Australian Qualification Framework Certificate II or above.	71	69	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	271	270	275
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	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%	



OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	63	78	57	44	5
2015	55	75	67	47	12
2016	64	69	65	36	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	169	47	38
2015	278	53	21
2016	269	61	30

As at 3rd February 2017. The above values exclude VISA students.

These courses include:

- Cert III Early Childhood and Care
- Cert III Business and Business Administration (combined course) (new 2017)
- Cert II Hospitality and Cert I Hospitality (combined)
- Cert II Creative Industries and Cert I Visual Arts (combined)
- Cert II Tourism, &
- Cert II Sport & Recreation and Cert III Fitness (combined) (new 2017)
- Cert I Business (Yr 10)
- Cert II Foundation Skills for Work and Vocational Pathways (also applying for Cert I to be a combined course)
- Cert I Information, Digital Media and Technologies

## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	92%	89%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	80%	150%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.kenmoreshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### Early leavers information

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

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.



# Conclusion