



Kenmore State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Kenmore SHS is an Independent Public School of approximately 1,900 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 and there is also strong support for elite athletes. Overseas exchange programs operate with four sister schools.

Foundation of values

Our values are:

Excellence

We are committed to personal excellence.

Learning

Everything we do is focused on discovering, growing and improving.

Integrity

We act with respect, dignity and fairness, demonstrating trustworthiness and responsibility.

Belonging

Each person has the opportunity and support to succeed as a member of a just and equitable community.

Partnerships

We create a network of local, regional and international support to build a strong sense of community.

We are committed to **personal excellence** and expect each person to strive for their best. We believe in setting high standards and providing quality support to help people reach those standards and experience success. The school provides an extensive range of high quality opportunities and experiences so our students maximise creative options for their futures.

Kenmore High School is all about **learning**. We believe that all people can learn. Each individual has special qualities, interests and character to be developed. We provide learning experiences in all aspects of life. Young people at Kenmore High will experience learning that is future-focused, enterprising and transferable to the range of situations they will encounter. We believe that young people learn best when they have structure as well as space and time to foster creativity - time to think and grow. We think that learning should be inspirational, challenging and fun.

We insist on personal **integrity**. Each person at Kenmore High is expected to act with respect and dignity, and demonstrate trustworthiness and responsibility. We expect staff, parents, students and supporters to act with a high-level of personal integrity, modelling the best standards in personal behaviour.



Every person at Kenmore High has the right to a strong sense of **belonging**. This occurs when each person has the opportunity to express themselves and to learn to appreciate others whilst treating others fairly and being treated fairly. It also occurs when each person knows our school provides a safe environment for them to create their own identity within a community that values diversity and promotes equity.

We believe **partnerships** create a local, regional and international support network. Partnerships are vital to building a strong sense of community where young people can exercise their emerging influence with the surety of support. The people involved in these partnerships bring a richness to the school experience. Partners are welcomed as important members of our learning community.



Principal's Foreword

Introduction

Introduction

Following is a range of information that highlights the work our school is undertaking and the many successes we are achieving as a school and for our students. I hope you enjoy our highlights and look forward to meeting you should you choose to come to Kenmore State High School.

School Progress towards its goals in 2017

In 2017 the school entered the third year of implementation of the current four-year strategic plan. The focus for school improvement during the year remained on the four key elements of that strategic plan:

- Developing a **High Performance Learning Culture**
- Ensuring that teachers **Know their Learners & Meet Their Needs**
- Collegial Processes for **Reflective Practice**
- Developing **Instructional Leadership**

The work of all members of the school community contributed to the significant progress towards achieving the school's stated targets.

In terms of overall academic achievement, the focus on a high performance learning culture, where students are in regular attendance, engaged and focussed on their learning, saw improvements in the percentage of students achieving A & B results.



across all subjects and year levels. This was also demonstrated through a reduction in the percentage of students receiving failing grades (D or lower) across the year.

The 2017 Year 12 outcome data reflects the hard work and dedication of our students and teachers on improving academic outcomes, with some fantastic OP and QCE results. The class of 2017 achieved our best ever OP results for students in the OP ranges 1-5 (29.1%), 1-10 (58.7%), and 1-15 (87%), and near 100% QCE attainment, with 339 of the 340 students receiving their QCE upon graduation (the 340th student graduated into an electrical apprenticeship). This is our highest ever QCE attainment figure and reflects an ongoing pursuit of Year 12 attainment and outcomes across a number of years, and a commitment to ensuring that all students leave Kenmore with a valid pathway to future work and employment. Our Year 7 & 9 students once again performed strongly in NAPLAN. Our students achieved results statistically above the nation in both Mean Scale Score (MSS) and students in the Upper Two Bands (U2B) in 9 out of 10 strands (Yr 7 & 9 combined).

Coupled with a focus on student learning and outcomes is a recognition that great students benefit from great teachers. In 2017 our teacher professional growth and development focussed on the areas of *reflective practice*, or collegial conversations about 'how' we teach, and *classroom profiling*, to develop a common language of classroom instruction across the school. We continued our development for new and beginning teachers to the school through immersion in the school's pedagogical framework – the *Dimensions of Learning* (Marzano) – and teachers shared this practice with colleagues through classroom observation and feedback sessions across the year. Our beginning teachers also benefitted from collegial conversations and sharing activities with more experienced colleagues through the 'Mentoring Beginning Teachers' initiative. All classroom teachers received training and support to reflect on student data and plan collaboratively for student needs through the OneSchool data dashboard. This initiative will ensure that teachers have the most up-to-date information available to them when planning, and that these plans can be accessed and shared by others to enhance the teaching and learning experience for students.

And finally, the school maintained its tradition of educating the 'whole child' through activities and opportunities for students to extend their learning beyond the classroom. Students participated in many cultural, sporting, academic and recreational excursions and competitions that enhance their sense of *belonging* and provide opportunities for personal growth and development. Teachers, school leaders and support staff continued to track student wellbeing and implemented support strategies for students deemed 'at risk' of disengagement from school. Our school student services and support staff continue to provide the highest level of care and support for our students so that they can thrive and develop their *sense of spirit and belonging*.

In summary, Kenmore State High School made significant gains in advancing its strategic foci in 2017. Through processes of reflection and review, these actions will be further refined and narrowed in 2018 to ensure continual improvement in culture, learning and outcomes.

Future Outlook

2018 marks the final year of the current four-year strategic plan for Kenmore State High School. This year will be one of review and reflection as we finalise our current plan and start the process of framing a new focus and direction for the next cycle of action. This year the school will undertake a formal review, enacted by the Education Department's School Improvement Unit, in the first week of Term 2. This review will highlight the many strengths of our current practice, as well as focus areas for further development. Coupled with our own internal reviews on school processes and policies, this information will be utilised to frame our next four-year plan of school improvement.

The 2018 Explicit Improvement Agenda highlights three core priorities. These are – We have a High Performance Learning Culture; We Know our Learners and Meet Their Needs; We Engage in High Quality Pedagogy and Reflective Practice. There are a number of strategic actions that underpin the work in each of these areas. To sharpen and narrow our focus for 2018, the school has identified three specific foci for teachers to engage with and action within their planning and practice. These are:

- **Writing**
- The use of **Data** to inform practice
- **Feedback**

The focus on writing is targeted to improve student outcomes in this important skill across all subject areas and year levels. The improvement of discipline-specific writing skills – ie the ability to write well in each subject or domain – will be a predominant focus of development for teachers and students. The school will utilise the John Collins writing program and associated materials to develop writing activities in the classroom that specifically develop student skills in structured, planned writing, and provide opportunities for feedback through individual reflection, peer feedback and teacher-student feedback. Mechanisms to track student progress and growth in writing skills within a year level and throughout their schooling will be a focus for development.

Teacher understanding and utilisation of student data to inform teaching practice remains a focus for teacher development in 2018. The discussion of student data and subsequent actions will be framed through four guiding questions – *How are our students doing in their learning? How do we know? What are we doing to improve their learning? How do we know it is working?* School Leaders, HODs and teachers will engage in conversations about how to best utilise student data to reflect on teaching practice and make adjustments to differentiate the learning sequence or activities to ensure that student achievement outcomes are maximised. Teachers and faculties will set targets for student achievement and regularly measure and review those targets to help students improve.

The provision of specific and timely feedback to students is a key process within the teaching and learning cycle, as is the ability for students to provide feedback to teachers about their learning. We want to encourage the provision and acceptance of feedback by both teachers and students as a normal part of the experience of school, a practice that is shared and trialled in many different forums across the school and across the year. In 2018, teachers will continue to embed the use of feedback through learning goals and success criteria in classrooms as a way of *making learning visible to students*. Teachers will gather feedback in a variety of forms, including formative and summative assessment tasks, student voice, exit slips and other feedback strategies to help students learn and to gather evidence of student learning. Ultimately we want students to be able to articulate clearly, in each of their classes, what they are learning, how they are doing, what they need to do to improve and what strategies they will employ to help them improve.

In general terms we want to ensure that all students are improving in their learning. As a school we acknowledge and celebrate the achievements of students across a broad range of academic, sporting and cultural pursuits. Our strategies and actions remain focussed on achieving our school vision for our students to be influential locally and prepared to transform the world. We want our school to make a difference for each and every student, now and in the future. Our motto is *Education for Life*.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1808	893	915	24	97%
2016	1882	907	975	26	96%
2017	1938	907	1031	22	96%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The Student population of Kenmore State High School engage in high academic programs. The 2017 Year 12 cohort exiting with 74% of students being OP eligible. Around 5% of the student population have a verified disability, with these students supported to integrate into the wider school community by specialised staff who are located in a purpose built complex. The school has a small Indigenous population, with 1% of students identifying as Aboriginal and/or Torres Strait Islander. Students travel to school from within a large area of the Metropolitan suburbs. The school ICSEA value of 1107, with an average ICSEA value of 1000, reflects the socio-economic factors of the Geographic location of the student population who attend Kenmore. 195 of students at the school come from backgrounds that speak a language other than English.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	20	20	20

Curriculum Delivery

Our Approach to Curriculum Delivery

Kenmore SHS offers a wide and varied range of curriculum offerings to serve the requirements of our diverse student population. Curriculum delivery is fluid and tuned to the needs of our school community.

We have a strong focus of academic excellence, including a German Immersion Program, Music Extension program, Information Communication Extension program, and Zenith Extension Program. Apart from our strong Core subject offerings, school options include electives including Drama, Film TV and New Media, Dance, Multi-media, Animation, Music, Art and Print Media, and the ICE-Laptop Program.

Our curriculum includes multiple pathways to vocational qualifications from AQF level Certificate I to IV, including nationally accredited courses in Business, Fitness, Sport and Recreation, Hospitality, Automotive, ICT, Creative Industries, Design Fundamentals and Early Childcare.

Co-curricular Activities

Extensive and diverse programs including: Debating, Public Speaking, Camps, as well as Musical and Theatrical Productions.

Kenmore also offers a wide range of sports, carnivals, Gala days, District competitions as well as participation in a number of sporting competitions throughout the year.

Co-curricular activities also include our Gifted and Talented Program, Music program (assorted ensembles), Academic Competitions, Talent Quests, Community Service Activities, Art Exhibitions, Technical Team, Ski Trip and various excursions.

How Information and Communication Technologies are used to Assist Learning

At Kenmore State High School, technology is a tool that enhances pedagogy and allows differentiation in learning. Teachers as life-long learners, will continue to focus on developing their technological, pedagogical and content expertise; utilising ICT in an educationally purposeful way.

Technology facilitates the creation and sharing of knowledge. It provides the extensive ability to share information locally and globally. By utilising online learning environments, students can research, collaborate, present, create, refine and represent knowledge in contemporary and meaningful ways. 1:1 access to appropriate technology allows students to transition seamlessly, the learning from school to home and in between. It provides opportunities for students to be challenged by tasks that were once inconceivable: truly transforming learning; and preparing students to be the innovators, entrepreneurs and digital leaders of tomorrow.

Social Climate

Overview

Kenmore State High School has a climate that is supportive of learning and learners. Our core values of Excellence, *Learning, Belonging, Integrity and Partnerships* underpin everything we do across the school. The school is known its strong academic achievement and it offers students a wide range of a signature programs including the German Immersion, Music Extension, Technology Immersion (ICE) and Zenith programs that are well regarded by our students, parents and the wider community. Kenmore State High School has a long-standing exchange program between our two sister schools to broaden our student's cultural experience. The school also offers students a wide range of extra – curricular activities including sporting activities, music ensembles, a readers and writers groups and various community service-based groups.

Kenmore State High School has an excellent Teaching and Learning Faculty that works with teachers to ensure all learners are catered for through the use of inclusive practices and differentiated learning experiences; ensuring all students can achieve their best.

Students social and emotional wellbeing is supported through our Essentials pastoral care program which focuses on resilience, study skills, goal setting, healthy relationships, promoting a positive self-image, valuing diversity, drug and alcohol awareness, student leadership and anti-bullying strategies including cyberbullying. Each year the school has five focus weeks to raise awareness in the areas of: cultural diversity through our Kenmore All Nations (KAN) Week; bullying through our No Way to Bullying Campaign; mental health through our Mental Health Week and R U Ok Week as well as domestic violence with our White Ribbon Day. The focus weeks highlight these important issues on assemblies, in Essentials and through various student led activities or displays. Our student support services include our Year Coordinators, Guidance Officers, School Chaplain and School Based Youth Health Nurse

The school opinion survey results below indicate how Kenmore State High School is meeting the needs of our students, parents and staff. Kenmore State High School places a strong emphasis on developing parent partnerships to support our learners to achieve their best and maximise future career opportunities.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	97%	99%
this is a good school (S2035)	96%	97%	98%
their child likes being at this school* (S2001)	97%	98%	96%
their child feels safe at this school* (S2002)	96%	98%	95%
their child's learning needs are being met at this school* (S2003)	94%	95%	95%
their child is making good progress at this school* (S2004)	95%	97%	95%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	94%
teachers at this school motivate their child to learn* (S2007)	91%	92%	97%
teachers at this school treat students fairly* (S2008)	92%	94%	93%
they can talk to their child's teachers about their concerns* (S2009)	98%	95%	98%
this school works with them to support their child's learning* (S2010)	93%	91%	95%
this school takes parents' opinions seriously* (S2011)	94%	92%	91%
student behaviour is well managed at this school* (S2012)	92%	92%	86%
this school looks for ways to improve* (S2013)	96%	97%	93%
this school is well maintained* (S2014)	95%	97%	96%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	97%	95%	95%
they like being at their school* (S2036)	97%	90%	90%
they feel safe at their school* (S2037)	97%	93%	93%
their teachers motivate them to learn* (S2038)	94%	93%	87%
their teachers expect them to do their best* (S2039)	99%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	89%	87%	94%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	85%	86%	79%
they can talk to their teachers about their concerns* (S2042)	80%	77%	73%
their school takes students' opinions seriously* (S2043)	86%	83%	72%
student behaviour is well managed at their school* (S2044)	76%	80%	74%
their school looks for ways to improve* (S2045)	97%	93%	89%
their school is well maintained* (S2046)	94%	91%	88%
their school gives them opportunities to do interesting things* (S2047)	96%	90%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	98%	97%	99%
they feel that their school is a safe place in which to work (S2070)	100%	99%	99%
they receive useful feedback about their work at their school (S2071)	91%	93%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	80%	81%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	100%	97%	99%
student behaviour is well managed at their school (S2074)	96%	91%	90%
staff are well supported at their school (S2075)	96%	89%	84%
their school takes staff opinions seriously (S2076)	96%	90%	89%
their school looks for ways to improve (S2077)	99%	98%	96%
their school is well maintained (S2078)	97%	94%	96%
their school gives them opportunities to do interesting things (S2079)	95%	93%	97%

* 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

Kenmore State High School has a number of strategies in place to provide information and request feedback from our local community. Our P & C has over 170 current members meeting once a month with two other active Parent Support Groups for Music and German Immersion. As a school we also offer a number of information sessions throughout the year to cover topics including: the New QCE, Year 7 Transition, Year 7 Teaching and Learning, SET Plan process and a number of Wellbeing sessions run by our School Based Youth Health Nurse in conjunction with local health experts. In August we hold our annual Open Day where potential parents and students are invited to attend to witness first hand what our school can offer. This year we have also held a number of parent information forums to obtain community feedback on a number of our current School Policies including our Responsible Behaviour Plan, Uniform Policy and IT Policy. Finally we have a number of local organisations that have long lasting partnerships with our school including the RSL and Rotary whom we work with on various functions throughout the year.

To support students with diverse needs our Teaching and Learning Support Department have a number of processes in place to engage students and their families. They begin with an extensive transition program designed to ease our new students into our school prior to them attending Year 7. In order to engage students with the curriculum students are also provided with either individual learning support or learning support classes to cater for their needs depending on the level of adjustments required. A number of students within our department are also on ICPs and these are taught through a differentiated approach in the classroom. Our Teaching and Learning Support Department work extremely closely with students, teachers and their parents to ensure every student succeeds.

Respectful relationships programs

Our Respectful Relationships program is currently embedded into our Year 8 HPE program. Through this program, students are introduced to the topics of personal development, values and beliefs, valuing diversity, respectful relationships and support services. These topics are then revisited in our Year 9 pastoral care program where students discuss in further detail Healthy Relationships and adolescent identity. Through our Full School Assemblies, students are reminded of their role in creating a positive supportive environment and encouraged to recognize, react and report when they are concerned about themselves and/or others. This is particularly evident in our commitment to "Say No to Bullying" Day and our continued support of the 'White Ribbon' Campaign as full school initiatives

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	78	90	151
Long Suspensions – 11 to 20 days	2	1	3
Exclusions	0	4	8
Cancellations of Enrolment	0	3	2

Environmental Footprint

Reducing the school's environmental footprint

We continue to work towards sustainability and reducing our environmental impact. The implementation of a printing solution has reduced consumable usage across the school. The school conducts regular audits/reviews on water usage and ensures that leaks are addressed in a timely manner. Controls on air conditioning are currently being investigated to regulate constant temperatures and reduce electricity consumption. The school community is encouraged to use natural light/ventilation where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	800,075	4,245
2015-2016	770,289	9,869
2016-2017	768,819	9,874

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	150	57	<5
Full-time Equivalent	139	42	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	4
Masters	16
Graduate Diploma etc.**	51
Bachelor degree	78
Diploma	1
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 2017 were \$98 862.00

The major professional development initiatives are as follows:

Key Initiatives with regards to PD in 2017 included:-

- Mentoring Beginning Teachers (MBT program)
- Classroom Profiling (Behaviour Support)
- Dimensions of Learning (School's Pedagogical Framework)
- SATE preparation – regional days/subject specific curriculum

The proportion of the teaching staff involved in professional development activities during 2017 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 97% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
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%	85%	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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

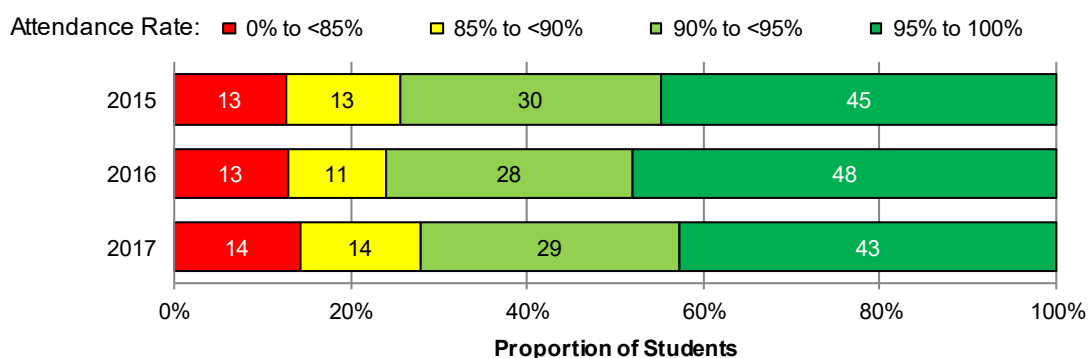
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	95%	91%	91%	91%	91%
2016								94%	93%	92%	91%	92%	92%
2017								94%	92%	91%	90%	90%	91%

*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:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education 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.

Information given to teachers:

Class rolls are marked on each teacher's laptop computer using the IDAttend program. This is a photo based system that allows instantaneous entry of all attendance information and, used correctly, allows everyone to know where any student is at any given time. It is a requirement that all teachers will mark the roll at the beginning of each and every lesson.

1. Log onto IDAttend in form class and in each lesson and mark the roll. This is simply a matter of clicking on absent student's photos (or names if no photo exists) to change the code to A. **Click save when you have finished.**
2. Students who arrive late to school during regular class time must go through the office and present you with a printed slip showing them late. If they do not present this slip send them to the office. If they have been at school and are late to your class, keep them there and apply consequences yourself.
3. If there is a student who is not on your roll, check their timetable. If they have a current printed timetable showing you as the teacher, admit them to the lesson. However, if this happens two days in a row something is wrong and you must contact the Timetabling Deputy Principal. If the student cannot produce a timetable showing your class, send them to the right class or to the office.
4. If you have a supervision lesson, use your laptop to mark the roll in the usual way but by calling up the class you are supervising. It will help to have the photos in front of you. Some relief teachers will not have a laptop (e.g. a supply teacher) and they will mark the printed roll and return to the office.
5. Data unable to be marked in class (e.g. practical class/supply teacher) for each day must be entered by at the next possible juncture or before 3.30pm each day. At 3.45pm student lists are produced so that absent students can be followed the very next school day. Your timely data input is vital to enable effective follow up.
6. For excursions, student who have paid are recorded in the office. IDAttend be adjusted to record those students who have paid and you should use this print out you to mark the excursion roll. You ring the names of absent students through to the office so the roll can be adjusted and so that teachers will expect these students in their regular lessons.
7. We use IDAttend for music lessons, guidance officer visits, sick bay etc. You will know precisely who should be in your class and can rely on this information accuracy.
8. We utilize a messaging system for parents. This means that parents receive an SMS message when their student is absent without explanation. This message is sent at 10.30am each day and requests an immediate response. We expect that this keeps our unexplained absent rate greatly reduced. This does mean that we need perfect roll marking processes. DPs monitor this each day.

Key Strategies being used to increase attendance

- DPs monitor "at risk" students who are consistently late, absent or require support to attend school. DPs monitor and call home, organise late passes/amended timetables for those whose attendance is of concern at a given time. Timeframes for these decisions are monitored by the welfare team.
- DPs follow up attendance daily from the day prior. DPs call classes, to speak with students who have anomalies in their attendance from the previous day. These are fixed by DP or office staff at that point.
- Teachers who have not marked rolls and request this to be done ASAP, via emails and then via DPs on the next day.
- DP tracking attendance data for all year levels and publishing this data to all DPs every fortnight.

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

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	2015	2016	2017
Number of students receiving a Senior Statement	282	278	334
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP)	256	239	247
Percentage of Indigenous students receiving an Overall Position (OP)	60%	80%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	17	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	281	272	333
Number of students awarded an Australian Qualification Framework Certificate II or above.	69	82	124
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	270	275	330
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.	77%	83%	87%
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%	98%	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
2015	55	75	67	47	12
2016	64	69	65	36	5
2017	68	74	73	30	2

As at 14th February 2018. 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
2015	278	53	21
2016	269	61	30
2017	323	98	51

As at 14th February 2018. The above values exclude VISA students.

All students at Kenmore SHS undertake a VET qualification at either a Certificate I or II level. Students are offered Certificate II and III levels in the Senior School either via school delivered training, TAFE, school based traineeships and apprenticeships and school to work transition programs which complement their pathway into further study or work. VET qualifications are available at Kenmore SHS in a wide range of industries including Hospitality, Child Care, Fitness and Recreation, Creative Industries, Horticulture, Automotive, Volunteering and IT

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2015	2016	2017	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	95%	96%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	80%	150%	100%	

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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. Kenmore State High School offers a range of school based traineeships and apprenticeships to its students. Through support from Guidance Officers, a VET Coordinator, Senior Schooling HOD, Senior Schooling Deputy Principal, Year Level Coordinators and a Pathways and Transitions Officer, students are provided with regular updates of their progress in their final years of study. Partnerships with TAFE and a variety of industries allow the school to transition early leavers into further study or work. Strong partnerships with the University of Queensland and Queensland University of Technology contribute to large numbers of students going on to tertiary study. Around 60% of students enrol in university courses, with the vast majority of Kenmore students studying at UQ or QUT. In 2017 the school's retention rate for students in Years 8 - 12 was around 98%. 100% of Year 12 students in 2017 graduated with a QCE, QCIA or VET qualification.