Kenmore State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland
Government

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School Overview

Kenmore State High School is a highly regarded Independent Public School of approximately 1,900 students in the Western suburbs of Brisbane, drawing students from over 50 suburbs. 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 and 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 and Kenmore Excellence (Ken-X). Ken-X is a new, 3-year program with a strong focus on STEM/STEAM, designed to engage and challenge the brightest young minds to be successful in a rapidly-evolving future. The School is also recognised for its strong Arts and Science programs and its support for elite athletes.

Kenmore State High is a culturally diverse school and has developed partnerships locally and internationally. The School has a growing and vibrant International Student Program and overseas exchange programs operate with four sister schools.

Kenmore State High Vision

Schooling at Kenmore State High will be a happy and inspiring experience, a time and place where every young person develops a real sense of spirit and belonging. Our vision is for our young people 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*.

We will achieve our vision because:

- we have a strong foundation of values by which we live
- we provide a world-class education
- we focus on quality outcomes for students.

Foundation of Values

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 State High 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 State 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 State 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 State 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.

School progress towards its goals in 2018

2018 signalled the final year of the existing four-year Strategic Plan. Kenmore SHS continued to focus on the following aspects of the Strategic Plan throughout the year.

1. We have a High Performance Learning Culture:
    o   Our 2018 Learning Culture is centred on *Feedback* – how to give it and receive it for effect from our students.
        ✓   We have ongoing dialogue about expectations for learning and behaviour at our school.

2. We Know Our Learners & Meet Their Needs:
    o   We interrogate *Data* to inform our practice
        ✓ We track student data at key junctures
        ✓ We are focused on students first
        ✓ We have targeted intervention plans for those at risk
    o   We foster a growth mindset for all students and their pathways.
    o   We utilise differentiated teaching strategies to cater for all students.
    o   We engage in collegial dialogue to support all students.
    o   We use learning goals and success criteria to make learning visible.

3. We Engage in High Quality Pedagogy & Reflective Practice:
    o   We have a strong literacy focus in all subject areas, including reading and writing in all areas.
    o   We have clear expectations and communication about effective teaching.
    o   We have an evidence-based approach to teaching and learning, through a whole school and faculty lens.
    o   We are a school that focuses on improved IT use and the future direction of eLearning.
    o   We use collegial teams to talk about our practice.
    o   We support all teachers in their development as professionals and practitioners.

Our focus supported us to achieve the following.

1. School-wide achievements:
    o   Almost 70% of students across the school achieved an A or B result and less than 5% with a D or E in each of the reported faculty results.
    o   Most students showed a gain in achievement over the year.

2. Senior Secondary School achievements:
    o All exiting Year 12 students gained a QCE.
    o Our OP Targets were nearly all achieved: 15% 1-3, 30% 1-5, 60% 1-10, 80% 1-15, less than 5% 20-25.
    o All students with QTAC applications received an offer.
3. Junior Secondary School achievements:
    o Our Year 7s showed a dramatic improvement in relative gains in NAPLAN especially noticeable with improvements of student's movement from lower bands and more students achieving higher band growth. This was replicated in Year 9 for movement from lower bands and maintaining in the upper bands.
    o Our NAPLAN data from 2017-2018 sits within the highest domains of achievement and Improvement for Mean Scale Scores, National Minimum Standards and Upper Two Bands.
4. Students with a disability:
    o Most students improved their A-E data.

Future Outlook

Curriculum **(*the intended*)**

Delivering the intended curriculum is one of the three core priorities of the Kenmore Explicit Improvement Agenda. Included in this focus is the creation of a whole school curriculum plan to clearly articulate how the school links ACARA and QCAA syllabus requirements to our school teaching and learning practices. All faculties are committed to delivering validated units of study against the intended curriculum and appropriate syllabus that have been quality assured. Relevant key cognitions are accurately identified and taught in every unit by all staff. To deliver a curriculum that prepares students for the twenty-first century, all staff demonstrate and utilise effective student collaboration and visible thinking strategies to enhance metacognition and critical and creative thinking.

Kenmore SHS is committed to improve the writing skills of our learners whereby 100% of our students are above national minimum standards, and all students show positive student relative gain in writing. A focused writing strategy exists across the whole school whereby each faculty can demonstrate student improvement in discipline specific writing skills, with common Focus Correction Areas (FCAs) that are aligned to the assessment criteria and the learning goals for the unit. The school utilises 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.

Teaching and Learning **(*the enacted*)**

We have an expert and professional teaching team who are actively engaged in collaborative growth and innovative teaching practices. In 2019 we will continue to deliver our curriculum through effective pedagogical environments that engage our learners. In order to continue to improve our capacity as curriculum experts and pedagogy specialists, our 3 key areas of focus will be:

3 Actions
- Clear and focused whole school, embedded teaching practices (Learning Goals, Success Criteria, Checking for Understanding and Providing Feedback).
- Targeted teacher collaboration and professional development opportunities.
- Effective collegial engagement (through instructional coaches and classroom profilers).

5 Strategies
1. Improve professional development availability, access and teacher satisfaction with their professional learning.
2. Provide scheduled teacher collaboration time and physical spaces for teams to meet.
3. Continue a clear focus on school wide teaching practices and support for their development.
4. Implement a new Collegial Engagement Model including instructional coaches, classroom profilers and HODs.
5. Celebrate and share quality teaching practice.

Wellbeing (*the enabled*)

A key aspect of the 2019 Explicit Improvement Agenda is the development of a Wellbeing framework that has meaning for students, staff and our parent community. This is being done in collaboration with our Alliance schools to produce a framework that provides support to staff and students in a holistic manner. By the end of 2019 the school will begin professional development of staff in the framework and how it relates to them, to students and to our wider community.

The school uses a range of data to inform our practice. Specific times are allocated to staff to engage with their class data and use this data in developing the areas they will focus on with that class. By the end of 2019 Kenmore SHS will have a number of data walls in place. These allow staff to have a visual representation of a class or cohort's data and clearly identify those students who need specific, targeted support.

Ms Sally Hawkes

Deputy Principal (Learning and Teaching)

Our School at a Glance

School Profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1882	1938	1884
Girls	907	907	900
Boys	975	1031	984
Indigenous	26	22	22
Enrolment continuity (Feb. – Nov.)	96%	96%	96%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the Student Body

Overview

The student population of Kenmore State High School engage in high academic programs; the 2018 Year 12 cohort exiting with 70% of students being OP eligible. 12% of students counted in the NCCD data and 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. 182 students at the School come from backgrounds that speak a language other than English. The School ICSEA value of 1112 reflects the socio-economic factors of the Geographic location of the student population who attend Kenmore SHS.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	24
Year 11 – Year 12	20	20	19

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. The ethos that encapsulates curriculum delivery at Kenmore SHS is one that develops active, independent and self-directed learners. Students are encouraged to be critical and creative in their thinking in a positive and engaging classroom environment. Student curiosity and creativity is actively encouraged and developed through rich learning tasks across all subject areas. Teachers develop inquiry-based learning opportunities in all classrooms to challenge students and create genuine opportunities for students to solve problems, reflect and evaluate learning.

We have a strong focus of academic excellence, including a German Immersion Program, Music Extension program and Ken-X Program. Apart from our strong Core subject offerings, school options include diverse elective offerings such as Drama, Dance, Film TV and New Media, Food and Nutrition, Robotics, Digital Solutions, Multi-media, Animation, Music, Art and Print Media, and Languages.

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 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, Music program (assorted ensembles), Academic Competitions, Gala Film Evening, Talent Quests, Community Service Activities, Art Exhibitions, Fashion Show, 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 vision is to create 21st Century Learners, Holistic Learners and Agile Learners. This is achieved through an expert teaching team. The School is known for its strong academic achievement and it offers students a range of a signature programs including the German Immersion, Music Extension and Ken-X 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, 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. Strategies to respond to differentiation include Co-Teaching pairings in the junior

school, use of Support Teachers Literacy and Numeracy (STLaN) to build capacity in teachers to differentiate for students requiring bridging activities and for extending higher learners. Support programs include Girl and Boys groups run by the Guidance Officers or Nurse and also through the Special Education teachers. Reading and Writing intervention classes for students in the junior school and EAL/D tutorial classes and in-class support for students who are acquiring and developing their English language skills.

Students social and emotional wellbeing is supported through our 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 uses five focus weeks to raise awareness in the areas of: cultural 'diversity' through our Kenmore All Nations (KAN) Week; 'inclusivity' 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 Care lessons 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	99%	96%
• this is a good school (S2035)	97%	98%	95%
• their child likes being at this school* (S2001)	98%	96%	93%
• their child feels safe at this school* (S2002)	98%	95%	96%
• their child's learning needs are being met at this school* (S2003)	95%	95%	93%
• their child is making good progress at this school* (S2004)	97%	95%	93%
• teachers at this school expect their child to do his or her best* (S2005)	98%	97%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	92%	97%	91%
• teachers at this school treat students fairly* (S2008)	94%	93%	87%
• they can talk to their child's teachers about their concerns* (S2009)	95%	98%	96%
• this school works with them to support their child's learning* (S2010)	91%	95%	94%
• this school takes parents' opinions seriously* (S2011)	92%	91%	89%
• student behaviour is well managed at this school* (S2012)	92%	86%	83%
• this school looks for ways to improve* (S2013)	97%	93%	95%
• this school is well maintained* (S2014)	97%	96%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	95%	92%
• they like being at their school* (S2036)	90%	90%	88%
• they feel safe at their school* (S2037)	93%	93%	92%
• their teachers motivate them to learn* (S2038)	93%	87%	89%
• their teachers expect them to do their best* (S2039)	97%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	87%	94%	85%
• teachers treat students fairly at their school* (S2041)	86%	79%	71%
• they can talk to their teachers about their concerns* (S2042)	77%	73%	73%
• their school takes students' opinions seriously* (S2043)	83%	72%	74%
• student behaviour is well managed at their school* (S2044)	80%	74%	70%
• their school looks for ways to improve* (S2045)	93%	89%	83%
• their school is well maintained* (S2046)	91%	88%	84%
• their school gives them opportunities to do interesting things* (S2047)	90%	90%	80%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	99%	95%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	97%
• they receive useful feedback about their work at their school (S2071)	93%	87%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	81%	75%
• students are encouraged to do their best at their school (S2072)	100%	99%	97%
• students are treated fairly at their school (S2073)	97%	99%	94%
• student behaviour is well managed at their school (S2074)	91%	90%	81%
• staff are well supported at their school (S2075)	89%	84%	77%
• their school takes staff opinions seriously (S2076)	90%	89%	82%
• their school looks for ways to improve (S2077)	98%	96%	94%
• their school is well maintained (S2078)	94%	96%	95%
• their school gives them opportunities to do interesting things (S2079)	93%	97%	86%

* 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 continues to build partnerships with parents and the wider community through formal engagement with groups such as Rotary and the Kenmore Moggill RSL Sub-branch, as well as engaging with established partners such as the P&C sub committees for German Immersion and the Instrumental Music Program. The school is increasing its parent events in alignment with student events such as cyber-safety, assemblies and parent meet and greet breakfasts. Partnerships with business, university and community partnerships; particularly through signature programs, has become a strong focus in the school. The student leadership groups, lead by the Junior and Senior Prefects and the SRC, are key platforms for student input and are refining their impact through the *Y- Lead* program.

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 education programs

Students at Kenmore SHS are taught how to build respectful relationships through a whole-school educational approach that encompasses Care and Access classes along with Health and Physical Education curriculum studies. Kenmore SHS also provides Chaplaincy programs as well as extra-curricular activities like "Bullying – No Way" days and the 'BRAKE' driver training awareness program. More specifically, the Year 7 Health and Physical Education program delivers the Daniel Morcombe program where students are taught to recognise, react and report when they, or others, are feeling unsafe. The Senior Health Education subjects allow students to develop strategies to identify and respond to domestic and family violence and abuse. The focus is on personal safety and awareness and associated preventative measures.

Additionally, through our Care, Access and extra-curricular activities, students are developing skills to resolve conflict without violence, prevent gender based violence and build a culture of respectful relationships.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	90	151	104
Long suspensions – 11 to 20 days	1	3	9
Exclusions	4	8	8
Cancellations of enrolment	3	2	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental Footprint

Reducing the school's environmental footprint

WATER

- · Installed shorter flow timers for the toilet hand basins.
- · Installed progressive new toilet cisterns (dual flush) for more water efficiency.
- · New sprinkler heads installed on our irrigation system.
- · Heavily mulch gardens to reduce moisture loss and water consumption.

ELECTRICITY

- · Progressively installing LED lighting systems.
- · Planned maintenance program for air conditioners across whole of school to increase efficiency.
- · Programmed digital thermostats (where possible) to restricted set points on air conditioning systems.
- · Implemented "lights out" policy from 10pm – 4.am to reduce electricity consumption.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	770,289	768,819	745,531
Water (kL)	9,869	9,874	13,279

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	**Search website**

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	150	55	<5
Full-time equivalents	138	41	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	4
Masters	18
Graduate Diploma etc.*	51
Bachelor degree	78
Diploma	1
Certificate	0

*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 2018 were $91,152.

Key Initiatives with regards to PD in 2018 included:

- Mentoring Beginning Teachers (MBT program – mentors and mentees)
- 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 was 100%.

Staff Attendance and Retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

Performance of Our Students

Key Student Outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland State Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	90%
Attendance rate for Indigenous** students at this school	85%	87%	84%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2016	2017	2018
Year 7	94%	94%	93%
Year 8	93%	92%	91%
Year 9	92%	91%	91%
Year 10	91%	90%	88%
Year 11	92%	90%	91%
Year 12	92%	91%	89%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
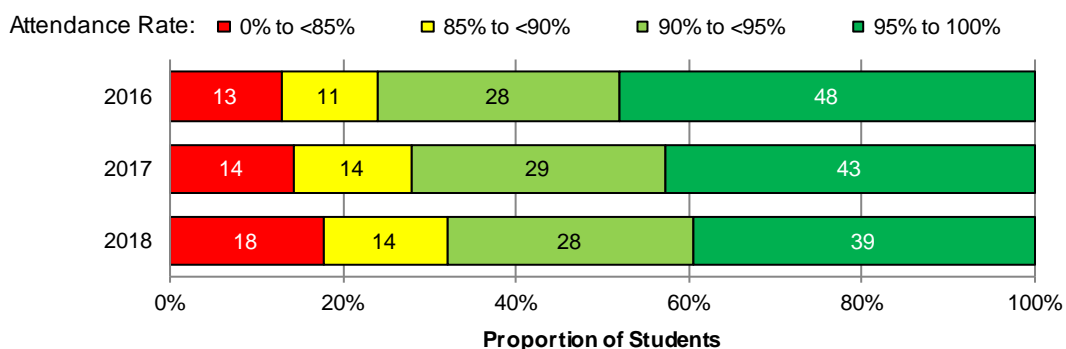
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

1. Kenmore SHS operates a 10 minute Care class at the start of each day. This is when attendance and uniform compliance are initially recorded. Rolls are marked using the IdAttend program and allow for accurate and timely attendance recording. Teachers are expected to mark their class roll at the beginning of every lesson.

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.**

2. Students who arrive late to school must go through the office to receive a late pass. Students without a valid note or parent contact are referred to a Deputy Principal to explain the reason for lateness.

3. The School utilises 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.

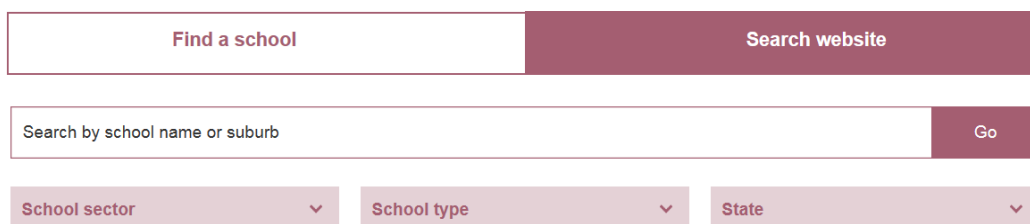## Key Strategies being used to increase attendance

- Deputy Principals monitor "at risk" students who are consistently late, absent or require support to attend school. Deputy Principals 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.

- Deputy Principals and Year Coordinators follow up attendance from the day prior. Deputy Principals call classes, to speak with students who have anomalies in their attendance from the previous day. These are fixed by Deputy Principal or office staff at that point.

- Teachers who have not marked rolls are requested for this to be done ASAP, via emails and then via Deputy Principals on the next day.

- A Deputy Principal tracks attendance data for all year levels and publishes this data to all Deputy Principals every fortnight.

- The welfare team meet weekly to discuss complex students including strategies such as reduced timetables to allow for increased attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	278	334	294
Number of students awarded a QCIA	0	3	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	275	330	294
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	239	247	207
Percentage of Indigenous students who received an OP	80%	50%	67%

Description	2016	2017	2018
Number of students awarded one or more VET qualifications (including SAT)	272	333	284
Number of students awarded a VET Certificate II or above	82	124	156
Number of students who were completing/continuing a SAT	17	20	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	83%	87%	83%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	98%	99%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	64	68	60
6-10	69	74	61
11-15	65	73	50
16-20	36	30	35
21-25	5	2	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	269	323	232
Certificate II	61	98	125
Certificate III or above	30	51	77

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Vocational Education at Kenmore SHS

Kenmore SHS provides many pathways for students. Overwhelmingly, students choose a university pathway but others choose to pursue a pathway that begins at school. This includes accessing TAFE at School program, school-based traineeships and apprenticeships, and vocational courses through private Registered Training Organisations. This pathway becomes part of the student's SET plan in the senior phase of learning.

The school offers a range of VET courses including Certificate III in Business, Certificate III in Fitness among others. The Year 11 Access program affords students the opportunity to study a vocational course at either a Certificate I or II level in a range of industries including sport and recreation, horticulture, IT, automotive and volunteering. Kenmore SHS has an excellent completion rate of vocational courses.

Apparent Retention Rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	95%	96%	95%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	150%	100%	75%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student Destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

The results of the 2018 post-school destinations survey, Next Step – Student Destination Report (2018 Year 12 cohort), will be uploaded to the school's website in September.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Kenmore State High School offers a range of alternative pathways through support from Guidance Officers, a VET Coordinator, Senior Schooling HOD, Senior Schooling Deputy Principal, Year Level Coordinators and a regionally based 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 SHS students studying at UQ or QUT. In 2018 the school's retention rate for students in Years 8 - 12 was around 95%. 100% of Year 12 students in 2018 graduated with a QCE or QCIA qualification.

Each cohort is managed by a support team of staff lead by the Deputy Principal Senior Schooling. This team accesses, tracks and connects data to monitor the progress of each student to ensure they are on track for their QCE or to assist and support those at risk.

The process of managing early leavers is an individually tailored process specific to the student. In consultation with parents and the students, we facilitate and engage the student in specific work placements, liaise with Pathways and Transitions Officer and other external agencies, and facilitate meetings to formalise the exit process.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

This school's report will be available at
http://www.kenmoreshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx