Kenmore State High School

School annual report

Queensland state school reporting

2021

Contact details

Postal Address	PO Box 116 Kenmore 4069
Phone	(07) 3327 1555
Fax	(07) 3327 1500
Email	principal@kenmoreshs.eq.edu.au
Website	https://kenmoreshs.eq.edu.au

School context

Coeducational or single sex	Coeducational
Independent Public School	Yes
Year levels offered in 2021	Year 7 – Year 12
Webpages	Additional information about Queensland state schools is located on the: • _My School_ website • Queensland Government data website • Queensland Government schools directory website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2019	**2020**	**2021**	**2019**	**2020**	**2021**
Year 7	340	374	345	346	368	337
Year 8	358	335	372	356	341	369
Year 9	344	378	335	340	373	332
Year 10	336	324	355	336	316	347
Year 11	298	325	301	276	307	285
Year 12	207	258	301	205	255	297
Total	1,883	1,994	2,009	1,859	1,960	1,967

Notes
1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2019	2020	2021
Year 7 – Year 10	26	25	25
Year 11 – Year 12	20	19	19

Notes
1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Respectful relationships education

To support students' learning, health and wellbeing all state schools are required to implement respectful relationships education through the Prep to Year 10 Australian Curriculum: Health and Physical Education and/or through school pastoral care programs across Prep to Year 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 health emergency, the annual school opinion surveys of students, teachers and staff were not administered in 2020. A new time series started in 2021 and data from this collection is not considered directly comparable with earlier collections due to significant methodology changes.

For state level information go to the _School Opinion Survey_ webpage.

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree[1] that:	2019	2020	2021
This is a good school.	91.6%		89.6%
My child likes being at this school.[2]	91.4%		86.7%
My child feels safe at this school.[2]	92.2%		88.3%
My child's learning needs are being met at this school.[2]	89.3%		80.6%
My child is making good progress at this school.[2]	91.8%		84.2%
Teachers at this school expect my child to do his or her best.[2]	95.9%		92.1%
Teachers at this school provide my child with useful feedback about his or her school work.[2]	86.3%		84.3%
Teachers at this school motivate my child to learn.[2]	87.9%		83.2%
Teachers at this school treat students fairly.[2]	86.9%		82.5%
I can talk to my child's teachers about my concerns.[2]	92.5%		89.9%
This school works with me to support my child's learning.[2]	86.3%		82.5%
This school takes parents' opinions seriously.[2]	75.9%		74.3%
Student behaviour is well managed at this school.[2]	81.1%		72.7%
This school looks for ways to improve.[2]	88.3%		82.1%
This school is well maintained.[2]	94.1%		92.1%

Notes

1. _Agree_ represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree[1] that:	2019	2020	2021
I like being at my school.[2]	78.9%		66.1%
I feel safe at my school.[2]	91.6%		68.1%
My teachers motivate me to learn.[2]	76.8%		71.3%
My teachers expect me to do my best.[2]	94.6%		90.9%
My teachers provide me with useful feedback about my school work.[2]	80.9%		72.1%
Teachers at my school treat students fairly.[2]	71.6%		66.7%
I can talk to my teachers about my concerns.[2]	69.9%		61.7%
My school takes students' opinions seriously.[2]	51.6%		44.1%
Student behaviour is well managed at my school.[2]	75.3%		40.3%
My school looks for ways to improve.[2]	79.8%		65.2%
My school is well maintained.[2]	84.0%		72.7%
My school gives me opportunities to do interesting things.[2]	82.8%		75.0%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree[1] that:	2019	2020	2021
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	69.7%		66.3%
I enjoy working at this school.[2]	93.4%		82.2%
I feel this school is a safe place in which to work.[2]	97.5%		89.2%
I receive useful feedback about my work at this school.[2]	80.8%		66.1%
Students are encouraged to do their best at this school.[2]	96.7%		96.1%
Students are treated fairly at this school.[2]	96.7%		85.9%
Student behaviour is well managed at this school.[2]	71.7%		69.8%
Staff are well supported at this school.[2]	76.7%		62.7%
This school takes staff opinions seriously.[2]	69.6%		54.7%
This school looks for ways to improve.[2]	95.8%		88.5%
This school is well maintained.[2]	95.8%		92.1%
This school gives me opportunities to do interesting things.[2]	87.2%		75.6%

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed staff items.
3. DW = Data withheld to ensure confidentiality.

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.

School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2019	2020	2021
Short suspension	108	106	111
Long suspension	10	8	3
Exclusion	17	2	1
Cancellation	4	3	0
Total	139	119	115

Notes
1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to other years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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.

Search by school name or suburb	School sector ⌄	School type ⌄	State ⌄	🔍

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

View School Profile

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

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

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- https://www.qct.edu.au/registration/qualifications

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2019	**2020**	**2021**	**2019**	**2020**	**2021**	**2019**	**2020**	**2021**
Headcount	146	153	161	57	57	56	<5	<5	<5
FTE	137	145	152	42	44	44	<5	<5	<5

Notes
1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and other years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2019	2020	2021
Overall attendance rate for students at this school	91%	90%	91%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2019	2020	2021
Year 7	93%	93%	93%
Year 8	91%	90%	93%
Year 9	90%	89%	90%
Year 10	89%	89%	89%
Year 11	90%	89%	91%
Year 12	93%	90%	90%

Notes
1. The attendance rate is the full- and part-time days attended as a percentage of enrolled school days.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.

Search by school name or suburb	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* and select a year to view 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

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) Year 12 Certification Summary.

Year 12 outcomes information are also available via the *My School* website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2019	2020	2021
Number of students who received a Senior Statement at the end of Year 12	193	254	294
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	0	2	5
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%
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%	99%
Number of students awarded one or more VET qualifications (including SAT)	185	250	288
Number of students who were completing/continuing a SAT	22	15	21
Number of students awarded a VET Certificate I	99	148	159
Number of students awarded a VET Certificate II	140	191	250
Number of students awarded a VET Certificate II+	150	211	263
Number of students awarded a VET Certificate III+	45	78	82

Notes
1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.
4. Data for each year is the latest available.

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.

Early school leavers
Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step – Post-school destinations
The results of the 2022 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2021), will be uploaded to this school's website in September 2022.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at https://kenmoreshs.eq.edu.au.

Post-school destinations information is also available via the *My School* website.

KENMORE SHS ATTENDANCE PROCEDURES

Care Teacher
• Mark class roll using ID attend at the start of every lesson • Discuss attendance with students regularly • Discuss weekly attendance data at term junctures (TrackEd) • Refer concerning patterns of lateness and attendance to relevant Year Coordinator and HOY
Year Coordinator
• Daily tracking and monitoring of student attendance including lateness and follow up unexplained absences below 85% and contact student and parents to discuss concerns • Notify class teacher of ID attend discrepancies, correct accordingly and refer any ongoing issues to relevant Deputy Principal • Referral to internal support (GO, SBHN) where appropriate • Meetings/contact with parent/guardian to discuss ongoing attendance or lateness concerns • Acknowledge and reward excellence in attendance – individual students, care classes, most improved students, 100% attendance • On-going monitoring of students who have been identified for low attendance
Heads of Year
• Oversight of student attendance and lateness and follow up of absences below 85% and contact student and parents to discuss concerns • Intervention with unresolved patterns of truancy and lateness • Regular monitoring of attendance patterns of students and groups of students at risk of disengagement (teacher feedback requests; follow up with welfare team and GO referrals) • Respond to 3 day absence reports – implement early intervention strategies • Compulsory Attendance proceedings in consultation with Deputy Principal
Guidance Officer
• Contact students with regular non-attendance • Referral to external support such as CYMHS and GP when appropriate • Track and monitor students on guidance case load • Refer to Year Coordinator/HOYs where appropriate for formal failure to attend process
Deputy Principal
• Liaise with Regional staff (SGO, PAES, Transition Officer) on complex cases • Initiation and processing of Compulsory Attendance proceedings in consultation with HOY and cancelation of enrolment processes • Oversight of Year level attendance patterns and targets
Administration Officers – main administration
• Process and enter all parent/Guardian initiated absence communications • Create and administer daily unexplained absence SMS to parents • Process and enter all parent/guardian responses and refer where necessary • Create and send daily unexplained absence report to junior and senior hub staff • Create and send daily unmarked roll report to relevant staff and DPs • Create and send daily 3 day absence report to Year coordinators and HOYs for follow- up • Create and send daily unexplained anomaly report to relevant staff • Create and record all early leave and late arrival passes and parents permissions • Create and publish cumulative list of unmarked rolls to HOYs twice per term • Create excursion rolls for accurate roll marking purposes for school events, exams, incursions and excursions
Administration Officers – Junior and Senior Hubs
• Process and manage students arriving late or departing early