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PRINCIPAL'S FOREWORD

This Annual Report summarises the achievements and successes of Kelvin Grove State College for the academic year 2008. I am proud to present it to the college community and the Queensland public.

This Annual Report contains a variety of data, including academic achievement across the college, staff qualifications and certain human resources information, student average attendance, and more qualitative information about the college. We have continued to achieve impressive academic results across all sub-schools, while maintaining a happy and harmonious environment.

FUTURE OUTLOOK

Over the next academic year the college hopes to improve on the quality 2008 NAPLAN results through test practice and focussed teaching on Literacy and Numeracy skills. We also plan to improve the Tertiary course selection process for Year 12 students, through providing more intensive information on this topic.

OUR SCHOOL AT A GLANCE

SCHOOL PROFILE

Kelvin Grove State College is a distinctive state co-educational community characterised by quality academic learning, schools of excellence, external courses and seamless transitions from Prep to Year 12. The total enrolment of the College in February 2008 was 1651 students

Foster partnership involvement

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Kelvin Grove State College aims to:

1. Reward initiative and courage
2. Celebrate achievement
3. Foster partnership involvement
4. Encourage and develop self-motivation
5. Accept diversity and promote life-long learning

CURRICULUM OFFERINGS

See also <http://www.kelvingrovesc.eq.edu.au/curric/index.htm>

Kelvin Grove State College is distinct in the following ways:

- The only state pre school/prep to offer full day pre school and prep programs in a demonstration unit of “best practice”.
- Integrated teaching and learning programs based on enacting Rich Tasks from Year 1 to 9. Students complete their year 10 curriculum by the end of Year 9 enabling students to undertake a multiple pathways curriculum within the Senior School.
- A very large Performing Arts department which offers extension courses in Drama, Dance and Music and links to QUT’s Creative Industries.
- The college has an extremely strong Music program. As well as Instrumental Music Lessons, students are encouraged to participate in the choir or a range of ensembles. Our ensembles have been very successful over recent years in State Championships. Some Music students do studies at the Conservatorium of Music during Year 12.
- Schools of Excellence (designed to allow students to undertake studies in a specialised course integrated within his/her usual schedule). These include:
- Queensland Dance School of Excellence in partnership with Queensland Ballet.
 - Year 11 and 12 – leading to a Diploma in Dance
 - Year 8 – 10 foundation for the year 11 and 12 program
- Queensland Aviation School of Excellence in partnership with Griffith University and the Royal Queensland Aero Club.
 - Year 11 and 12 – successful graduates are eligible for direct entry (regardless of OP) into the Bachelor of Aviation offered at Griffith University.
- Queensland Golf School of Excellence in partnership with the Queensland Golf Unions.
 - Year 8 to 12.
- The largest Art department in Queensland allowing students to study Visual Arts. Art students of Kelvin Grove State College have achieved numerous art awards and won many art competitions.
- QUT Links – Students in Year 12 can commence university studies in various university degree courses in place of senior subjects.
- QUT Action research groups in Mathematics, Technology and Art occur throughout the Year 1 to Year 12 years.

EXTRA CURRICULA ACTIVITIES

Students are encouraged to be part of the many extra-curricula activities organised by members of the school community to access and extend their general education. Some of these activities include:

Mind Matters	Jazz Group	Sporting Teams
Cheer Squads	Social Justice	Choirs
Dance Club	Computer Club	Tournament of the Minds
Orchestra	String Ensembles	School Magazine
Formal Committee	Musicals	Peer Mediations
Garden Club	Chaplaincy Group, including	Debating
Orchestra	the Pulse program.	Drama Club
Magazine Committee	Bands	
Chess Club	Sound and Lighting Production	

HOW COMPUTERS ARE USED TO ASSIST LEARNING

Technology – Multimedia is incorporated into the teaching and learning throughout all year levels. Numerous staff have received certification in Multimedia.

SOCIAL CLIMATE

Kelvin Grove State College is committed to providing a safe and supportive environment in which all students can strive to reach their full potential. The Kelvin Grove State College supportive school environment consists of a range of support services and pastoral care programs. The following link provides more details on the type of service available in the college for parents and students to access.

See also <http://www.kelvingrovesc.eq.edu.au> (select Support Services from the top task bar)

INVOLVING PARENTS IN THEIR CHILD'S EDUCATION.

Kelvin Grove State College has an active and supportive Parents and Citizens' Association. The P&C Association has a number of sub-committees as well as Parent Advisory Groups for each of the three sub-schools. These groups provide opportunities for parents to be extensively involved with the college and their child's education and personal development.

The college also offers parent-teacher interviews every semester. The next Parent-Teacher Evening is scheduled for Wednesday 18 August 2009

In addition, the college provides parents with written reports on their child's performance at the end of Term 1 (Mid-Semester), and end of Semester 1 and Semester 2.

OUR STAFF PROFILE

Qualifications of all teachers

Highest Level of Attainment	Number of Classroom teachers and school leaders at the school
Doctorate	2
Masters	18
Bachelor degree	110
Diploma	8
Certificate	1

EXPENDITURE ON AND TEACHER PARTICIPATION IN PROFESSIONAL DEVELOPMENT.

The total funds expended on teacher professional development in 2008 was \$58 492. The major professional development initiatives are as follows:

- Literacy
- Numeracy
- NAPLAN
- Gifted and Talented

The involvement of the teaching staff in professional development activities during 2008 was 80%

AVERAGE STAFF ATTENDANCE

For permanent and temporary staff and school leaders the staff attendance rate was 96.1% in 2008.

PROPORTION OF STAFF RETAINED FROM THE PREVIOUS SCHOOL YEAR.

From the end of the 2007 school year, 83% of staff were retained by the school for the entire 2008 school year.

PERFORMANCE OF OUR STUDENTS

STUDENT ATTENDANCE

The average attendance rate as a percentage in 2008 was 92.6%.

KEY OUTCOMES

National Assessment Program – Literacy and Numeracy (NAPLAN) results - our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9
Reading	Average score for the school	434	487	547	567
	Average score for Queensland	371.1	466.1	528.1	568.2
	For the school the percentage of students at or above the national minimum standard. 2008	92.1%	91%	94.2%	92.9%
Writing	Average score for the school	430	501	540	555
	Average score for Queensland	391.8	468.9	522.7	555.3
	For the school the percentage of students at or above the national minimum standard. 2008	95.1%	92.6%	91.8 %	87.2%
Spelling	Average score for the school	396	485	544	574
	Average score for Queensland	366.7	462.0	528.0	567.8
	For the school the percentage of students at or above the national minimum standard. 2008	92.5 %	91.7%	92.5 %	89.8 %
Grammar and Punctuation	Average score for the school	396	516	537	559
	Average score for Queensland	370.4	476.6	518.0	563.2
	For the school the percentage of students at or above the national minimum standard. 2008	91.7%	91.9%	91.6%	89.9 %
Numeracy	Average score for the school	410	491	546	577
	Average score for Queensland	367.9	458.2	539.0	570.7
	For the school the percentage of students at or above the national minimum standard. 2008	95%	92.7%	95.4 %	93.6%

RESULTS IN THE YEAR 2 DIAGNOSTIC NET

Percentage of students not requiring additional support	
Reading	80.7%
Writing	93%
Number	89.5%

SCHOOL DISCIPLINARY ABSENCES - JULY 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the Education (General Provisions) Act 2006 outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy SMS-PR-021: Safe, Supportive and Disciplined School Environment.

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

Student Counts	2006	2007	2008	2009
Full-time Enrolment*	1591	1648	1642	1703

Reporting Period				
Disciplinary Absences	2006 Full Year	2007 Full Year	2008 Full Year	2009 Semester 1
Short Suspensions - 1 to 5 days	189	179	165	84
Long Suspensions - 6 to 20 days	31	28	18	8
Exclusions	<5	6	6	2
Cancellations of Enrolment	<5	0	6	1

* The enrolment figures are counts of full-time students. 2006 - 2008 enrolment data are sourced from August (Census) Corporate Data Downloads, and 2009 enrolment data are sourced from the February Corporate Data Download.

APPARENT RETENTION RATES YEAR 10 TO YEAR 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	103.2%
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OUTCOMES FOR OUR YEAR 12 COHORT OF 2008

Number of students awarded a Senior Statement.	226
Number of students awarded a Queensland Certificate Individual Achievement (QCIA).	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	159
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications.	67
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT).	27
Number of students receiving an Overall Position (OP).	124
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	70 %
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.	79 %
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer.	87 %

POST-SCHOOL DESTINATION INFORMATION - see last page of this report

VALUE ADDED

Kelvin Grove State College focused on five key areas in 2008:

- Laying strong educational foundations
- Enhancing individual and economic opportunities
- Enriching lives and communities
- Engaging with others
- Improving agility and sustainability

For each of these areas key targets were set. A review of outcomes determined that the college had not only met but exceeded in many targets including:

‘Vet that works’, maximising student results across all sub-schools, refining the ‘High Achievers – year 6/7’ and Academic Achievers – year 8/9’ programs, increasing the number of subjects linked with QUT, increasing QUT and TAFE links, embedding the college’s ‘values’ building a productive community where happiness is valued.

The renewed College Strategic Plan may be viewed by clicking on the hyperlink

http://kelvingrovesc.eq.edu.au/docs/2009-11_StrategicPlan.pdf

Parent Satisfaction:

The parents of Kelvin Grove State College are satisfied with all aspects of the college: student outcomes, curriculum, pedagogy, learning climate, school climate, school-community relations, resources and additional items.

Student Satisfaction:

Across the entire college students are satisfied with all aspects of the college including: student outcomes, curriculum, pedagogy, learning climate, school climate, school-community relations, resources and additional items. Students in years P-7 were particularly satisfied with student outcomes and the curriculum.

Staff Satisfaction:

The staff of Kelvin Grove State College are satisfied with all aspects of the college including: physical work environment, relationships, school operations, staff morale, support resources and training, work roles and work value and recognition.

YEAR 12 2008 STUDENT DESTINATIONS Kelvin Grove State College



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2008, whether they attended a Government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between 30 March and 6 May 2009, approximately six months after the young people left school. Responses were predominantly collected via computer-assisted telephone interviewing with a paper-based survey collected from a small number of students for whom telephone details were not available.

The statewide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Kelvin Grove State College

Table 1 below reports the response rate for Kelvin Grove State College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Kelvin Grove State College in 2008.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
198	242	81.8

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2009, 60.1 per cent of young people who completed their Year 12 at Kelvin Grove State College in 2008 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (35.4 per cent). The combined VET study destinations accounted for 24.7 per cent of respondents, including 19.7 per cent in campus-based VET programs, with 9.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

5.1 per cent commenced employment-based training, either as an apprentice (3.5 per cent) or trainee (1.5 per cent).

In addition to the above study destinations, a further 4.5 per cent of respondents from this school deferred a tertiary offer in 2009 (deferrers are shown in Figure 1 in their current destination).

39.9 per cent did not enter post-school education or training, and were either employed (32.3 per cent), seeking work (7.1 per cent) or neither studying nor in the labour force (0.5 per cent).

Figure 1 Main destinations of Year 12 completers

