

# Kelvin Grove State College

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	L'Estrange Terrace Kelvin Grove 4059
Phone	(07) 3552 7333
Fax	(07) 3552 7300
Email	principal@kelvingrovesc.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Llew Paulger – College Principal

## Principal's foreword

### Introduction

Kelvin Grove State College is committed to providing quality learning opportunities that enable our students to achieve within a safe, supportive and disciplined learning environment where our focus is “the pursuit of excellence with all our might”. This annual report summarises the achievements and successes of Kelvin Grove State College for the 2015 academic year. It contains a variety of data, including college academic achievement, staff qualifications, human resources information, student average attendance and further qualitative information about the college. As a college, our students prides itself on our students' impressive academic results across all sub-schools whilst our students continue to make a valuable contribution to the wider community.

### School progress towards its goals in 2015

Progress towards set goals in 2015 has been made across all three sub-schools. Improvements are once again evident in the Junior and Middle Schools and have been documented in NAPLAN results in each of the year level tests with a number of the tested domains statistically above the national mean.

### Future outlook

The best educational research indicates that the most effective way to increase the learning outcomes of students is to have high level teaching and learning practices with an excellent peer mentoring process to support the on-going refinement of practice. These two areas are the main focus for the college's improvement agenda in 2016. The rapid and on-going growth within our catchment area combined with the overwhelming demand for enrolment places into our excellence programs see real pressure applied to the facilities and infrastructure of the college. 2016 will see the beginning of a new building program for the Junior School where a new 3 storey building will replace our current C block and 2 demountable classrooms. This will be another very welcome addition of 21<sup>st</sup> Century learning spaces for the junior school.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** Yes

**Year levels offered in 2015:** Prep Year - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2066	1014	1052	37	93%
2014	2126	1039	1087	39	93%
2015	2397	1189	1208	35	94%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

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

### Characteristics of the student body:

The Kelvin Grove State College student body comes from a wide variety of cultural backgrounds with a number of students born overseas. We have a strong International Student Program as well as attracting students from across South East Qld to our Schools of Excellence in Dance, Engineering, Art, Football, Tennis, Volleyball and Golf.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	19	23
Year 4 – Year 7 Primary	25	25	26
Year 7 Secondary – Year 10	26	25	26
Year 11 – Year 12	18	18	19

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	118	94	123
Long Suspensions - 6 to 20 days	17	4	6
Exclusions	3	2	6
Cancellations of Enrolment	7	0	3

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Kelvin Grove State College is distinct in the following ways:

- Numerous formal partnership agreements with external bodies that give students highly specialised, and at times, unique pathways.
- Schools of Excellence (designed to allow students to undertake studies in a specialised course integrated within their usual schedules).

These partnerships and schools of excellence include:

- Queensland Ballet Academy –Years 10-12.
- Year 8 and 9 Academic Achiever Program for students with very high ability in Literacy, Numeracy and Problem Solving.
- Queensland Golf School of Excellence in partnership with the Queensland Golf Unions for Year 8 to 12.
- Schools of Excellence in Tennis and Football (Soccer) in partnership with Tennis Queensland and Football Queensland.
- Year 6 & 7 High Achiever Program for high achieving students in English, Maths, Science, Visual Art, Business, Drama and ICT.
- Excellence in Engineering in partnership with QUT's Faculty of Built Environment and Engineering embedding QUT's ENB110 within the Engineering Technology subject. A \$3000 bursary is provided to the top year 12 student to further their studies in engineering at QUT.

- A large Performing Arts department which offers extension courses in Drama and Music, and also accelerated programs in Music, and links to QUT's Creative Industries.
- An extremely strong Instrumental Music program, instrumental music lessons, and students are encouraged to participate in the choir or a range of ensembles.
- Art and Design Excellence is developed in partnership with the Creative Industries Faculty of QUT. This new program offers great opportunities for creative students heading towards careers and further study in Art and Design, with early access to QUT subjects and many other benefits including immersion programs and industry links.

### Extra curricula activities

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

<b>Social Justice</b>	<b>String Ensembles</b>	<b>Debating</b>	<b>Orchestra Bands</b>
<b>Chess Club</b>	<b>Musicals</b>	<b>Drama Club</b>	<b>Chaplaincy Group</b>
<b>Environmental Committee</b>	<b>Sound &amp; Lighting Production</b>	<b>Magazine Committee</b>	<b>Science Club</b>
<b>STEM</b>	<b>Choirs</b>	<b>Computer Club</b>	
<b>Sporting Teams</b>	<b>Jazz Group</b>	<b>Peer Mediations</b>	
<b>Cheer Squads</b>	<b>Dance Club</b>	<b>Formal Committee</b>	
		<b>Language Classes</b>	

---

### How Information and Communication Technologies are used to improve learning

At Kelvin Grove State College, Information and Communication Technologies are embedded throughout the curriculum. The college has introduced a BYOx program for students in years 7, 8, and 10 and this will roll out to other year levels in the future. Students in other year levels who bring their own device to school can connect to the school network. Classroom teachers use a variety of software, interactive white boards, iPads, and data projectors to facilitate learning. Teachers create Virtual Classrooms and Ed Studios that students can access at home. Classrooms are equipped to connect with teachers' laptop computers and almost all rooms have internet access. The ICT strategic committee is continuing to provide professional development for all staff to ensure currency, integration and relevance of ICTs in all learning experiences across the P-12 College.

### Social Climate

Kelvin Grove State College takes pride in providing a safe and supportive environment in which all students can strive to reach their full potential. The college provides students the opportunity to be known and have a true sense of identity within each of the three sub-schools that, in turn, combine to make the total college. The quality of the relationships within these sub-schools supports the individual learner and provides the more personalised small-school feel to the college yet the combination of the three sub-schools ensures the advantages of a larger school with the economies of scale offered. This includes diverse curriculum offerings, specialised programs and excellence programs, staff able to work

across the sub-schools to enhance the learning experiences where this cannot happen as seamlessly in standalone primary or high schools. 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 services available in the college for parents and students to access.

<http://www.kelvingrovesc.eq.edu.au> (select 'Support and resources' from the menu)

The school opinion survey reflects a high level of satisfaction with support for students at the college.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	94%	97%
this is a good school (S2035)	100%	94%	98%
their child likes being at this school (S2001)	93%	97%	98%
their child feels safe at this school (S2002)	93%	98%	99%
their child's learning needs are being met at this school (S2003)	86%	93%	95%
their child is making good progress at this school (S2004)	86%	94%	97%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	80%	89%	94%
teachers at this school motivate their child to learn (S2007)	93%	91%	96%
teachers at this school treat students fairly (S2008)	87%	96%	97%
they can talk to their child's teachers about their concerns (S2009)	87%	96%	96%
this school works with them to support their child's learning (S2010)	80%	90%	96%
this school takes parents' opinions seriously (S2011)	92%	90%	90%
student behaviour is well managed at this school (S2012)	80%	95%	96%
this school looks for ways to improve (S2013)	93%	95%	97%
this school is well maintained (S2014)	100%	97%	95%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	95%	99%	98%
they like being at their school (S2036)	94%	98%	96%
they feel safe at their school (S2037)	96%	98%	98%
their teachers motivate them to learn (S2038)	95%	96%	96%
their teachers expect them to do their best (S2039)	97%	98%	99%
their teachers provide them with useful feedback about their school work (S2040)	95%	96%	96%
teachers treat students fairly at their school (S2041)	88%	91%	93%
they can talk to their teachers about their concerns (S2042)	84%	88%	88%
their school takes students' opinions seriously (S2043)	89%	90%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	84%	89%	89%
their school looks for ways to improve (S2045)	92%	97%	97%
their school is well maintained (S2046)	92%	96%	97%
their school gives them opportunities to do interesting things (S2047)	93%	96%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	98%	93%	98%
they feel that their school is a safe place in which to work (S2070)	98%	97%	97%
they receive useful feedback about their work at their school (S2071)	91%	85%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	84%	87%
students are encouraged to do their best at their school (S2072)	96%	98%	100%
students are treated fairly at their school (S2073)	98%	99%	98%
student behaviour is well managed at their school (S2074)	94%	92%	98%
staff are well supported at their school (S2075)	92%	87%	90%
their school takes staff opinions seriously (S2076)	90%	83%	86%
their school looks for ways to improve (S2077)	99%	95%	99%
their school is well maintained (S2078)	92%	92%	95%
their school gives them opportunities to do interesting things (S2079)	94%	91%	96%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

Kelvin Grove State College enjoys a very high degree of parent, staff and student satisfaction as indicated by the School Opinion Survey data. Community support is also evidenced by increasing numbers of parents involved in Parent Advisory Groups across the three sub schools, P&C, official college celebrations, carnivals, ceremonies, and other curriculum area support groups. Student leadership through Student Representative Council, Leaders Meetings and Student Forums are a feature of the college which ensures and enables a student voice with multiple opportunities to express opinions and concerns.

**Parent Satisfaction:** Overall, the parents of Kelvin Grove State College students are very 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, and pedagogy, learning climate, school climate, school-community relations, resources and additional items. Students in years P-7 were particularly satisfied with student outcomes and curriculum offerings.

Staff Satisfaction: Overall, the staff of Kelvin Grove State College are very 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 recognition.

### Parent and Community Engagement

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

The college offers parent-teacher interviews each semester. In addition, the college provides parents with written reports on their child's performance at the end of Term 1 (mid-semester), and Semesters 1 and 2. A weekly newsletter, The College Chronicle, is provided to families through Schoolzine where parents can access it via an App or access it via the college webpage. The College Executive Principal and Sub School Principals regularly provide tips and advice to encourage parents in ways of supporting their student's learning and participation in school life.

### Reducing the school's environmental footprint

A sustainability committee has been formed as part of the strategic agenda to address a reduction in the environmental footprint of the P-12 College. Resource management skills – finite and renewable will be reinforced through the Active Citizenship Education (ACE) program that was implemented from P-7. The college is currently working to create awareness amongst the community and ensure resource wastage is minimised. There is a strong environmental committee whose focus includes educating and enacting wise use of electricity, water and paper recycling. Significant growth in the student enrolment in the college has led to a significant increase in consumption of both power and water. The program of classroom air-conditioning across the hottest classrooms in the college, funded by the College P and C, may have also contributed to this increase in power consumption. Teachers report a significant increase in productivity in these classrooms in the later part of the day as a result of this initiative.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	685,868	10,611
2013-2014	692,074	8,470
2014-2015	768,514	14,669

\*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.



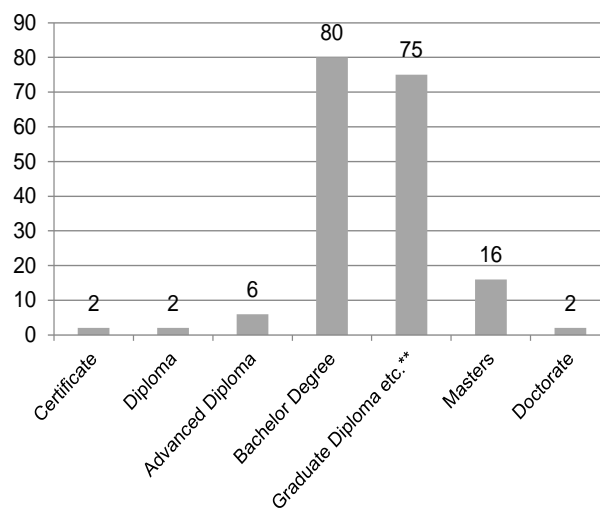
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	183	62	<5
Full-time equivalents	160	44	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	2
Diploma	2
Advanced Diploma	6
Bachelor Degree	80
Graduate Diploma etc.**	75
Masters	16
Doctorate	2
<b>Total</b>	<b>183</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$110850

The major professional development initiatives are as follows:

- New whole of College Pedagogical Framework
- Planning and implementation of a Peer Mentoring process
- Planning and implementation of a whole-of-college Instructional leadership process

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income 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 says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	90%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

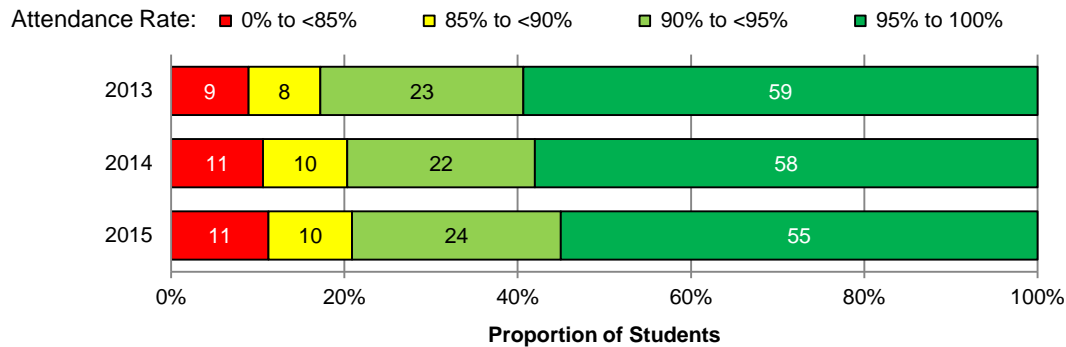
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	97%	95%	97%	92%	97%	96%	95%	95%	94%	93%	93%	93%	93%
2014	97%	95%	96%	97%	97%	97%	95%	93%	94%	92%	93%	92%	93%
2015	94%	96%	96%	96%	95%	97%	95%	93%	93%	92%	91%	92%	92%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Kelvin Grove State College, rolls are marked at the beginning of the day and unexplained absences are reported to parents via text message to mobile phones. Class rolls are marked every period. Parents are notified of continuing unexplained absences by letter and phone calls. Individual period absences are followed up with the issuing of an administration detention. Letters of Compulsory Attendance are forwarded to parents as directed by DETE policy.

## 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.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 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 says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	108%	102%	103%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	100%	100%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	233	242	249
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	0
Number of students receiving an Overall Position (OP)	158	180	177
Percentage of Indigenous students receiving an Overall Position (OP)	83%	50%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	54	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	105	111	102
Number of students awarded an Australian Qualification Framework Certificate II or above.	83	87	88
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	211	227	233
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	83%	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.	75%	80%	80%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
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.	95%	97%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	92%	92%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	23	55	41	34	5
2014	39	60	45	32	4
2015	39	60	42	32	4

As at 16 February 2016. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	33	26	65
2014	16	14	78
2015	7	29	69

As at 16 February 2016. The above values exclude VISA students.

The college offers the students a number of options in relation to VET training courses throughout the senior years. The school is the RTO for a number of Certificate II courses and accesses external RTOs to deliver specific courses that meet the needs of the student body at a time that suits the students through their senior program.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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

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

Early leavers from Kelvin Grove State College are predominantly made up of international students and those students whose parents are visiting academics at nearby QUT or engaged temporarily in research at QIMR which is also close by. Other members of the student population who leave prior to completing post compulsory schooling are engaged in employment based training.