



Kelvin Grove State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Kelvin Grove State College is part of a unique educational precinct. It is only three kilometres from Brisbane City's central business district. Our P-12 college seeks to provide a supportive and engaging learning environment for all. Our focus is on excellence in all areas of education and providing the best "Prep to Pathways" educational experience for all our students. This is articulated and promoted through expectations of a strong work ethic, pride in, and recognition of, socially just practices including valuing social diversity, and civic participation. The College is convenient to public transport, adjoins the Kelvin Grove campus of Queensland University of Technology (QUT), and is close to all the conveniences of the city. It is also adjacent to Kelvin Grove Urban Village. Our transition programs, for our local feeder Primary Schools, include a Year 5 and 6 High Achievers Program for high achieving students in English, Maths, Science, Art, Music, Business and Technology involving students from all our local feeder primary schools. A Year 7, 8 and 9 Academic Achiever Program for students with high ability in Literacy and Numeracy. We have a broad curriculum base with a choice of over 50 subjects in the Senior School which is complemented by special Sporting (Golf, Tennis, Football, Volleyball) and Academic Excellence Programs and Extension Subjects. These offerings enables students in the Senior School to engage in a suite of subjects to facilitate their transition from school to their chosen pathway, with the best possible educational and experiential foundation to build on. We have developed a dedicated Senior Studies Centre that supports every student in the senior school to attain their future goals. We have one of the the largest Art Departments in the state which allows students to study Visual Arts and Media Studies, with art students of Kelvin Grove State College having achieved numerous art awards and won many art competitions. We offer an extremely strong Music program, including an Instrumental Program which offers a range of highly successful ensembles and encourages students to participate in choir. The college is also in a unique partnership with Queensland Ballet and provide the academic program for the students who are part of the Queensland Ballet Academy program in years 10, 11 and 12. This is a world class Ballet training academy and the College looks forward to this on-going partnership expanding to include Years 7, 8 and 9 in the near future in the new purpose built Academy building on our site. Our Motto: "With all thy might". Our Vision: "The pursuit of excellence with all thy might". Our Mission Statement: "KGSC provides an outstanding "Prep to Pathways" learning experience for all students, and draws on the College Values Framework to prioritise the holistic development and wellness of futures-focussed, globally competent learners, leaders and citizens".

School progress towards its goals in 2018

2018 was again another successful year with strong growth in our school enrolments and continued delivery and refinement of both our strategic goals and our holistic focus of Happiness and wellness. The college continues to focus on the improved delivery of our three Explicit Improvement Agendas:

Our high quality pedagogy that enhance the development of the essential 21st century skills

Our focus on the work of Collegial Conversations and Instructional Leadership to assist teachers to be the best practitioners that they can be for their students

Our focus on creating a learning and working environment where the happiness and wellbeing of every member of our community is of the utmost importance.

The demand for enrolments, the stability of our staffing, apart from our growth each year, and the outstanding students results are testament to the high quality learning environment that we have created here at Kelvin Grove State College.

Future outlook

The future of the college looks exceptionally positive. The demand for places for enrolments is at an all-time high and our enrolments break previous records every year. This provides us with the challenge of ensuring that every students feels that they are part of the KG family and feel that they are known and they belong. One of the advantages of our Prep-12 college is that we have 3 sub-school identities where students can develop strong relationships with staff and students within each subset, yet still gain the benefits of an organisation of this size. This **college culture** is the cornerstone of what we are able to achieve for the students here at the college. The opportunities for students here at the college are vast and equitable – you only have to examine our enrolment figures to see the almost perfect 50-50 girls/boys breakdown of enrolments of students. This is something we are very proud of and our community have voted with their feet in enrolling at the college.

Our explicit improvement agenda for 2019 is informed by our aim to "provide the best Prep to Pathways educational experience for every student in the college".

It is also guided by our 2019 mantra for all members of the KGSC community; **“Our job is not to prepare students for something. Our job is to help students prepare themselves for anything”**.

In 2019, our 3 focus areas are:

1. Continued refinement and the development of the Gradual Release of Responsibility pedagogical model with particular focus on the Collaborative and Independent Learning aspects.
2. Continued refinement and precision of the Collegial Conversations and Instructional Leadership process for all staff across the college.
3. To ensure that every member of the college community feels connected and that our College Values are alive and enacted every day across the college, enhancing the wellbeing and happiness for all.

Our school at a glance

School profile

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

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2661	2862	3140
Girls	1341	1452	1568
Boys	1320	1410	1572
Indigenous	43	44	44
Enrolment continuity (Feb. – Nov.)	95%	94%	94%

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 Kelvin Grove State College student body comes from a wide variety of cultural backgrounds with a number of students born overseas. This rich cultural diversity reflects the population of Brisbane and South East Qld and shows how successfully and positively multi-cultural communities can prosper. The College has 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	25
Year 4 – Year 6	27	29	27
Year 7 – Year 10	25	26	27
Year 11 – Year 12	19	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

- Numerous formal partnership agreements with external bodies that give students highly specialised, and at times, unique learning opportunities and 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 7, 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 5 & 6 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.

Co-curricular 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:

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

How information and communication technologies are used to assist learning

At Kelvin Grove State College, Information and Communication Technologies are embedded throughout the curriculum. The college has a BYOx program for students in years 7-12. 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

Overview

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 stand-alone 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)

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
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Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	99%	95%	93%
• this is a good school (S2035)	100%	97%	95%
• their child likes being at this school* (S2001)	97%	98%	94%
• their child feels safe at this school* (S2002)	97%	95%	95%
• their child's learning needs are being met at this school* (S2003)	98%	96%	91%
• their child is making good progress at this school* (S2004)	96%	97%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	97%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	94%	93%
• teachers at this school motivate their child to learn* (S2007)	96%	91%	91%
• teachers at this school treat students fairly* (S2008)	97%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	99%	96%	93%
• this school works with them to support their child's learning* (S2010)	98%	97%	92%
• this school takes parents' opinions seriously* (S2011)	96%	90%	89%
• student behaviour is well managed at this school* (S2012)	97%	85%	89%
• this school looks for ways to improve* (S2013)	99%	95%	93%
• this school is well maintained* (S2014)	96%	97%	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)	98%	97%	97%
• they like being at their school* (S2036)	97%	93%	95%
• they feel safe at their school* (S2037)	97%	95%	95%
• their teachers motivate them to learn* (S2038)	96%	94%	91%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	92%	92%
• teachers treat students fairly at their school* (S2041)	89%	86%	87%
• they can talk to their teachers about their concerns* (S2042)	87%	87%	82%
• their school takes students' opinions seriously* (S2043)	87%	87%	85%
• student behaviour is well managed at their school* (S2044)	86%	82%	78%
• their school looks for ways to improve* (S2045)	98%	96%	99%
• their school is well maintained* (S2046)	93%	91%	92%
• their school gives them opportunities to do interesting things* (S2047)	98%	95%	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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	99%	99%
• they feel that their school is a safe place in which to work (S2070)	97%	98%	99%
• they receive useful feedback about their work at their school (S2071)	93%	90%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	83%	78%
• students are encouraged to do their best at their school (S2072)	98%	100%	100%
• students are treated fairly at their school (S2073)	98%	99%	99%
• student behaviour is well managed at their school (S2074)	98%	99%	99%
• staff are well supported at their school (S2075)	93%	94%	95%
• their school takes staff opinions seriously (S2076)	92%	95%	95%
• their school looks for ways to improve (S2077)	97%	99%	99%
• their school is well maintained (S2078)	96%	99%	98%
• their school gives them opportunities to do interesting things (S2079)	95%	95%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The college runs a number of age appropriate strategies and programs that supplement the education provided to the children from the home. The Parent Advisory Groups in each of the sub-schools have worked closely with the sub-school Head of School in providing feedback on programs and resources they would like to see provided for both the parent community and the students. This has resulted in the college engaging a number of specialist external providers from both government and private enterprise to educate and upskill both the student, and parent body, on a range of topics. These have been well supported by our community.

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	111	164	171
Long suspensions – 11 to 20 days	7	15	13
Exclusions	10	3	11
Cancellations of enrolment	0	1	4

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 this school's environmental footprint

Students in the college, through the Environmental committee, are constantly reviewing college practices with a view of reducing our environmental footprint and being responsible citizens.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	838,591	990,416	998,038
Water (kL)	9,929	23,136	12,182

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 at.

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

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.



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	233	91	6
Full-time equivalents	210	64	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	5
Masters	25
Graduate Diploma etc.*	69
Bachelor degree	132
Diploma	2
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 \$[INSERT VALUE].

You can calculate the amount above from OneSchool data.

The major professional development initiatives are as follows:

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
- Planning and preparing for the implementation of the new QCE senior curriculum.

The proportion of the teaching staff involved in professional development activities during 2018 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, 98% 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 P-10/P-12 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	93%	94%	93%
Attendance rate for Indigenous** students at this school	91%	90%	89%

* 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	95%	94%	95%
Year 1	94%	94%	93%
Year 2	92%	94%	93%
Year 3	94%	94%	94%
Year 4	95%	95%	94%
Year 5	95%	95%	94%
Year 6	95%	96%	95%

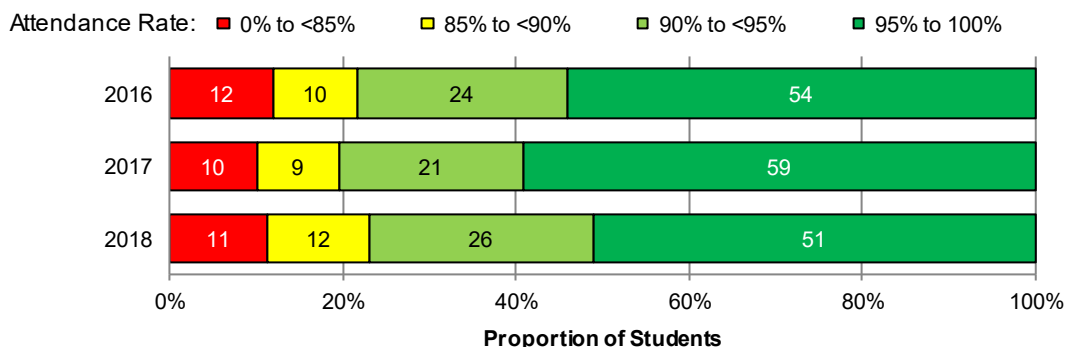
Year level	2016	2017	2018
Year 7	94%	95%	94%
Year 8	93%	94%	93%
Year 9	91%	94%	92%
Year 10	90%	91%	91%
Year 11	92%	92%	91%
Year 12	92%	92%	90%

Notes:

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

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.

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

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	222	270	257
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	214	256	252
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	154	179	186
Percentage of Indigenous students who received an OP	100%	50%	60%
Number of students awarded one or more VET qualifications (including SAT)	109	139	131
Number of students awarded a VET Certificate II or above	99	126	125
Number of students who were completing/continuing a SAT	34	49	24
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	83%	84%	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	97%	98%	99%
Percentage of QTAC applicants who received a tertiary offer.	94%	95%	95%

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	43	41	44
6-10	52	50	56
11-15	33	59	55
16-20	24	29	30
21-25	2	0	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	15	12	18
Certificate II	51	66	67
Certificate III or above	66	81	76

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).

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	96%	100%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	150%	63%

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.

Early school leavers

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

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 connected with a Transition Officer and are engaged in employment based training.

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.

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://kelvingrovesc.eq.edu.au/supportandresources/formsanddocuments/documents/nextstep%20documents/next-step-summary-report.pdf>

Conclusion

The college continues to experience tremendous demand for enrolment places due to the safe and supportive environment that focusses on total well-being while nurturing and supporting the development of the entire child in company with the excellence of the academic programs and pathways for students offered here at the college. These enrolment demands place pressure on facilities and resources and the college has invested heavily in enhancing the learning environment for the students at the college. Our strategic planning and budgeting prioritizes resources to encourage and support new and innovative learning experiences and opportunities for our students to best prepare them for their future. The college has continued to develop meaningful partnerships with external organizations that value-add to the total curriculum of the college. In 2018, our dedicated Senior Studies Centre continues to support and empower of senior students to make informed decisions and authentic connections with their future workplaces. This is a tremendous resource for the students of the college and enables us to plan, support and deliver the pathway options for every student in the senior school. The staff of this Centre tracks and supports 1000 students in years 10-12, ensuring they understand the requirements of their chosen pathway and are developing the 21st Century skills and attributes required in any modern workplace and expected by future employers.

2018 saw more general learning area and specialist science classrooms being built to ensure that the college has the required classrooms for our needs in 2019.

The opportunities provided to the students of the college are second to none and something we as a community, are very proud of. The college takes pride in every aspect of its business and looks forward to future refinement and delivering a cutting edge experience for our students.