

Education Queensland Showcase-Awards For Excellence In Schools 2006

TITLE OF SUBMISSION: Learn more.....Be more.....Kenmore

SCHOOL/S: Kenmore State high School

DISTRICT: Brisbane Central & West

REGION: Brisbane

KEY CONTACT: Wade Haynes

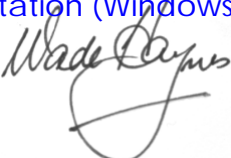
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CATEGORY: Academic Excellence

MULTIMEDIA: Video presentation (Windows Media Player compatible)

SIGNATURES: Principal:  Date: 17/03/06

To be completed by the Executive Director (Schools) after completion of the checklist:

I support this submission and its entry in the Showcase Awards for Excellence in Schools 2006. This submission meets the requirements set out in the Executive Director's Checklist.

Executive Director (Schools): **Date:**

Personnel involved in the project

This submission is based on the work of many individuals and teams within the Kenmore High Community. Playing lead roles are the teaching staff and Heads of

Department. Of particular note are John Barker, Head of Languages, Brett Gordon, Head of Performing Arts, Jacqui Wilton, Head of Science, Mike Walker, Head of Physical Education, Jennifer Skeahan, manager of the ICE program and Julie Warwick & Paul Stronach who developed the LEAP program.

Submission Overview

Kenmore's academic success over time rests firmly on our philosophy that every student can "Learn more" and "Be more" as part of our 'Kenmore High Family'.

Our incredible student performance record over time and improvement since 2001 is a result of key practices and activities that focus on:

- Providing opportunities for parents to play a meaningful role
- Providing students with rich, rigorous experiences and pedagogy
- Growing the range of specialist programs
- Developing real community engagement
- Celebrating world class quality and committing to innovation

Description

Student academic success at Kenmore rests on a multitude of factors. The sheer volume, depth and breadth of these factors contribute to our students "Learning more" and "Being More" and is what makes us distinctive and so successful over time.

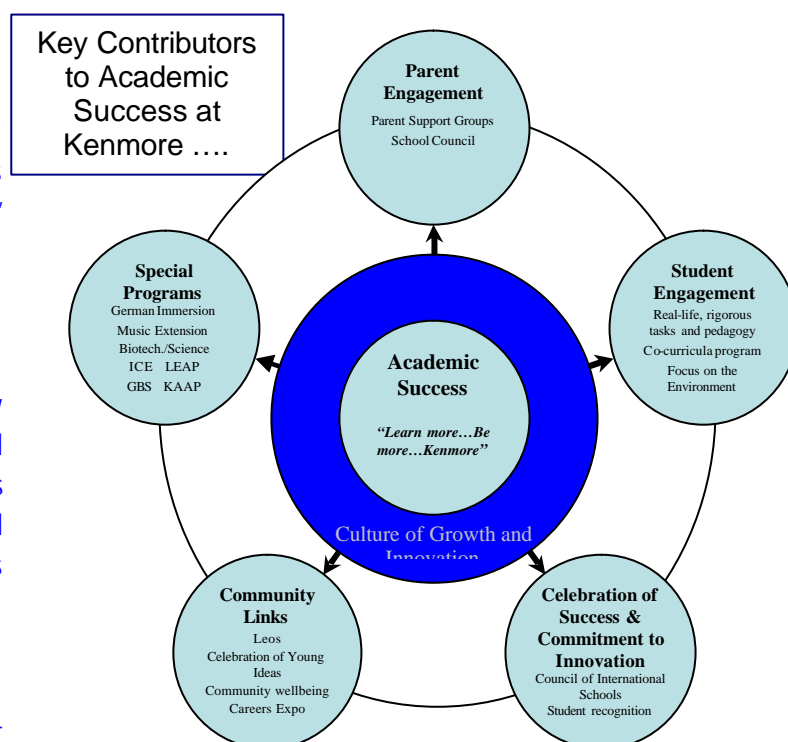
Parent Engagement

We recognise the key role that parents play in influencing academic success and nurture this as a school. Kenmore parents have opportunities to play fundamental roles in shaping school direction, programs and activities. Along with School Council, the P&C Association, special focus groups, one distinctive feature at Kenmore SHS is our Parent Support Groups and Networks – German Immersion and Extension, Visual Arts & Media, Science, Music, Rowing, Friends of the Library and Environment. These proactive support groups provide input into programming and advice on a range of levels from resourcing to co-curricula activities. For example, the German Immersion and Extension Group have played a lead role over time in building school relationships with the German Consulate and have forged meaningful links with sister schools in Kassel and Bad Sadau.

This deliberate strategy to grow close parental involvement was further supplemented by the development of a network of P&C Associations across local primary schools. This group has planned some key activities for the youth in the Kenmore District including such achievements as the now annual "Celebration of Young Ideas".

Student Engagement

In 1998, our focus was shifted by some significant discussions about pedagogy and curriculum. The ongoing development in these areas led to a challenging curriculum characterised by transdisciplinary tasks (units such as



"Well being in the community", "International trade", "Developing a Personal career plan"), real-life subject options ("Race cars and rocket ships", "Animation", "Being enterprising", "Japanese enhancement") which positions students well for the complexities of senior studies and future leadership in their careers. Pedagogy was re-aligned with a focus on Productive Pedagogies. Our new programming was further complemented with an extensive co-curricular and extra-curricular program with attention to developing students' resilience, problem solving, organisational skills, higher order thinking and career planning.

Student ownership of the environment, resulting from the responsibilities of being the largest landowners fronting Moggill Creek, is a key feature of the school. A host of tree planting, revegetation and water quality programs feature in our curriculum.

Specialist Programs

We continue to develop niche programs to include more students in specialist activities.

In German Immersion students study up to 70% of their program in German language. This program operates in a tight-knit family context and sees students exit with fluency in the language and real options for international study and employment.

Music Extension began in 2002 to extend musically gifted students and increase the number of students performing at high level. The three year program immerses students in music with expert tuition and eases the pressure on these students by merging classroom and instrumental music.

The link between an active body and an active mind is a significant focus at Kenmore. Greater Brisbane School Sport is a Saturday sport competition. It is designed to be a high quality competition which allows significant parental involvement. Since 2002, the program has grown to incorporate all year levels. In 2006, the Kenmore Athletes Academic Program (KAAP) was introduced to support students with high level, high intensity training regimes and integrate their weekly program with a suitable academic load.

The Science program at Kenmore continues to flourish in response to the very large numbers of students that opt to study one or more science subjects. As a Biotechnology School of Excellence (as one of 5 lead schools) and the lead school in the SUSTAIN (students undertaking science to actively investigate nature), students are accessing industry level resources, using authentic data, materials (eg. DNA extraction) and working with real Scientists.

In 2006, we continued to innovate with the introduction of the ICE (Information and Communication Education) program. Fifty-Seven students study a majority of their program with direct laptop computer access at their fingertips. The learning environment is focussed on growing independent learners with superb communication skills by undertaking open-ended activities and developing excellent multi-literacies.

A different group of students is the target of LEAP (Leading Edge Academic Program). To be more inclusive, the school has developed this program so that a range of talented students have one-on-one support to develop their full potential. The unique needs and learning styles of these students are the focus of the work done with parents and the plans developed for each student.

Community Links

For too long education has been a way of deferring adulthood for young people. We expect the school institution to manage and 'contain' their developmental experiences. Too often we expect them to be seen and not heard. At Kenmore High we believe that this is not good enough. We will be leaders of change.

At Kenmore, we believe that the best way for young people to break through the barrier to personal excellence is by being influential in the local community. Kenmore's distinctiveness is its status as a public school within a supportive local community. The community is our resource – a treasure-chest of opportunities for students to build personal excellence through local influence. It is from this basis that our students learn the skills to change

the world and take their place on the global stage. We contend that these experiences push beyond academic achievement to academic excellence in real contexts.

A range of activities are designed to position our students as community citizens and leaders. The difference is that this is not restricted to a small number of "leaders". All students undertake a task to work with a community group and assist this group in a meaningful way. One example is a middle school boy who developed a community festival for over 200 participants that ran on the school oval on a Sunday morning.

Other examples include: a school team running a career expo in conjunction with the Chamber of Commerce; a team of parents establishing a community festival (the Celebration of Young Ideas) with 7 primary schools to provide forums for educational ideas and celebrate student achievements; a large, award winning Leos Club run by our students; a school team establishing a community sports club; Business and Science teachers establishing a mentoring program with Universities.

Celebration and Innovation

Taking time to reflect on success, to celebrate success with all of the partners in the process and recognise the world-class standing of our program is important at Kenmore SHS.

We take the time to systematically recognise the achievements of students and the work of staff. This takes the form of showcasing student work at over 20 public events, a suite of quality publications and whole school events.

The recent award of Council of International Accreditation provided us with the process to externally validate and recognise the achievements across the whole school community. In addition, it provided the impetus to examine every aspect of the school against world-class standards which sparked a number of innovative projects.

We don't rest on our laurels. We believe that the energy of innovation is vital in a learning community. The vibrancy of new and challenging ideas rubs off on students, staff and parents.

Connections To QSE –2010 and ETRF

QSE-2010 talks about "human and social capital" developing "within families and through wider networks". "Queensland State Schools should be re-conceptualised" and "embedded in communities – local and global – in new ways". This philosophy underpins Kenmore's strategy to engage parents, community and to provide real leadership development for all in the local context.

QSE-2010 and ETRF are about engaging all young people so that they "complete school" and achieve "personal bests". Kenmore's focus on engaging students in diverse curriculum, special programs and extra-curricular activities is successfully retaining students and producing outstanding individual achievements.

Outcomes & Evidence

Outcome: As a result of our programs, practices and focus on academic success, student performance over time across a multitude of subjects continues to be significantly above state and like school means. Our proportion of OP1s is significant, the number of students receiving university placement in their nominated field is noteworthy. Likewise our students perform exceptionally well on various standardised tests such as Queensland Core Skills Test (QCS) and the Programme for International Student Assessment (PISA).

Evidence:

Overall Positions:

	1996-2000 Average	2001-2005 Average	2005	Typical State Results
OP1	3.6 students/year	6.6 students/year	8 students	
OP1-3	7.8%	12.8%	13.3%	
OP1-5	16.4%	23.2%	24.5%	13%
OP1-10	44%	52%	54%	35%
OP1-15	69%	76%	80%	60%

QTAC Applicants:

	2001	2002	2003	2004	2005
Percentage of Year 12 students applying to University	77%	70%	74%	76%	83%
Number of Students with a University Place offered	138	108	126	143	146
Total numbers in cohort	233	204	213	232	217

QCS Test:

	2001	2002	2003	2004	2005
Kenmore Mean	285.9	281.6	265.4	268	283.6
State Mean	255.2	241.8	249.8	256.6	260.2

PISA Testing: Kenmore Year 10 students were significantly above the Australian average in all forms of the test: reading literacy, scientific literacy, mathematical literacy and problem solving. The following chart shows Kenmore SHS student results in comparison with the National percentages.

	National Top 10%	National Top 25%	National Top 75%

Kenmore State High School

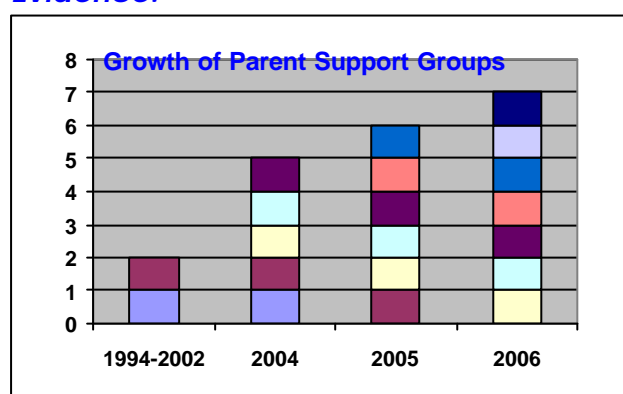
Mathematical Literacy	23%	44%	98%
Scientific Literacy	27%	50%	100%
Reading Literacy	35%	43%	89%
Problem Solving	19%	54%	96%

ISA Testing: Kenmore Year 9 Students were significantly above the mean for all other schools in Australia and near or exceeded International students who were 12 months older.

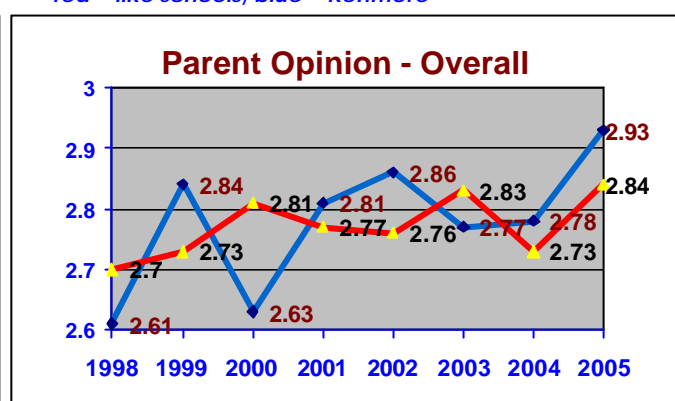
	Kenmore SHS	All Other Schools	International Schools (Y10)
Mathematical Literacy	mean = 571	mean = 544	mean = 591
Reading	mean = 543	mean = 507	mean = 552
Writing Task A	mean = 583	mean = 543	mean = 550
Writing Task B	mean = 542	mean = 520	mean = 550

Outcome: Parents play a significant and strategic role at Kenmore in influencing curriculum and providing support to staff and students.

Evidence:



red = like schools, blue = Kenmore



The average monthly participation of parents in a support group is 140 parents.

On the Parent Opinion question "That you have opportunities to participate in the life of the school" the mean rose from 2.7 to 3 from 2002 to 2005 while like schools results were around 2.6.

Outcome: Students continue to be engaged in their learning leading to consistently strong outcomes.

Evidence:

From 2002-2005 students consistently achieved Sound or better in over 90% of all subjects in all year levels. A staggering 64% or more of these results were HA or better with only 0.3% or all students at all LA or lower.

Number of Year 12 Subjects significantly above State Average

1996	2000		2001	2005
17	14		20	20

Teachers report that 98% of students rate satisfactory or better on "behaviour in class". 84% rated high levels of behaviour or better. Only 0.1% of teacher ratings showed an E for behaviour. This data is available from 2002.

95% of students receive a C or better for "classroom effort" while 75% received High or Very High.

Student Opinion surveys show a result significantly above state and like school means on the question "Are you satisfied with the variety of school activities available to you?" In 2001, this result was significantly below state and like school means but it has increased steadily ever since. A similar outcome was achieved for the statement "Are you satisfied that you are able to get involved in school activities?", moving from 2.39 to 3.08.

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Student opinion has improved dramatically on "Are you satisfied in opportunities you have to participate in decisions about the school?" In 1998, the mean was 1.42 and significantly below the state mean. The result is now significantly above state. Student opinion about public confidence in education has risen from 2.17 to 3.02 from 1998 to 2005. When students were asked about the following aspects of school they showed an increase from 1998 to 2005 with all responses being significantly above state mean in 2005.

- Are you doing your best you can in your school work ? 2.39 to 2.82
- Are you satisfied with the progress you are making at this school ? 2.31 to 2.91
- How well you are learning at this school ? 2.26 to 2.87
- Are you satisfied that you are getting a good education at this school ? 2.39 to 3.15
- Are you satisfied with how you school is preparing you for the future ? 2.06 to 2.62

Attendance data shows that Kenmore has an average absence rate of 5.5 days/year/student less than state mean. In addition, Kenmore's average days absence has decreased by more than 1 day/year/student since 1998.

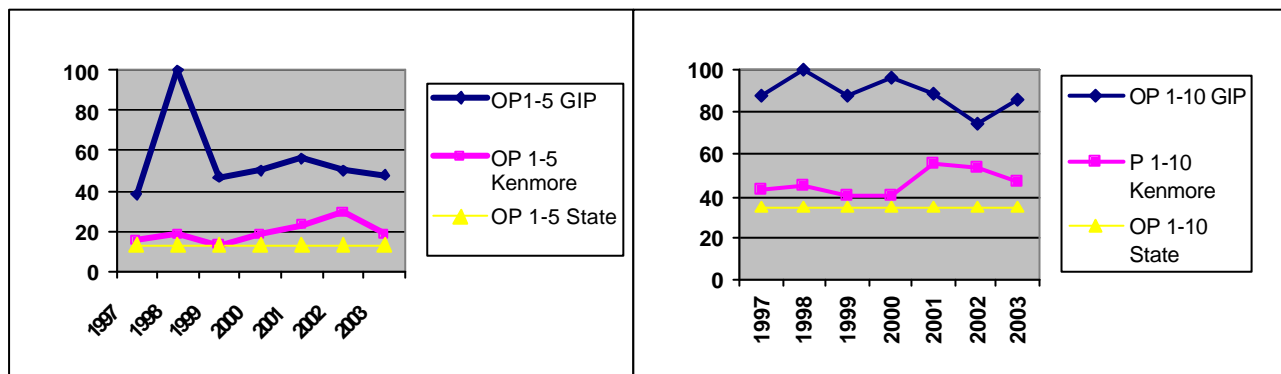
With a focus on the environment, Kenmore won the school's category of the Arbor Day Awards, was 'highly commended' in the Queensland Landcare Awards in 2005, won a Greencorp project, partnered with the ANZ bank to revegetate sections of McKay Brook and gained television coverage of our National Tree Planting Day Activities.

Specialist programs

Outcome: Specialist programs at Kenmore have improved outcomes for students. These programs have provided students with more focus and programming suited to their interests and needs.

Evidence:

Year 12 results in German rose from an average of 4.22 in 1996-2000 to 4.38 in 2001-2005. It has been significantly above state for last five years. German Immersion students achieve strongly across all subjects



In Year 12 Music results rose from an average of 3.82 from 1996-2000 to 4.32 in 2001-2005.

In Science over the past five years 330 students have studied Physics in year 12. This averages about 30% of the cohorts, nearly double the state participation rates. 400 students studied Chemistry averaging 36.5%, again nearly double the state mark of 18%. 500 students studied Biology averaging 45.5% compared with state figures of 27%. The Year 12 results have been above state and like school results in Chemistry, Physics and Biology since 2001.

In GBS sport we have approximately 280 students playing Saturday sport. Kenmore's achievements have made it the top or second placed school each season since 2002.

Outcome: All students at Kenmore SHS engage in community activities to build their sense of belonging and enhance their leadership role in the community. This engagement has provided a context for their learning and led to substantially richer learning.

Evidence:

- All students (over 300 each year) undertake a substantial (3 month) community based task.
- There were 35 community displays at our career expo.
- Students participated in a broad range of tasks using community expertise as part of "Celebration of Young Ideas"

Outcome: Our commitment to innovation and celebration of success has instilled a sense of pride, professionalism and commitment.

Evidence:

- Staff committed themselves to 2 years of hard work for the school to become a Council of International Schools Accredited School. This led to a new Gifted & Talented program, a staff appraisal system for all staff and revamped strategic planning processes.
- We have increased our budget for professional development by over double in the last 3 years.
- We have also undertaken major reviews of curriculum and reporting.
- Staff opinion on "The staff in this school put a lot of energy into their work" is 3.32, significantly above state mean.
- New programs in the school for 2006 include: Kenmore Athletes Academic Program (KAAP) – 16 students, Leading Edge Assistance Program (LEAP) – 16 students and Information Communication Technology (ICE or laptop program) – 57 students. These are expected to grow by these same numbers each year.

Appendix 1: Statement from the Principal

Kenmore State High School is one of the top performing schools in Queensland. As a non-selective school this is outstanding. The results of the school have been high for a long period of time and they are generally above state means and benchmarks regardless of the measure. Typically we have double the number of high and very high results as the mean.

It is also true that this performance reflects the nature of community and the quality of the students. However, we can demonstrate that there has been an improvement over the last five year period as a result of work that started approximately eight years ago.

More importantly Kenmore has allowed students to achieve their best and get where they want to go. Our rates of university entrance of very high.

The parent involvement at Kenmore is the first major feature that struck me when I arrived in the school four years ago. To find 70 parents at a monthly German Immersion Support meeting was common. Parents were keen to be involved when they had the opportunity to do so. We have built on this good work by deliberately expanding this range of opportunities both in face-to-face and technology based methods.

The specialist programs that had been regenerated or established in the last eight years were impressive. They were starting to reap rewards in terms of enrolment

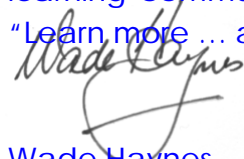
Kenmore State High School

growth (we have grown from 1120 in 2001 to 1525 in 2006) and in terms of quality. Again, we built on these programs to have further opportunities for students to belong, achieve and pursue their interests.

The vast array of student involvement in extra-curricula activities at very high standards is and has been a feature of the school. Since the building of a new Arts facility in 2001, this area had blossomed. GBS sport was introduced in 2002 providing a chance for parents to participate in their school while students played in a high quality competition.

We have an unrelenting focus on quality and achieving personal bests – both for staff and students. We talk about being world class and have recently achieved recognition as a Council of International School's Accredited School. There are fewer than 300 of these schools world-wide.

While we are proud of our students and our staff we are working hard to build a real learning community based on deep and well understood values. We do want to "Learn more ... andBe more at Kenmore"



Wade Haynes
Principal

Appendix 2: Statement from the P&C Association



Kenmore State High School
Parents and Citizens Association

To whom it may concern:

I am writing to support Kenmore High School's submission for a Showcase of Excellence Award in 2006 for Academic Excellence

Most schools are committed to personal excellence. They want their students to have the best and be the best they can be. Kenmore High is no different.

At Kenmore, we believe that if we just focus on personal excellence, our students will 'hit a wall'. Their capacity to develop will become stifled. We believe this because, as young people mature

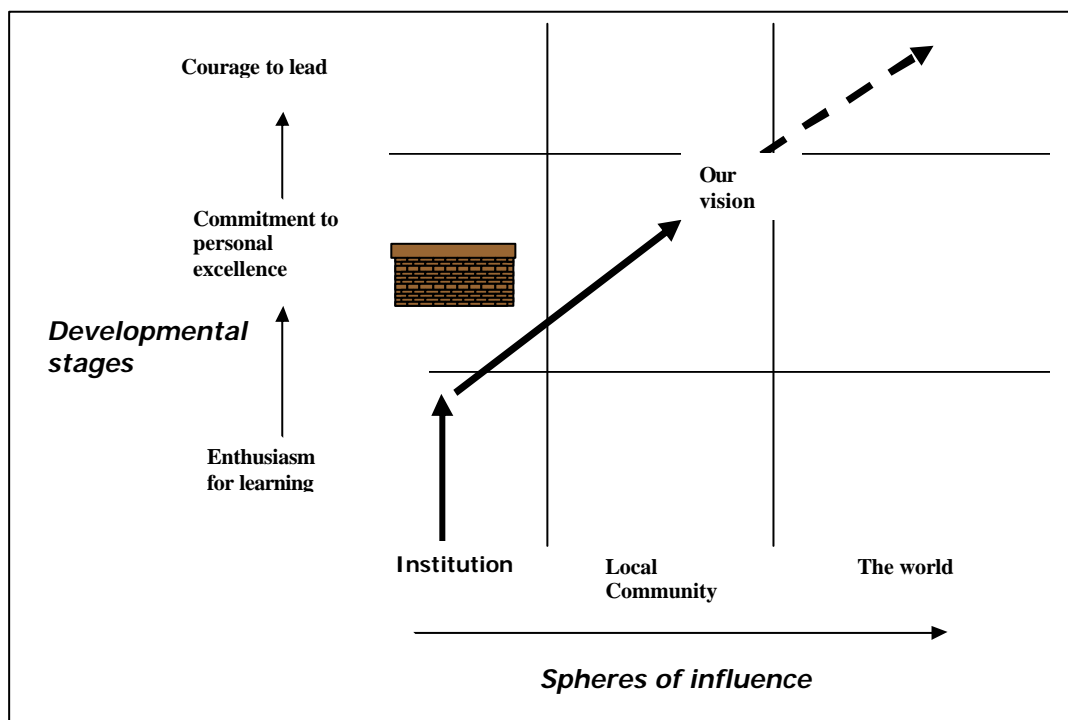
through adolescence and into adulthood, they need to start to develop the courage to lead. So, personal excellence pursued only within the institutional environment of a school will produce young people with good qualifications, but little depth of experience. Students not only need to develop a commitment to personal excellence, they need the experience of responsibility. Indeed we believe, if they don't have these opportunities, they will not break-through to personal excellence.

What are universities and business leaders telling us they look for in future leaders? They are seeking people who are not just well-qualified, but able to lead change. They are seeking people who cannot just gain good employment, they can create it. They are seeking young people with a global vision and local innovation. Kenmore High will deliver these young people.

For too long education has been a way of deferring adulthood for young people. We expect the school institution to manage and 'contain' their developmental experiences. Too often we expect them to be seen and not heard. At Kenmore High we believe that this is not good enough. We will be leaders of change.

There is a number of ways in which this barrier to personal excellence can be broken down. For example, some schools focus on state-of-the-art resources (eg technology) to provide students with 'simulations' of how to apply their commitment to excellence.

While we also are committed to providing necessary resources, at Kenmore, we believe that best way for young people to break through the barrier to personal excellence is by being influential in the local community. Kenmore's distinctiveness is its status as a public school within a supportive local community. The community is our resource – a treasure-chest of opportunities for students to build personal excellence through local influence. This is described in the following diagram:



Kenmore High School: Young people, locally influential, prepared to change the world.

This thinking has been the cornerstone of the development work we have done with parents (especially parent support group) and the local community with annual events like Celebration of Young Ideas.


We have already seen the benefits of this approach pay off with higher academic results and better learning experiences and outcomes for students.

My own children have benefited enormously from their time at Kenmore and I cannot speak too highly of the school.

Kind regards

Bruce Mortimer
President (2002-2005)
Kenmore State High School P&C


Appendix 3: QCS Results 1996-2005



Queensland Government
Education Queensland

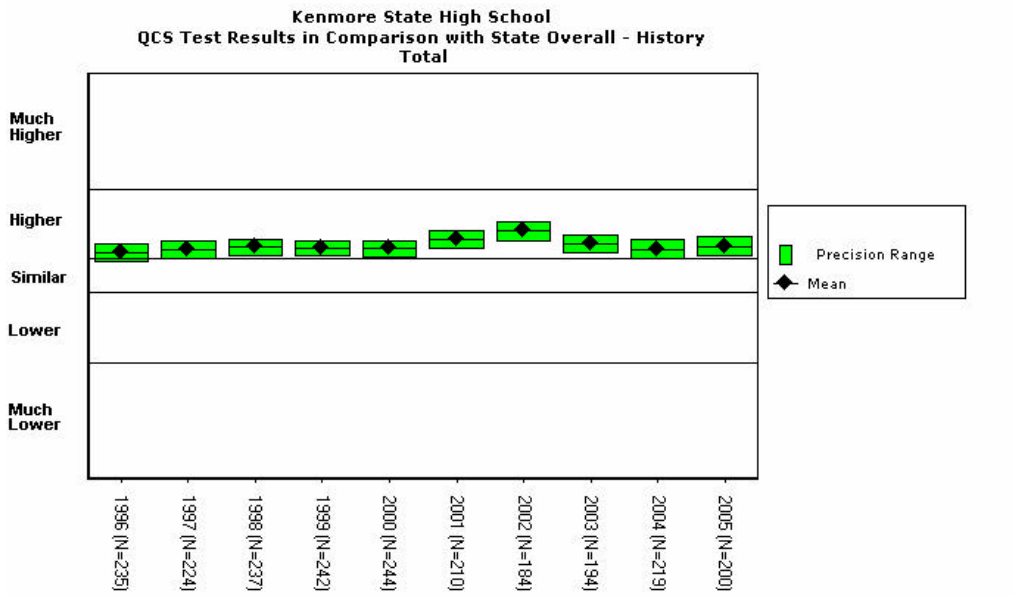
QCS Test Results in Comparison with State Overall - History

Total

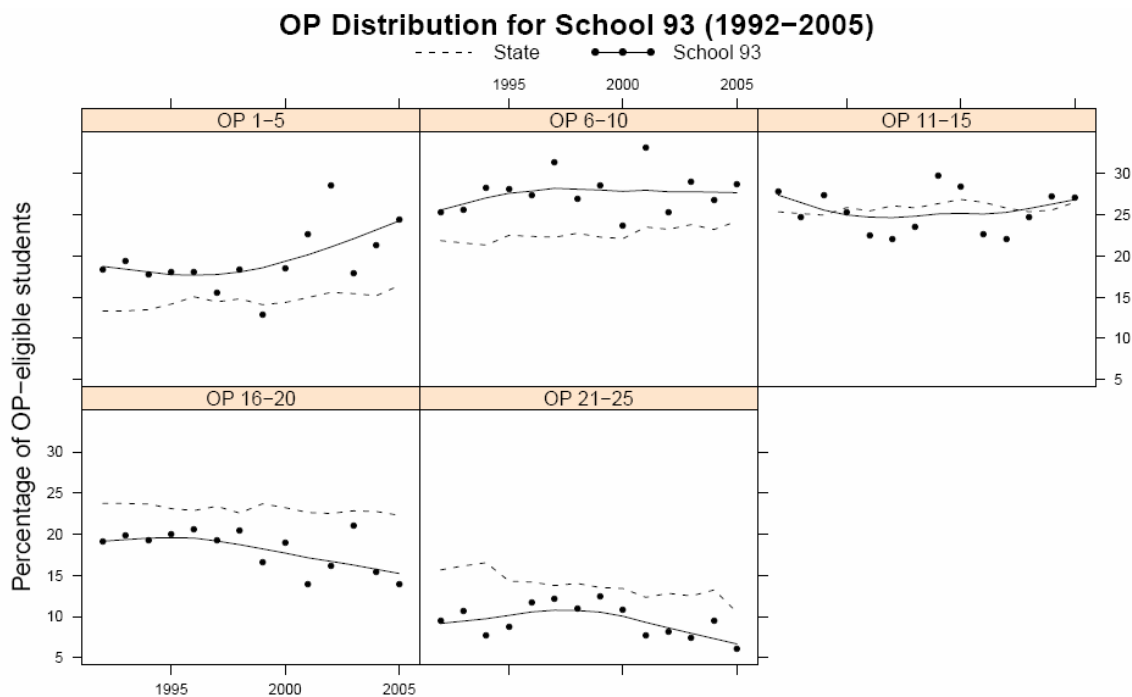


CORPORATE DATA WAREHOUSE

Kenmore State High School (2132)



Appendix 4: OP Data 1992-2005



Appendix 5: Year 12 Subject Results 1996-2005

Subject	Year	School	State		Like Schools	
		Mean	Mean	Compare Flag	Mean	Compare Flag
Accounting	1996	3.41	3.05			
	1997	3.51	3.03	Above	3.01	Above
	1998	3.44	3.05		3.04	
	1999	3.28	3.20		3.23	
	2000	3.58	3.18		3.08	
	2001	4.08	3.20	Above	3.16	Above
	2002	3.73	3.17		3.21	
	2003	3.54	3.09		3.09	
	2005	4.00	3.12		3.28	
Ancient History	1996	3.38	3.16			
	1997	3.88	3.13	Above	3.18	Above
	1998	3.52	3.17		3.20	
	1999	3.21	3.11		3.16	
	2000	3.38	3.10		3.16	
	2001	3.50	3.08	Above	3.17	Above
	2002	3.35	3.02		3.07	
	2003	3.38	3.00		3.04	
	2005	3.45	3.04	Above	3.06	Above
Biological Science	1996	3.55	3.08	Above		
	1997	3.54	3.12	Above	3.11	Above
	1998	3.80	3.11	Above	3.09	Above
	1999	3.68	3.14	Above	3.22	Above
	2000	3.70	3.16	Above	3.24	Above
	2001	3.76	3.19	Above	3.20	Above
	2002	3.69	3.15	Above	3.20	Above
	2003	3.38	3.14	Above	3.21	
	2005	3.62	3.14	Above	3.18	Above
Business Communication & Technologies	1997	3.36	3.20		3.13	
	1998	3.39	3.18		3.12	
	1999	3.29	3.19		3.06	
	2000	3.18	3.05		3.02	
	2001	3.53	3.07	Above	3.03	Above
	2002	3.31	3.10		3.07	
	2003	3.44	3.08	Above	3.03	Above
	2004	3.03	3.07		3.12	
	2005	3.07	3.07		3.18	
Chemistry	1996	3.73	2.93	Above		
	1997	3.08	3.12		3.09	
	1998	3.72	3.11	Above	3.12	Above
	1999	3.17	3.14		3.18	
	2000	3.86	3.12	Above	3.20	Above
	2001	3.64	3.15	Above	3.22	Above
	2002	3.91	3.12	Above	3.15	Above
	2003	3.97	3.11	Above	3.12	Above
	2005	3.95	3.09	Above	3.16	Above
2005	3.52	3.11	Above	3.18	Above	

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Dance	2000	2.50	3.30		3.30	
	2001	4.05	3.33	Above	3.41	Above
	2002	4.44	3.33	Above	3.37	Above
	2003	3.83	3.23	Above	3.31	
	2004	4.30	3.34	Above	3.44	Above
	2005	3.72	3.40		3.45	
Drama	1996	3.68	3.25	Above		
	1997	4.00	3.22	Above	3.25	Above
	1998	3.80	3.24	Above	3.32	Above
	1999	3.71	3.30	Above	3.40	Above
	2000	3.92	3.29	Above	3.35	Above
	2001	4.13	3.29	Above	3.41	Above
	2002	3.74	3.32	Above	3.47	
	2003	3.94	3.26	Above	3.37	Above
	2004	3.81	3.30	Above	3.41	
	2005	3.83	3.35	Above	3.49	Above
Economics	1996	3.77	3.10	Above		
	1997	3.74	3.10	Above	3.07	Above
	1998	3.74	3.10	Above	3.25	Above
	1999	3.58	3.10	Above	3.11	Above
	2000	3.63	3.16	Above	3.17	Above
	2001	3.65	3.15	Above	3.07	Above
	2002	3.71	3.16		3.17	
	2003	3.57	3.17	Above	3.13	Above
	2004	3.48	3.12		3.18	
	2005	3.94	3.11	Above	3.09	Above
English	1996	3.64	3.14	Above		
	1997	3.68	3.14	Above	3.02	Above
	1998	3.52	3.15	Above	3.07	Above
	1999	3.51	3.17	Above	2.98	
	2000	3.52	3.18	Above	3.12	Above
	2001	3.74	3.15	Above	3.15	Above
	2002	3.70	3.16	Above	3.17	Above
	2003	3.79	3.16	Above	3.28	Above
	2004	3.64	3.12	Above	3.14	Above
	2005	3.66	3.14	Above	3.25	
Geography	1996	3.65	3.03	Above		
	1997	3.37	3.02	Above	3.06	Above
	1998	3.58	3.06	Above	3.07	Above
	1999	3.13	3.05		3.09	
	2000	3.50	3.07	Above	3.13	Above
	2001	3.74	3.03	Above	3.15	Above
	2002	3.67	3.06	Above	3.10	Above
	2003	3.60	3.10	Above	3.21	
	2004	3.48	3.05	Above	3.14	
German	1996	4.24	3.60	Above		
	1997	3.86	3.70		3.74	
	1998	4.25	3.61	Above	3.68	Above
	1999	4.55	3.66	Above	3.78	Above
	2000	4.24	3.78		3.84	
	2001	4.17	3.76	Above	3.75	Above
	2002	4.46	3.90	Above	3.95	Above
	2003	4.48	4.01	Above	4.02	Above
	2004	4.43	3.79	Above	3.85	Above
	2005	4.39	3.96	Above	3.99	Above
German Extension	1996	3.81				

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	1997	4.39				
	1998	4.46				
	1999	4.83				
	2000	4.67				
	2001	4.19				
	2002	4.35			4.38	
	2003	4.32			4.20	
	2004	4.36			4.38	
	2005	4.48			4.42	
Graphics	1996	2.95	3.16			
	1997	3.20	3.15		3.22	
	1998	3.50	3.21		3.31	
	1999	3.50	3.28		3.35	
	2000	3.80	3.21	Above	3.29	Above
	2001	3.36	3.25		3.27	
	2002	4.44	3.22	Above	3.24	Above
	2003	3.36	3.17		3.11	
	2004	3.30	3.13		3.17	
	2005	2.55	3.14		3.25	
Physical Education	1996	3.23	2.90			
	1997	3.35	2.91	Above	3.00	Above
	1998	3.43	2.95	Above	3.02	Above
	1999	3.39	3.00	Above	3.08	Above
	2000	3.53	3.19	Above	3.26	
	2001	3.50	3.17	Above	3.26	
	2002	3.44	3.19		3.29	
	2003	3.82	3.22	Above	3.32	Above
	2004	3.46	3.23		3.30	
	2005	3.68	3.27	Above	3.37	Above
Health Education	1997	3.29	2.94		2.92	
	1998	3.66	3.09	Above	3.30	Above
	1999	2.84	3.11		3.18	Below
	2000	3.27	3.20		3.25	
	2001	3.12	3.12		3.22	
	2002	3.60	3.21		3.14	
	2003	2.93	3.15		3.15	
	2004	3.17	3.26		3.30	
	2005	3.53	3.22		3.28	
Home Economics	1996	3.88	3.00	Above		
	1997	3.25	3.02		3.05	
	1998	3.37	3.02		3.08	
	1999	3.33	2.98		3.13	
	2000	3.24	2.98		3.11	
	2001	3.06	2.87		2.95	
	2002	3.36	2.88		3.00	
	2003	3.48	2.98	Above	3.08	Above
	2004	3.36	2.94	Above	3.06	
	2005	3.46	2.98	Above	3.03	
Information Processing & Technology	1996	3.87	2.85	Above		
	1997	3.87	2.88	Above	2.89	Above
	1998	3.39	2.89	Above	2.88	Above
	1999	3.50	2.89	Above	2.84	Above
	2000	3.14	2.87		2.88	
	2001	3.13	2.93		2.91	
	2002	3.38	2.88	Above	2.91	Above
	2003	3.16	2.85		2.85	

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	2004	2.98	2.83		2.95	
	2005	2.91	2.86		2.90	
Japanese	1996	3.60	3.55			
	1997	4.00	3.63		3.55	
	1998	4.05	3.63		3.64	
	1999	4.25	3.60	Above	3.75	
	2000	4.38	3.58	Above	3.57	Above
	2001	4.63	3.55	Above	3.65	Above
	2002	4.36	3.63	Above	3.72	Above
	2003	3.92	3.77		3.83	
	2004	3.90	3.74		3.81	
	2005	4.44	3.78	Above	3.94	
Legal Studies	1996	3.29	2.97	Above		
	1997	3.33	3.10		3.16	
	1998	3.45	3.06	Above	3.18	
	1999	3.42	3.06	Above	3.15	
	2000	3.49	3.03	Above	3.12	Above
	2001	3.46	3.08	Above	3.11	Above
	2002	3.61	3.02	Above	3.09	Above
	2003	3.76	3.03	Above	3.08	Above
	2004	3.54	3.05	Above	3.14	
	2005	3.62	3.00	Above	3.13	Above
Mathematics A	1996	3.06	2.66	Above		
	1997	3.25	2.67	Above	2.68	Above
	1998	3.16	2.70	Above	2.73	Above
	1999	3.23	2.74	Above	2.78	Above
	2000	3.29	2.76	Above	2.89	Above
	2001	3.27	2.75	Above	2.84	Above
	2002	3.37	2.75	Above	2.84	Above
	2003	3.29	2.85	Above	2.95	Above
	2004	3.20	2.86	Above	2.96	Above
	2005	3.34	2.85	Above	2.98	Above
Mathematics B	1996	3.05	2.76	Above		
	1997	2.95	2.76		2.77	
	1998	3.08	2.79	Above	2.83	Above
	1999	3.01	2.83		2.88	
	2000	3.03	2.83		2.92	
	2001	3.26	2.90	Above	2.95	Above
	2002	3.49	2.89	Above	2.99	Above
	2003	3.46	2.95	Above	2.98	Above
	2004	3.43	2.96	Above	3.06	Above
	2005	3.24	2.99	Above	3.02	
Mathematics C	1996	3.83	3.09	Above		
	1997	3.85	3.12	Above	3.12	Above
	1998	3.90	3.11	Above	3.17	Above
	1999	3.95	3.18	Above	3.14	Above
	2000	3.59	3.14		3.10	
	2001	3.54	3.22		3.24	
	2002	4.00	3.24	Above	3.22	Above
	2003	4.25	3.32	Above	3.27	Above
	2004	4.28	3.30	Above	3.34	Above
	2005	4.18	3.29	Above	3.35	Above
Modern History	1996	4.14	3.17	Above		
	1997	3.86	3.14	Above	3.18	Above
	1998	3.79	3.17	Above	3.21	Above
	1999	3.80	3.17	Above	3.31	Above

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	2000	3.46	3.17		3.24	
	2001	3.19	3.16		3.27	
	2002	3.60	3.15		3.26	
	2003	3.44	3.16		3.31	
	2004	3.27	3.10		3.08	
	2005	4.15	3.19	Above	3.33	Above
Multi-Strand Science	1996	3.42	3.03	Above		
	1997	3.14	3.07		3.17	
	1998	3.56	3.07	Above	3.06	Above
	1999	3.34	3.09	Above	3.09	Above
	2000	3.50	3.11	Above	3.17	Above
	2001	3.06	3.04		3.10	
	2002	3.13	3.05		3.15	
	2003	3.09	3.03		3.13	
	2004	3.31	3.01	Above	3.08	
	2005	3.26	2.99	Above	3.13	
Music	1997	4.15	3.33	Above	3.46	Above
	1998	3.42	3.36		3.46	
	1999	4.00	3.48	Above	3.59	
	2000	4.08	3.34	Above	3.46	Above
	2001	4.64	3.45	Above	3.66	Above
	2002	4.46	3.46	Above	3.63	Above
	2003	3.86	3.51		3.71	
	2004	4.45	3.56	Above	3.65	Above
	2005	4.18	3.65	Above	3.88	
Music Extension	1997	4.25			4.30	
	1998	3.67	4.25		4.31	
	1999	4.20	4.31		4.20	
	2000	4.60	4.28		4.27	
	2001	4.80	4.28	Above	4.30	
	2002	4.67	4.34		4.38	
	2004	4.00	4.35	Below	4.27	Below
	2005	5.00	4.40	Above	4.26	Above
Physics	1996	3.35	2.83	Above		
	1997	2.74	3.05		2.96	
	1998	3.43	3.04	Above	3.08	Above
	1999	3.35	3.04	Above	3.07	
	2000	3.33	3.03		3.06	
	2001	3.69	3.06	Above	3.08	Above
	2002	3.93	3.06	Above	3.13	Above
	2003	4.04	3.04	Above	3.01	Above
	2004	3.77	3.01	Above	3.10	Above
	2005	3.54	3.05	Above	3.14	Above
Technology Studies	1996	2.71	2.87			
	1997	3.00	2.71		2.80	
	1998	3.15	2.81		2.89	
	1999	3.42	2.86	Above	2.94	
	2000	3.06	2.75		2.89	
	2002	2.36	2.78		2.84	
	2003	2.82	2.79		2.81	
	2004	3.94	2.79	Above	2.82	Above
	2005	3.85	2.87	Above	2.92	Above
Visual Arts	1996	3.09	2.97			
	1997	3.48	2.95	Above	3.08	Above
	1998	3.16	2.96		3.08	
	1999	3.37	3.01	Above	3.11	

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	2000	3.18	3.04		3.17	
	2001	3.15	3.06		3.18	
	2002	3.43	3.06		3.20	
	2003	3.74	3.07	Above	3.30	Above
	2004	3.27	3.05		3.32	
	2005	3.36	3.13		3.40	
	Highest result	Higher than previous year	School above state		School above like schools	

Appendix 6: Report Results

	Term 2, 2003	Term 4, 2003	Term 2, 2004	Term 4, 2004	Term 1, 2005	Term 2, 2005	Term 3, 2005	Term 4, 2005
Total Students	1228	1188	1350	1001(8-11)	1381	1371	1382	1381
Achievement								
VHA	19.9%	20.9%	20.8%	22.7%	18.8%	17.2%	20.4%	20.2%
HA	42.9%	41.9%	41.6%	41%	39.8%	44.6%	41.9%	42.9%
SA	26.2%	28.6%	28.2%	28.9%	32.6%	29.8%	27.8%	28.5%
LA	6.5%	6.6%	6.4%	5.7%	6.5%	5.8%	6.4%	6.3%
VLA	0.9%	1.2%	1.3%	0.7%	0.9%	0.7%	1.2%	0.9%
SA or better	89%	91.4%	90.6%	92.6%	91.3%	91.7%	90.1%	91.6%
HA or better	62.8%	62.8%	62.4%	63.7%	58.6%	61.8%	62.3%	63.1%
All VHA (#/%)	20, 1.6%	25, 2.1%	29, 2.1%	25, 2.4%	16, 1.2%	17, 1.2%	15, 1.3%	22, 1.6%
All HA or better (#, %)	292, 24%	316, 27%	365, 27%	281, 28%	192, 14%	317, 23%	281, 20%	318, 23%
All SA or better (#, %)	758, 62%	880, 74%	1015, 75%	783, 78%	926, 67%	1011, 74%	928, 67%	1027, 74%
All LA or lower (#, %)	6, 0.5%	4, 0.3%	12, 0.8%	1, 0.1%	3, 0.2%	9, 0.6%	3, 0.2%	5, 0.4%
ATSI : SA or better			78%	91.1%	80%	79.6%	75%	81.7%
ATSI : HA or better			43.8%	41.2%	40%	35.7%	38.8%	42.6%
Year 8 : SA or better	90%	95%	96%	95%	95%	95%	94%	93%
Year 9 : SA or better	93%	93%	91%	93%	92%	92%	88%	92%
Year 10 : SA or better	86%	88%	91.5%	92%	91%	94%	91%	93%
Year 11 : SA or better	86%	90%	83%	89%	85%	86%	88%	89%
Year 12 : SA or better	90%	89%	88%		88%	87%	89%	90%
Year 8 : HA or better	69%	71%	72%	68%	61%	67%	66%	66%
Year 9 : HA or better	68%	68%	60.5%	67%	59%	61%	60%	64%
Year 10 : HA or better	57%	56%	64%	62%	63%	63%	66%	68%
Year 11 : HA or better	56%	56%	51%	55%	51%	56%	59%	57%
Year 12 : HA or better	57%	55%	58%		55%	87%	59%	58%
Boys : Av. C or better	85.8%	88.6%	87.4%	89.5%	87.8%	88.6%	87.2%	88%
Boys : Av. B or better	55.6%	54.8%	54.2%	55%	50.4%	52.8%	54.8%	65.4%
Girls : Av. C or better	91.4%	93.4%	92.4%	95%	93%	94%	92.8%	94.8%
Girls : Av. B or better	67.6%	67.8%	68.4%	71.3%	65.6%	69.4%	69.2%	70%
Behaviour								
C or better					98.2%	98.1%	98.2%	98%
B or better					84.5%	82.8%	84.6%	84.3%

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A					52.2%	45.7%	52.3%	51.7%
B					32.3%	37.1%	32.2%	32.6%
C					13.7%	15.3%	13.6%	13.8%
D					1.8%	1.7%	1.7%	1.9%
E					0.1%	0.1%	0.1%	0.1%
<i>Classroom Effort</i>								
B or better					79.6%	74.5%	78.7%	77.2%
C or better					96.8%	95.7%	95.9%	95.1%
<i>Organisation of Self</i>								
B or better					76.3%	71.8%	79.9%	75.8%
C or better					95%	92.9%	94.5%	93.5%