



Kenmore State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education



Queensland
Government

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From the Principal

The School Annual Report outlines the priorities and focus of the 2018 improvement agenda and provides an opportunity to reflect on the progress made by the school against performance goals and targets. It shares information about student outcomes as evidence to support improvement initiatives. It also highlights community sentiments towards the school's priorities and how this shapes decision making.

School overview

Kenmore State School is a high performing primary school. Founded in 1900, the strategic direction of the school is inspired by the past and embraces the future.

Our educational philosophy is based on the belief that all students can achieve high standards, with the right time and the right support. *Strive-Create-Achieve* is the shared vision of Kenmore State School. This vision ensures every student is achieving in a supportive and challenging learning environment.

The school has a strong direction underpinned by three core priorities:

- Successful learning: Accelerating learning (Rose)
- Great teaching: High-impact instruction (Knight)
- Strong partnerships: Connected communities (Masters)

Every day we support and challenge students to be actively engaged in learning. A focus on each student and their unique needs and talents, is at the heart of our approach as we support all students to grow in their learning. We create an inclusive learning environment and build the critical and creative skills students need for their future.

Our school is committed to providing excellent in teaching and learning through a challenging and inclusive learning environment. Our teaching practices is underpinned by highly effective pedagogies and all teaching staff are trained in post-graduate level professional learning programs.

We partner with our school community to develop and promote a strong sense of community to enhance the educational program. Our school was selected as an Independent Public School because of our high performance and ability to clearly demonstrate the 'distance travelled'. As an Independent Public Schools we shape the strategic direction of the school and make decisions that will directly benefit the students of Kenmore.

We have an active and supportive Parents and Citizens Association who meet regularly and work towards enhancing students' learning and providing high quality resources and facilities. The P & C Association manage a number of businesses including the tennis courts, tuckshop facilities, uniform shop and community education programs.

The strategic direction of the school is developed through the How People Learn framework (NAP 2000), which can be applied equally to student learning and organisational learning. The National School Improvement Tool domains (SCEEC 2012) are then used to focus the evaluation and response in each of the environments that optimise learning.

Kenmore State School proudly offers our community a dynamic, caring, safe and supportive learning environment.



School progress towards its goals in 2018

The 2018 school year focused on reviewing the school's performance 2015-18 as part of the Quadrennial School Review process. The recommendations and findings from the full school review was used to collaboratively shape and inform the Kenmore State School Strategic Plan 2019-2020. The review process was facilitated through the IPS Council and gave opportunities for staff, parents, community members and students to contribute.

Professional learning focused on embedding our inclusive whole school approach to teaching literacy. This was achieved through systematic curriculum delivery, assessment and monitoring, judgements against a standards-based curriculum and feedback processes that focused on the improvement of every student.

Quality professional learning was prioritised and aligned to our pedagogical frame. We used coaching and mentoring methods to support teachers to deepen their practice and improve consistency using researched methodologies.

Review of 2018 improvement priorities:

P1 Successful Learners: Accelerate learning and close the achievement gap			
Strategy: Deliver a high quality curriculum			
Actions	Targets	Timelines	Responsible Officers
<ul style="list-style-type: none"> Review and implement the Australian Curriculum through the SCP. Release teachers quarterly to align English curriculum, assessment and pedagogy and develop teaching-learning cycles. 	80% A-C E, M, S Y3 NAP MSS 455 Y5 NAP MSS 530	Quarterly	DP, HOC
<ul style="list-style-type: none"> Create assessment folio for each student, containing summative assessment tasks for LAs as evidence of learning against the Achievement Standards. Use folios to moderate student work. 		Biannually	DP, HOC, Teachers
<ul style="list-style-type: none"> Ensure accuracy of report card data against Achievement Standards (achievement data) and General Capabilities (effort, behaviour) through standards-based assessment & moderation. 		Biannually (T2, T4)	Principal, DP
<ul style="list-style-type: none"> Enhance the teaching of STEM across the school through specialised lessons and development of a STEM Innovation Centre. 		From T1	Principal, DP, STEM
Strategy: Use data to inform practice			
<ul style="list-style-type: none"> Maintain virtual Data Wall to track student performance and identify students requiring additional support (intervention and enhancement). 	90% Literacy Benchmarks 95% attendance Y3 60% U2B Y5 45% U2B	Quarterly	Principal, DP
<ul style="list-style-type: none"> Use assessment data to develop and implement class Differentiation Profiles using OneSchool Dashboard. Liaise with cluster schools to develop consistent approach. 		Quarterly	DP, STLaN
<ul style="list-style-type: none"> Review progress towards key performance measures of the Strategic Plan; including academic, attendance and behaviour data. Line managers to individually case manage students operating above and below expectation (Student Services). 		Quarterly	Principal
<ul style="list-style-type: none"> School reading and writing trends tracked & reported quarterly. 		Quarterly	P, DP, HOC
Strategy: Meet our learners' needs			
<ul style="list-style-type: none"> Individually case manage identified students and support achievement through targeted teaching (Tier 1/2/3). 	100% 3,5 NMS 60% U2B (3) 45% U2B (5)	As required	HOSES, DP, STLaN
<ul style="list-style-type: none"> Develop enrichment program to target students performing marginally below the U2B, or school equivalent, in reading and writing. Provide intensive support to increase percentage of students in U2B NAPLAN Reading Years 3 & 5. 		Y2&4 Sem1 Y3&5 Sem2	DP, STLaN, HOSES
P2 Quality Teaching: Precision in literacy instruction			
Strategy: Implement high quality, evidence proven pedagogy			
<ul style="list-style-type: none"> Embed the consistent, whole school approach to teaching literacy using intentional instructional leadership. Implement Instructional Rounds to support the process. 	80% A-C E, M, S	Term by term	Principal, DP, HOC
<ul style="list-style-type: none"> Enhance assessment understanding and practice through formative assessment. 		T2, 4 School T1, 3	Principal, DP, HOC
Strategy: Embed differentiated teaching practice			
<ul style="list-style-type: none"> Enhance opportunities for targeted and intensive teaching through intervention and enhancement during STEM, learning support and SEP. Class teachers to provide literacy intervention, supporting students through the EDML. SEP and class teachers to align plan to schedule. 	Increase % U2B 80% A-C S	Weekly	HOSES, DP, STLaN



Strategy: Build teacher capacity			
Actions	Targets	Timelines	Responsible Officers
<ul style="list-style-type: none"> Provide all teachers and support staff with ongoing literacy training, tools, support and feedback on WSA to literacy to enable every student to succeed (training, PLCs, coaching and mentoring opportunities, and planning support). 	80% A-C E, M, S	Ongoing	Principal, DP, HOC
<ul style="list-style-type: none"> Use coaching and mentoring models to deepen practice and improve consistency using researched methodologies, demonstration lessons, feedback, coaching, and mentoring. 		Quarterly	Leadership Team & Lead Teachers
<ul style="list-style-type: none"> Use the Professional Standards for Teachers to provide teachers with access to quality PD in line with AIP and APDP. PD approved by the leadership team. 		Terms 1-3	Principal Line Managers
<ul style="list-style-type: none"> Work with clusters and networks (including R2L, HOSES, LLF) to support professional learning and consistency of practice. 		Ongoing	Principal DP
P3 High expectations: Inclusive schooling practices			
Strategy: Set the bar high and believe every student can succeed			
<ul style="list-style-type: none"> Develop ISPs, ICPs and Class Differentiation plans for students to achieve and exceed curriculum expectations. Provide inclusive differentiated support for SWD and EALD. 	100% NMS Y3 60% U2B Y5 45% U2B	Quarterly	DP, HOSES, STLaN
Strategy: Achieve high standards of teacher professionalism			
<ul style="list-style-type: none"> Review current SWD practice to identify and remove barriers to inclusion and develop a WSA to inclusion. Continuum of support to be communicated to the community via P & C, Council and information forums. 	A-C 100% ICPs 80% A-C EMS	Semester 1	Principal, HOSES, Student Services
<ul style="list-style-type: none"> Build staff confidence and competence in using ICTs in classrooms to reduce barriers to learning and increase engagement. 	90% attendance SDA	Semester 1	Student Services
<ul style="list-style-type: none"> Develop school data profiles for target groups to monitor and plan for ongoing improvement. 		Quarterly	Principal, DP, HOSES
P4 Strong Partnerships			
Strategy: Collaboratively empower our people to improve outcomes			
<ul style="list-style-type: none"> Develop One-Plan for School/ Council/ P & C to align goals to improve student outcomes. Actions to include STEM, WSA to literacy, ICT, sustainable growth. 	3% enrolment growth	Term 1	Principal, Council Chair, P & C President
<ul style="list-style-type: none"> Extend partnerships with EQI to enhance teaching practices and build intercultural understandings. Continue to offer study tours, home stays, university visits, International R2L visiting teachers. 	SOS Data: 100% -Recommend this school	Ongoing	Principal, DP, EQI Coordinator
<ul style="list-style-type: none"> Strengthen links with Kenmore High to develop networks and opportunities for transition programs. Expand the Pre-Prep/Kindy transition program for future students. 	-This is a good school -Strong sense of community	Semester 2	DP, HOSES

Future outlook

Kenmore state School has had great success in 2018, with each success built on past achievements, as well as the hard work and dedication of parents, students and teachers. The future outlook for Kenmore State School is built on the following priorities:

- Successful learning: Accelerating learning (Rose)
- Great teaching: High-impact instruction (Knight)
- Strong Partnerships: Connected communities (Masters)

In 2019 the school will continue to refine and extend the work of the previous year.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	314	326	340
Girls	134	134	144
Boys	180	192	196
Indigenous	5	2	1
Enrolment continuity (Feb. – Nov.)	96%	96%	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

Student enrolment growth has continued to be strong and enrolments have grown by 30% since 2015. The enrolment management process ensures that the school's facilities continue to meet the needs of our local community. In accordance with Kenmore State School's enrolment management plan we accept only students from our identified catchment area or those that meet the exceptional circumstances outlined in our policy.

Our school is an Educational Queensland International Accredited school and we continue to attract many international families, including 31% of students who have English as a Second Language or Dialect. 1% of our students identify as Aboriginal or Torres Strait Islander background and approximately 7% of students receive additional support for a verified disability. The school recognises our diverse student body through an annual multicultural event where we celebrate the diversity and cultural backgrounds of our school community.

The daily rate of attendance continues to exceed those of like schools and disciplinary absences are minimal due to the high expectations established by the school and community. Our students are guided by the values of being respectful, responsible and resilient learners. Parent interest in and support for the school is very high. As a result, students are motivated to learn and parents are encouraged to become involved in the life of the school.



Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	15	21	21
Year 4 – Year 6	23	27	26
Year 7 – Year 10			
Year 11 – Year 12			

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

At Kenmore State School we have prioritised the delivery of a relevant, contemporary and engaging curriculum to accelerate learning for all students. Our school is focused on maximising teaching and learning experiences that allow students to engage in and attain the standards described by the Australian Curriculum. The Whole School Curriculum Plan is aligned to the Australian Curriculum provides an overview of learning areas including English, Mathematics, Science, History & Social Sciences, Technology, Health & Physical Education, and the Arts.

Our whole-school approach to teaching literacy is underpinned by the *Reading to Learn* methodology (Rose, 2016). *Reading to Learn* integrates literacy learning and curriculum learning, with benefits in enhanced reading and writing outcomes for all students. It provides students with a set of strategies to read and write at the levels they need to succeed.

At Kenmore, our curriculum and pedagogy is purposefully connected. The school uses a clear conceptual link to the curriculum content descriptions when planning for teaching and learning. Purposefully connected curriculum and pedagogy is used to:

- Maintain the integrity of the curriculum;
- Align teaching and learning across the curriculum area with assessment tasks;
- Build connectedness to students' lives and worlds through engaging and meaningful learning contexts; and
- Provide an innovative solution to planning the range of learning areas and subjects that comprise the Australian Curriculum.



Co-curricular Activities

- School Camps Year 5 (Sunshine Coast) and 6 (Canberra)
- School excursions or incursions in all year levels that enhance classroom learning
- Student leadership initiative – focus on social and emotional wellbeing and leadership development
- German Extension Program
- Robotics and coding enrichment opportunities
- Swimming lessons
- Science and Technology extension program
- Instrumental music program – Years 4-6 (includes concert band ensemble and performance opportunities)
- Strings program – Years 3-6 (includes strings ensemble and performance opportunities)
- Extension music competitions
- Writing enrichment groups
- Sporting clinics – Soccer, Basketball, Touch Football
- Choir and performances including Choral Fanfare and Singfest
- Premier's Reading Challenge
- Clubs – dance, chess, lego
- Interschool and district sports
- International study tours
- International Competitions and Assessments (ICAS) in English, Writing, Mathematics, Science and Digital Technologies



How Information and Communication Technologies are used to Assist Learning

At Kenmore State School we embed the use of Information Communication Technologies (ICT) in our teaching and learning programs to support students in the effective and appropriate use of ICT at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks in a digital environment. At Kenmore we support this through:

- Access to class sets of laptops (ratio of 1:2 laptop to student across the school) purchased and supported through a joint commitment through the IPS Council, school and P&C
- The use of interactive white boards or 'smartboards' in every classroom, enhancing the learning opportunities for all students
- Digital cameras and video equipment
- A dedicated and well-resourced STEM learning space to provide students with innovative and state of the art ICT facilities and resources
- A STEM program providing specialist lessons across the school with an expert
- Robotics and Coding equipment and support
- Ongoing professional development to support all teachers in ICT capabilities
- Focused technology lessons as well as integration of ICT across the curriculum as a general capability
- Programs to target social and ethical protocols and practices when using ICT
- A wireless network across the school to guarantee reliable access for teachers and students



Social climate

Overview

Kenmore State School places a high priority on staff and student wellbeing and is committed to providing a safe, respectful and disciplined learning environment. The school prioritises safe and supportive learning environments and builds positive relationships with students and families.

Our Responsible Behaviour Plan provides the expectations for developing responsible behavior at our school. Central to the plan are the three school values that have been embraced by our school community: *Respect-Responsibility-Resilience*. These values form the basis on which our school expectations are formed and aligned. The school values are explicitly taught across the school and students are acknowledged for demonstrating the school values on assembly.

Our student leaders take an active role in promoting the school values. Students are frequently acknowledged for demonstrating positive behaviour and consistent effort through school awards and Kenmore Pride Rewards activities.

The school offers a series of social and emotional skills building programs that aim to promote successful and independent learning and promote a safe, tolerant and disciplined environment. Students are taught explicit skills to address any potential social difficulty including the Zones of Regulation to articulate how they are feeling and when to ask for assistance.

The Zones are a systematic, cognitive approach to teaching self-regulation by categorizing the different ways we feel and states of alertness we experience. The program also provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflict.

Positive behavior support is central to ensuring students demonstrate appropriate school behaviours. Support plans; personalised play plans; organised playground activities; and adult support during playtime are put in place as required to provide positive support in a variety of environments.

The school proactively addresses any issues of bullying in a prompt and timely manner. The school adopts a 'zero tolerance' approach to dealing with issues of bullying and highlights this through active participation in the National Day of Action against Bullying and explicit teaching opportunities.

The partnership between our school and the parent community is strong and productive and we encourage family input through our P & C, and being involved in the children's learning. Our school communicates school processes and expectations to parents through information sessions, assemblies, newsletters, email and social media.



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
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	91%	100%	98%
• their child feels safe at this school* (S2002)	97%	100%	100%
• their child's learning needs are being met at this school* (S2003)	94%	100%	98%
• their child is making good progress at this school* (S2004)	100%	100%	98%
• teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	98%
• teachers at this school motivate their child to learn* (S2007)	97%	100%	98%
• teachers at this school treat students fairly* (S2008)	100%	95%	98%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	97%	100%	100%
• this school takes parents' opinions seriously* (S2011)	97%	100%	96%
• student behaviour is well managed at this school* (S2012)	100%	98%	100%
• this school looks for ways to improve* (S2013)	97%	100%	100%
• this school is well maintained* (S2014)	100%	98%	100%

* 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)	100%	97%	97%
• they like being at their school* (S2036)	97%	96%	95%
• they feel safe at their school* (S2037)	99%	92%	99%
• their teachers motivate them to learn* (S2038)	97%	94%	100%
• their teachers expect them to do their best* (S2039)	100%	99%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	96%	99%
• teachers treat students fairly at their school* (S2041)	95%	93%	87%
• they can talk to their teachers about their concerns* (S2042)	97%	92%	89%
• their school takes students' opinions seriously* (S2043)	96%	93%	91%
• student behaviour is well managed at their school* (S2044)	96%	89%	92%
• their school looks for ways to improve* (S2045)	100%	99%	96%
• their school is well maintained* (S2046)	99%	99%	95%

Percentage of students who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things* (S2047)	100%	92%	99%

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	88%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	93%	97%	100%
• their school takes staff opinions seriously (S2076)	97%	97%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Kenmore State School has a proud history of delivering quality education that is focused on the best possible outcomes for students. The school is supported by a motivated P & C and IPS Council who are invested in a partnership approach to education. This partnership strengthens the community feel that exists at Kenmore State School.

The IPS Council, P & C, and parent body work collaboratively with the staff to maximise the learning experiences for all students. In 2017 the IPS Council, P & C and School worked in alignment to develop the school ICT strategy and resource the school STEM and ICT initiatives. Parent and community involvement is a key aspect of maintaining the strong community spirit in our school setting.

Monthly P & C meetings and quarterly IPS Council meetings allow the community to be actively connected to school events and priorities allowing a growing unified approach to decision making and shared understandings. The Kenmore State School newsletter is sent home weekly with summaries of school highlights and as a communication stream for school events and a sharing of important information.

Parents are provided with regular updates on student learning progress through formal and informal reporting processes. Written report cards are distributed biannually and parent-teacher interviews are scheduled at the end of Term 1 and Term 3, or when the need for communication arises. Teachers also distribute quarterly newsletters outlining class timetables and the focus for curriculum content, skills and assessment.

Our parent community are strong advocates of all learning pursuits. This is evidenced at school events and assemblies where our parent body are active supporters. Parents are also a welcome and valuable resource in our classrooms, supporting lesson delivery through small group or one on one interaction.

The Student Services team and class teachers work closely on intervention and enhancement opportunities for individual students to access and participate fully at school and develop support plans in consultation with parents. Kenmore State School undertakes documents support provisions and adjustments in Oneschool for students who are provided a different year-level curriculum than their age peers, are in out-of-home care, have complex behaviours or have identified health requirements.



Respectful relationships programs

Respectful Relationships Programs focus on influencing positive behavior and well-being. This is done by supporting students to develop social behaviours that lead to respectful relationships. The Life Education Program and Department of Education & Training provide the tools and resources to support Respectful Relationship Programs. Using these resources, Kenmore State School teachers explicitly taught the following: Making friends; Good manners; Celebrating diversity; Resolving conflict.

Implementing Respectful Relationship programs in conjunction with the Responsible Behaviour Plan, has given students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, values, and responsible decision-making.

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	10	11	10
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

Our school is committed to reducing our environmental footprint. We have implemented a school infrastructure plan for the future to support sustainability which includes: water saving devices, reducing light bulbs with energy saving bulbs, solar panels, electronic newsletters and notes, placing temperature limits on air-conditioning, switching off lights when rooms are vacated, and updating the pool chlorination system.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	200,056	156,094	199,588
Water (kL)	589	532	778

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.

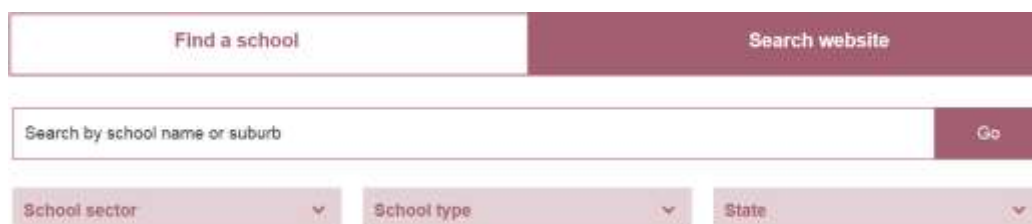
School funding

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.



3. Click on 'View School Profile' of the appropriate school to access the school's 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	29	22	0
Full-time equivalents	25	12	0

*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	0
Masters	3
Graduate Diploma etc.*	6
Bachelor degree	20
Diploma	
Certificate	

*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 in teacher professional development in 2018 was \$40 000.

The major professional development initiatives are as follows:

- Reading to Learn post-graduate level training (Rose)
- Kenmore Alliance moderation
- High-Impact Instruction Book Club (Knight)
- Professional coaching and feedback
- Curriculum planning sessions
- Metro region Leading Learning Forums
- First Aid and CPR
- Year level planning
- PDN – workshops, seminars and conference
- Annual mandatory training
- Instructional rounds

The proportion of the teaching staff and non-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%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% 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 Primary schools was 92%.

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	95%	95%	96%
Attendance rate for Indigenous** students at this school	91%	86%	DW

* 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%	95%	95%
Year 1	95%	95%	96%
Year 2	95%	95%	97%
Year 3	97%	95%	96%
Year 4	95%	96%	96%
Year 5	94%	95%	95%
Year 6	96%	96%	94%

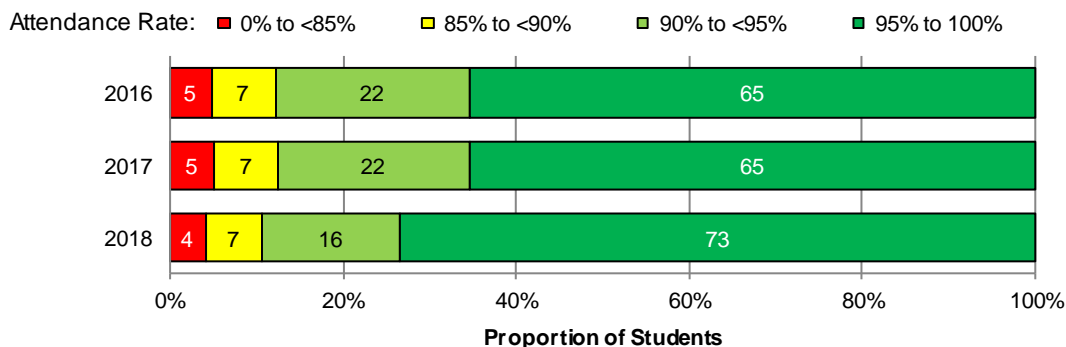
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

At Kenmore State School we promote 100% attendance through our school attendance policy. This includes:

- Marking rolls twice a day through the Oneschool platform at 9am and 2pm;
- Developing and implementing a safe and supportive school environment that promotes positive relationships, including the implementation of programs to develop social skills, and providing support for families as required (Guidance Officer, Queensland Police, Department of Child Safety, Child and Family Connect);
- Recording and following up unexplained student absences on a regular basis;
- Monitoring attendance data to identify absenteeism trends and individual students with high levels of absenteeism;
- Promoting high expectations for school attendance to the school community through the newsletter, parent meetings, school website and assembly;
- Establishing procedures for student absences - all parents must contact the school absentee line to record a student absence.
- Following up when a student is absent without explanation or a pattern of absences has been identified through letters home, phone calls and meetings;

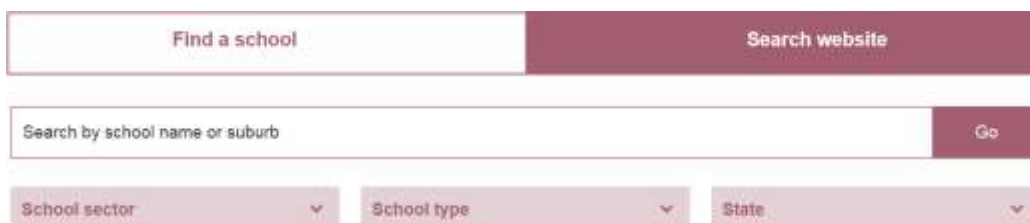
The parent or carer will be contacted in writing to determine if there is a reasonable excuse for the absence/s (Director General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006. Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences 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.

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.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



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.

At Kenmore State School we believe that every student can strive-create-achieve. This report is a snapshot of our wonderful school achievements in 2017. Thank you for your time in accessing and perusing our School Annual Report.

