



**Kenmore State School**

**School annual report**

**Queensland state school reporting**

**2020**



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# School overview

The School Annual Report outlines the priorities and focus of the 2020 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 time and 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 excellence in teaching and learning through a challenging and inclusive learning environment. Our teaching practices are 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.

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 and uniform shop.

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.

Ingrid Freeman, Principal



## School context

Coeducational or single sex Coeducational

Independent Public School Yes

Year levels offered in 2020 Prep Year – Year 6

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Prep Year	38	48	57	38	51	54
Year 1	40	44	58	43	49	56
Year 2	49	46	55	50	49	55
Year 3	49	55	53	50	57	54
Year 4	55	55	55	57	58	54
Year 5	54	54	64	53	54	64
Year 6	42	55	60	49	53	59
<b>Total</b>	<b>327</b>	<b>357</b>	<b>402</b>	<b>340</b>	<b>371</b>	<b>396</b>

#### Notes

1. Student counts include headcount of all full- and part-time students at the school.

### Average class sizes

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

Year Levels	2018	2019	2020
Prep – Year 3	21	26	22
Year 4 – Year 6	26	25	25

#### Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

## Social climate

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### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

**Table 3: Parent/Caregiver Survey**

Percentage of parents/caregivers who agree <sup>1</sup> that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	100.0%	
This is a good school.	100.0%	100.0%	
My child likes being at this school. <sup>2</sup>	97.8%	100.0%	
My child feels safe at this school. <sup>2</sup>	100.0%	100.0%	
My child's learning needs are being met at this school. <sup>2</sup>	97.8%	97.9%	
My child is making good progress at this school. <sup>2</sup>	97.8%	100.0%	
Teachers at this school expect my child to do his or her best. <sup>2</sup>	100.0%	100.0%	
Teachers at this school provide my child with useful feedback about his or her school work. <sup>2</sup>	97.8%	100.0%	
Teachers at this school motivate my child to learn. <sup>2</sup>	97.8%	100.0%	
Teachers at this school treat students fairly. <sup>2</sup>	97.8%	95.8%	
I can talk to my child's teachers about my concerns. <sup>2</sup>	100.0%	100.0%	
This school works with me to support my child's learning. <sup>2</sup>	100.0%	95.7%	
This school takes parents' opinions seriously. <sup>2</sup>	95.6%	97.9%	
Student behaviour is well managed at this school. <sup>2</sup>	100.0%	95.8%	
This school looks for ways to improve. <sup>2</sup>	100.0%	97.9%	
This school is well maintained. <sup>2</sup>	100.0%	97.9%	

#### Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

**Table 4: Student Survey**

<b>Percentage of students who agree<sup>1</sup> that:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
I am getting a good education at my school.	97.4%	100.0%	
I like being at my school. <sup>2</sup>	95.0%	98.1%	
I feel safe at my school. <sup>2</sup>	98.7%	100.0%	
My teachers motivate me to learn. <sup>2</sup>	100.0%	100.0%	
My teachers expect me to do my best. <sup>2</sup>	97.5%	100.0%	
My teachers provide me with useful feedback about my school work. <sup>2</sup>	98.7%	100.0%	
Teachers at my school treat students fairly. <sup>2</sup>	87.3%	96.2%	
I can talk to my teachers about my concerns. <sup>2</sup>	89.5%	98.0%	
My school takes students' opinions seriously. <sup>2</sup>	90.9%	98.1%	
Student behaviour is well managed at my school. <sup>2</sup>	92.4%	100.0%	
My school looks for ways to improve. <sup>2</sup>	96.2%	100.0%	
My school is well maintained. <sup>2</sup>	94.9%	100.0%	
My school gives me opportunities to do interesting things. <sup>2</sup>	98.7%	98.0%	

## Notes

1. Agree represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

**Table 5: Staff Survey**

<b>Percentage of staff who agree<sup>1</sup> that:</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>
I enjoy working at this school.	100.0%	97.6%	
I feel this school is a safe place in which to work.	100.0%	100.0%	
I receive useful feedback about my work at this school.	100.0%	100.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	87.5%	100.0%	
Students are treated fairly at this school.	100.0%	100.0%	
Student behaviour is well managed at this school.	100.0%	100.0%	
Staff are well supported at this school.	100.0%	97.6%	
This school takes staff opinions seriously.	100.0%	97.8%	
This school looks for ways to improve.	100.0%	100.0%	
This school is well maintained.	100.0%	100.0%	
This school gives me opportunities to do interesting things.	100.0%	100.0%	

## Notes

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

## 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.

## School disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	10	4	2
Long Suspension	0	0	0
Exclusion	0	0	0
Total	10	4	2

### Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the [My School](#) website.

#### 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.



The screenshot shows a search interface with a text input field labeled "Search by school name or suburb". To the right are three dropdown menus labeled "School sector", "School type", and "State", followed by a magnifying glass search icon.

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

[View School Profile](#)

4. Click on *Finances* and select the appropriate year to view school financial information.



The screenshot shows a horizontal navigation menu with several items: "School profile", "NAPLAN", "Attendance", "Finances" (which is highlighted with a dark background), "VET in schools", "Senior secondary", and "Schools map".

## Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following link:

- <https://www.qct.edu.au/registration/qualifications>

## Workforce composition

### Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	29	30	34	22	21	20			
FTE	25	24	29	12	12	12			

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent



## Key student outcomes

### Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

**Table 8: Overall student attendance at this school**

Description	2018	2019	2020
Overall attendance rate for students at this school	96%	95%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.

**Table 9: Student attendance rates for each year level at this school**

Year Level	2018	2019	2020
Prep Year	95%	96%	93%
Year 1	96%	95%	93%
Year 2	97%	95%	92%
Year 3	96%	96%	94%
Year 4	96%	95%	94%
Year 5	95%	95%	93%
Year 6	94%	95%	93%

Notes

1. The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

# NAPLAN

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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.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown menu.

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

[View School Profile](#)

4. Click on *NAPLAN* and select a year to view school NAPLAN information.



A screenshot of the My School navigation menu. The menu is a horizontal bar with several items: "School profile", "NAPLAN" (which is highlighted with a white background and a downward arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "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.