Kenmore State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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Principal	Ingrid Freeman

From the Principal

School overview

The School Annual Report outlines the priorities and focus of the 2019 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, 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.

Ingrid Freeman, Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	326	340	371
Girls	134	144	172
Boys	192	196	199
Indigenous	2	1	1
Enrolment continuity (Feb. – Nov.)	96%	94%	97%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	21	21	26
Year 4 – Year 6	27	26	25
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

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.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

Co-curricular Activities include:

- School Camps Year 5 (Sunshine Coast) and 6 (Canberra)
- STEM 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
- P-6 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
- Sporting clinics – Soccer, Basketball, Touch Football
- Choir and performances including Choral Fanfare and Singfest
- Lunch Clubs – dance, chess, lego
- Interschool and district sports
- International study tours
- International Competitions and Assessments (ICAS)

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

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 with 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

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

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:	2017	2018	2019
- 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)	100%	98%	100%
- their child feels safe at this school* (S2002)	100%	100%	100%
- their child's learning needs are being met at this school* (S2003)	100%	98%	99%
- their child is making good progress at this school* (S2004)	100%	98%	100%
- teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	98%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	98%	100%
• teachers at this school treat students fairly* (S2008)	95%	98%	96%
• 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)	100%	100%	98%
• this school takes parents' opinions seriously* (S2011)	100%	96%	98%
• student behaviour is well managed at this school* (S2012)	98%	100%	98%
• this school looks for ways to improve* (S2013)	100%	100%	98%
• this school is well maintained* (S2014)	98%	100%	98%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	97%	100%
• they like being at their school* (S2036)	96%	95%	98%
• they feel safe at their school* (S2037)	92%	99%	100%
• their teachers motivate them to learn* (S2038)	94%	100%	100%
• their teachers expect them to do their best* (S2039)	99%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	99%	100%
• teachers treat students fairly at their school* (S2041)	93%	87%	96%
• they can talk to their teachers about their concerns* (S2042)	92%	89%	98%
• their school takes students' opinions seriously* (S2043)	93%	91%	98%
• student behaviour is well managed at their school* (S2044)	89%	92%	100%
• their school looks for ways to improve* (S2045)	99%	96%	100%
• their school is well maintained* (S2046)	99%	95%	100%
• their school gives them opportunities to do interesting things* (S2047)	92%	99%	98%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	100%	98%
• 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)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• 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)	97%	100%	98%
• their school takes staff opinions seriously (S2076)	97%	100%	98%
• 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/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.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	11	10	4
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	156,094	199,588	204,324
Water (kL)	532	778	

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

| Search by school name or suburb | 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.

| School profile | NAPLAN ⌄ | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	30	21	0
Full-time equivalents	24	12	0

*Teaching staff includes School Leaders.

** _Indigenous_ refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed 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 links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

The major professional development initiatives are as follows:

- Reading to Learn post-graduate level training (Rose)
- Kenmore Alliance moderation
- Teachers as Researchers
- 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 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

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 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	95%	96%	95%
Attendance rate for Indigenous** students at this school	86%	DW	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	2017	2018	2019
Prep	95%	95%	96%
Year 1	95%	96%	95%
Year 2	95%	97%	95%
Year 3	95%	96%	96%
Year 4	96%	96%	95%
Year 5	95%	95%	95%
Year 6	96%	94%	95%

Year level	2017	2018	2019
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
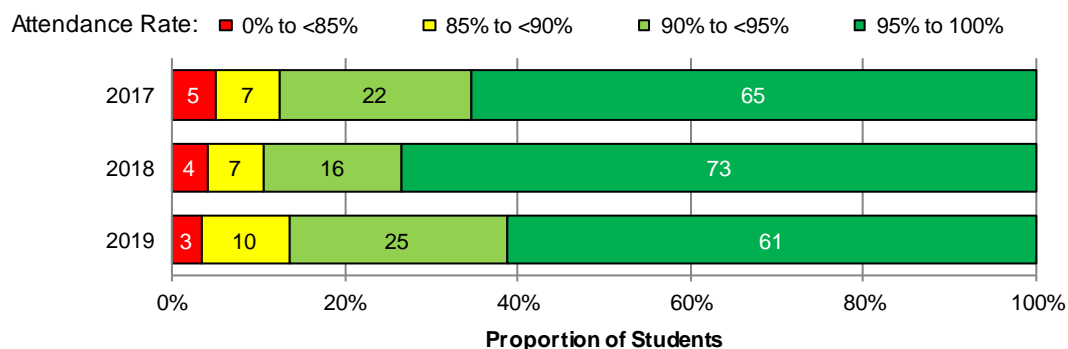
Description of how this school manages non-attendance

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.

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.

Search by school name or suburb	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.

At Kenmore State School we believe that every student can strive-create-achieve. This report is a snapshot of our wonderful school achievements in 2019. Thank you for your time in accessing and perusing our School Annual Report.