

# Kenilworth State Community College Queensland State School Reporting 2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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## Principal's foreword

### Introduction

Welcome to Kenilworth State Community College.

Kenilworth has a proud history of providing its students with a supportive and caring environment that focuses on our four values:

- ❖ Be a Learner;
- ❖ Be Respectful;
- ❖ Be Responsible; and
- ❖ Be Safe

Kenilworth State Community College is proud of the partnerships which exist between the school and our students, our parents, and the local community. These partnerships will continue to be developed as the school moves forward in promoting quality educational experiences for students and the wider community.

The purpose of this Report is to outline the school's achievements, and to provide the necessary contextual information around informed judgements about school and student progress.

To this end, this report provides information about:

- ❖ Progress towards our goals in 2015 and the outlook for 2016
- ❖ Our enrolment patterns and school profile.
- ❖ The school curriculum offerings.
- ❖ The use of ICT's throughout the school.
- ❖ The school climate.

### School progress towards its goals in 2015

Goal	Comments
Review and develop multi-age curriculum plans around C2C	Multi-age curriculum plans continuing to be reviewed and updated to meet all student needs.
Improve students Literacy achievement, particularly in Reading	80% of students achieved an A, B or C in English in Semester 2, 2015. This will continue to be a priority in 2016.
Improve students Numeracy achievement	72% of students achieved an A, B or C in Mathematics in Semester 2, 2015.
Provide Professional Development to all staff around school priority areas	Continuing in 2016
Employ a Guidance Officer one day per fortnight	Guidance Officer employed and providing support to students in the areas of academic achievement, student wellbeing and behaviour support.

### Future outlook

Learning Area	Strategies	Target
Reading	<ul style="list-style-type: none"> <li>Deliver a comprehensive phonological and phonemic awareness program in the early years</li> <li>Deliver the Daily Rapid Reading program as a form of intervention and extension</li> <li>Develop and implement a whole school reading program including intervention strategies</li> <li>Provide Professional Development for all staff to ensure they are able to deliver a quality reading curriculum.</li> <li>Interrogate whole school and individual data to identify and teach to individual student needs</li> </ul>	<p>At least 85% of students achieve a C or high in English.</p> <p>33% of Year 3 students achieving in the Upper 2 Bands of NAPLAN Reading</p> <p>66% of Year 5 students achieving in the Upper 2 Bands of NAPLAN Reading</p>
Writing	<ul style="list-style-type: none"> <li>Develop and embed a balanced Writing program</li> <li>Provide Professional Development to all staff to ensure they are able to deliver a quality Writing curriculum</li> <li>Align writing pedagogy with Pearson's Gradual Release of responsibility model.</li> <li>Collaboratively create a whole school approach to the teaching of writing and spelling, aligning with ACARA and utilizing C2C, Words Their Way and 7 Steps to Writing Success as resources</li> <li>Interrogate whole school and individual student achievement data to identify and teach to individual student needs</li> </ul>	<p>At least 85% of students achieve a C or high in English.</p> <p>33% of Year 3 students achieving in the Upper 2 Bands of NAPLAN Writing</p> <p>33% of Year 5 students achieving in the Upper 2 Bands of NAPLAN Writing</p>

Kenilworth State Community College also focuses on increasing student engagement in order to foster a high attendance rate for all students. Students are rewarded for their positive behaviour and high attendance rate with incentive days each term.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	52	24	28	3	83%
2014	58	24	34	3	80%
2015	53	21	32	3	92%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Kenilworth State Community College continue to draw the majority of their students from the outlying rural area and the small township. Students attending the school come from a variety of social backgrounds, with parent occupations ranging from farming and construction to business owners. Kenilworth is a multi-cultural school and values the diversity of its community.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	14	19
Year 4 – Year 7 Primary	11	16	7
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	3	6
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

Kenilworth offers a variety of extra curriculum activities. These are

- Instrumental Music
- Inter-school sports with small schools in the Mary Valley and Sunshine Coast Hinterland.
- Swimming instruction at the local pool
- LOTE instruction (Japanese) through the Brisbane School of Distance Education

### Extra curricula activities

To support our students with extra activities that assist their development, the school have a variety of programs.

- Chaplaincy program
- Playgroup
- Camps and excursions
- Sporting School Program "Active Afters"
- Life Education Program
- Student Leadership activities including a Leadership Camp with Conondale State School.

### How Information and Communication Technologies are used to assist learning

Kenilworth State Community College continues to provide their students with an excellent student to computer ratio. Computers are located in all of our classrooms and there are two working labs. All of the school computers are fully networked, allowing access to the internet.

All classrooms are equipped with SmartBoards. The school also has a pod of iPads for student use.

Classroom teachers incorporate ICT's into their teaching and learning activities. Through doing this, it is providing students with opportunities to build and develop their knowledge and skills around Technology. Children access programs that help develop their fine motor control, problem solving, thinking skills and cooperation. ICT's are used in research, creating digital stories and presentations, developing a final written piece of text, including illustrations and presenting varied assessment pieces that require a variety of technology tools.

## Social Climate

Kenilworth State Community College staff, P&C, parent group and community volunteers continue to work hard to develop a caring and supportive school environment. The school's Responsible Behaviour Plan for Students has been reviewed in consultation with staff and community to facilitate a high standard of behaviour. The school has a zero tolerance to bullying policy. This ensures that teaching and learning in our school can be effective and safe. 100% of our students feel that they are safe at our school.

Kenilworth State Community College is fortunate to have the services of a Chaplain. Our Chaplain works at the school 2 days per week, supporting students and families social and emotional wellbeing. Our Chaplain organizes a number of activities. These are either before school (Chappy Breakfast, pancake day), lunch times or on the weekends (Family Fun Days). Our Chaplain is also a valued assistant within each classroom.

The Kenilworth Earlybird Playgroup is an essential link with parents of the children who are not yet at school age. The Playgroup allows for parents to network and avail themselves of an excellent program to enhance their social and learning development. This program is a vital service to our small community and builds relationships with

parents before their children enter our school. Over the past few years it has proved to be a vital link between the school and the wider community and resulted in an increase of enrolments in the early years.

The aim of this service and the school's is to provide a happy place for learning to take place, where each child can experience success in a safe and supportive environment.

### Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	80%	DW	67%
this is a good school (S2035)	93%	DW	33%
their child likes being at this school (S2001)	94%	DW	67%
their child feels safe at this school (S2002)	88%	DW	33%
their child's learning needs are being met at this school (S2003)	88%	DW	33%
their child is making good progress at this school (S2004)	81%	DW	33%
teachers at this school expect their child to do his or her best (S2005)	94%	DW	33%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	DW	33%
teachers at this school motivate their child to learn (S2007)	88%	DW	33%
teachers at this school treat students fairly (S2008)	81%	DW	33%
they can talk to their child's teachers about their concerns (S2009)	94%	DW	100%
this school works with them to support their child's learning (S2010)	88%	DW	33%
this school takes parents' opinions seriously (S2011)	81%	DW	33%
student behaviour is well managed at this school (S2012)	75%	DW	33%
this school looks for ways to improve (S2013)	88%	DW	33%
this school is well maintained (S2014)	94%	DW	100%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	82%	83%
they like being at their school (S2036)	88%	77%	67%
they feel safe at their school (S2037)	100%	77%	100%
their teachers motivate them to learn (S2038)	100%	68%	92%
their teachers expect them to do their best (S2039)	100%	77%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	68%	92%
teachers treat students fairly at their school (S2041)	92%	59%	83%
they can talk to their teachers about their concerns (S2042)	96%	55%	100%
their school takes students' opinions seriously (S2043)	72%	52%	83%
student behaviour is well managed at their school (S2044)	85%	50%	50%
their school looks for ways to improve (S2045)	96%	68%	92%
their school is well maintained (S2046)	96%	73%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	85%	55%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	91%	100%	67%
they feel that their school is a safe place in which to work (S2070)	91%	100%	100%
they receive useful feedback about their work at their school (S2071)	82%	100%	50%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	90%	100%	83%
students are treated fairly at their school (S2073)	91%	100%	100%
student behaviour is well managed at their school (S2074)	91%	100%	50%
staff are well supported at their school (S2075)	91%	100%	33%
their school takes staff opinions seriously (S2076)	91%	100%	67%
their school looks for ways to improve (S2077)	91%	100%	67%
their school is well maintained (S2078)	91%	100%	83%
their school gives them opportunities to do interesting things (S2079)	90%	100%	83%

# '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

Kenilworth State Community College works in close partnership with its very supportive and dedicated community. Community members are involved in the school through monthly P&C meetings, parent volunteers who work with our students to improve their outcomes and participation in school excursions. School information is updated on the website and staff and parents are often contacted via phone calls, emails or texts regarding their child's progress. A school funded Playgroup is offered on Tuesday and Thursday mornings, where we encourage all members of the community with children below school age to attend.

Kenilworth State Community College releases a fortnightly newsletter to the parents and local community. The newsletter is distributed via email and hard copies are provided to the school office, local newsagency and post office. This ensures all stakeholders are well informed and up-to-date with events both in the school and the local community.

Parents are consulted often throughout the term if learning support is required. The Students With Disabilities / Learning Support Teacher, along with the classroom teacher and parents collaboratively create individual learning goals and tasks to ensure all students can participate fully at school.

## Reducing the school's environmental footprint

Kenilworth State Community College's environmental footprint is continuing to decrease. Through a concerted effort to decrease electricity use by turning off lights and fans and keeping air conditioner usage to a minimum. Water use is reduced by ensuring taps are turned off fully when not in use.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	36,114	1,333
2013-2014	22,665	489

2014-2015

18,228

169

\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

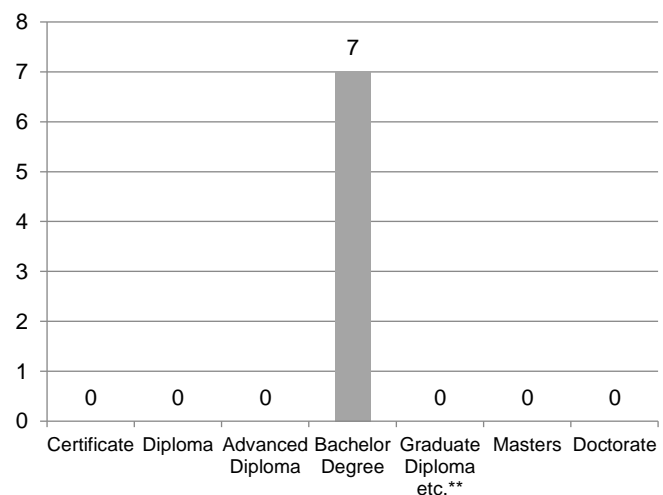
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	9	<5
Full-time equivalents	4	5	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	7
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>7</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$3200

The major professional development initiatives are as follows:

- Principal Business Days
- Australian Curriculum
- C2C

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	94%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 68% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

Sector:

Government

Non-government

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	82%	93%

The student attendance rate 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.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

#### Student attendance rate for each year level (shown as a percentage)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	89%	91%	85%	90%	92%	89%	90%	92%					
2014	91%	70%	93%	95%	89%	89%	88%	85%					
2015	92%	90%	89%	88%	83%	89%	93%						

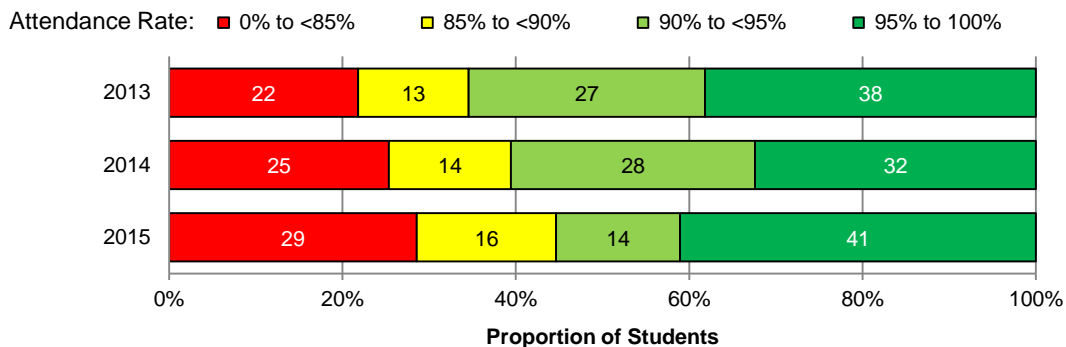


\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

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.

Overall, the parents at Kenilworth State Community College are very supportive in letting the school know the reasons for their child's absence. Rolls are marked by teachers twice a day, once in the morning and once after second break. The school has a dedicated phone number for parents to report student absences, which is advertised in our fortnightly newsletter. Unexplained absences are followed up with letters and phone calls from administration staff in a timely manner.

If absences continue, further steps are taken in line with the departmental policies and processes to deal with absenteeism.

Students are encouraged to follow the "everyday counts" campaign and recognition of attendance is acknowledged and celebrated throughout the term.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

## Find a school

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Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.