Kenilworth State Community College

ANNUAL REPORT
2016

Queensland State School Reporting

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School Overview

Kenilworth State Community College is a small, rural school situated in the beautiful Mary Valley. Located 50 minutes drive south west of Noosa, our community of approximately 270 is based on farming with many of our students travelling to and from school by bus. Our school offers Primary School education for Prep to Year 6 in multi-age classes. We have fantastic resources that allow us to implement a range of programs to meet our students' needs. Our curriculum focus is on teaching students to be literate and numerate in the modern world. All of our classrooms are equipped with interactive whiteboards and we offer an Instrumental Music program. We teach the Australian Curriculum and provide challenging learning experiences so that every child experiences success. Students are supported further by the Learning Support teacher and our school Chaplain as well as visiting support staff..

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 2016 and the outlook for 2017
- ❖ Our enrolment patterns and school profile.
- ❖ The school curriculum offerings.
- ❖ The use of ICTs throughout the school.
- ❖ The school climate.

School Progress towards its goals in 2016

Goal	Comments
Improve student's reportable achievement, particularly in English and Maths.	85% of students achieved an A, B or C in all learning areas.
Align multi-age English plans with the Australian Curriculum	Trial implemented in 2017 and professional development continuing.
Deliver Daily Rapid Reading program as a form of intervention and extension	Implemented in 2016 and continuing in 2017.
Provide Professional Development to all staff around school priority areas	Continuing in 2017

Interrogate student achievement data to provide effective teaching and learning experiences for all students to achieve	A Diagnostic Data Schedule is implemented and reviewed annually, informing teaching practice to improve student achievement.
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 Implemented in 2017	Target
Reading	• Purchase appropriate resources to support differentiated Guided Reading in all classrooms • Purchase additional TA hours to support Reading differentiation • Provide opportunities for teachers to engage in the Coaching and Feedback process around the effective teaching of reading • Audit the school Reading Program and adapt to ensure all staff are delivering a Balanced Reading Program • Continue to implement Daily Rapid Reading	At least 85% of students achieve a C or High in English. 30% of Year 3 students achieving in the Upper 2 Bands of NAPLAN Reading 35% of Year 5 students achieving in the Upper 2 Bands of NAPLAN Reading
Numeracy	• Work with HOD-Regional Support to embed a comprehensive approach to the teaching of Reading • Effectively use diagnostic tasks to inform class planning and lift student achievement • Embed Age-Appropriate pedagogies to ensure the effective teaching of Mathematics, prioritizing the early years. • Provide opportunities for teachers to engage in the Coaching and Feedback process • Enrol selected Year 3 & 5 students in the online IMPACT projects in Numeracy to boost NAPLAN Upper 2 Bands performance.	At least 85% of students achieve a C or High in English. 30% of Year 3 students achieving in the Upper 2 Bands of NAPLAN Writing 35% of Year 5 students achieving in the Upper 2 Bands of NAPLAN Writing

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	58	24	34	3	80%
2015*	53	21	32	3	92%
2016	51	20	31	2	79%

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 2016, 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

Overview

Kenilworth State Community College 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	14	19	17
Year 4 – Year 7	16	14	20
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Kenilworth State Community College offers the Australian Curriculum. In 2016, the following learning areas were taught based on the Australian Curriculum:

- English

- Mathematics

- Science

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- History

- Geography

The Queensland Curriculum was taught in all other learning areas, while the school prepares to roll out Australian Curriculum implementation between now and 2020.

Co-curricular Activities

Kenilworth State Community College offers a variety of extra-curricular 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

To support our students with extra activities that assist their development, the school has a variety of programs.
- Chaplaincy program
- Playgroup
- Camps and excursions
- Student Leadership activities.

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 ICTs 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. ICTs 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

Overview

Kenilworth State Community College staff, P&C, parents 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.

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 these services are to provide a happy place for learning to take place, where each child can experience success in a safe and supportive environment.

At Kenilworth State Community College we support student wellbeing and engagement in a variety of ways. Our school Chaplain is available to support our students and we run the Positive Behavior for Learning framework. This framework focuses on teaching students the school expectations and supports them to make positive choices. Our staff have high expectations of students at the school, which is valued by the community - 100% of parents agree that teachers expect their child to do their best.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	DW	67%	91%
this is a good school (S2035)	DW	33%	91%
their child likes being at this school* (S2001)	DW	67%	91%
their child feels safe at this school* (S2002)	DW	33%	91%
their child's learning needs are being met at this school* (S2003)	DW	33%	91%
their child is making good progress at this school* (S2004)	DW	33%	82%
teachers at this school expect their child to do his or her best* (S2005)	DW	33%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	33%	82%
teachers at this school motivate their child to learn* (S2007)	DW	33%	82%
teachers at this school treat students fairly* (S2008)	DW	33%	91%
they can talk to their child's teachers about their concerns* (S2009)	DW	100%	91%
this school works with them to support their child's learning* (S2010)	DW	33%	82%
this school takes parents' opinions seriously* (S2011)	DW	33%	91%
student behaviour is well managed at this school* (S2012)	DW	33%	82%
this school looks for ways to improve* (S2013)	DW	33%	91%
this school is well maintained* (S2014)	DW	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	82%	83%	89%
they like being at their school* (S2036)	77%	67%	84%
they feel safe at their school* (S2037)	77%	100%	72%
their teachers motivate them to learn* (S2038)	68%	92%	89%
their teachers expect them to do their best* (S2039)	77%	100%	89%
their teachers provide them with useful feedback about their school work* (S2040)	68%	92%	84%
teachers treat students fairly at their school* (S2041)	59%	83%	83%
they can talk to their teachers about their concerns* (S2042)	55%	100%	72%
their school takes students' opinions seriously* (S2043)	52%	83%	67%
student behaviour is well managed at their school* (S2044)	50%	50%	63%
their school looks for ways to improve* (S2045)	68%	92%	79%
their school is well maintained* (S2046)	73%	92%	79%
their school gives them opportunities to do interesting things* (S2047)	55%	92%	84%

Staff opinion survey

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Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	67%	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)	100%	50%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	83%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	50%	100%
staff are well supported at their school (S2075)	100%	33%	100%
their school takes staff opinions seriously (S2076)	100%	67%	100%
their school looks for ways to improve (S2077)	100%	67%	100%
their school is well maintained (S2078)	100%	83%	100%
their school gives them opportunities to do interesting things (S2079)	100%	83%	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

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 childs progress. A school funded Playgroup is offered on 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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Respectful Relationships program is taught as part of our Health & Physical Education Program and teaches our students personal safety and awareness, identifying and responding to inappropriate behaviour and developing students ability to resolve conflict without violence. All students are encouraged to recognize, react and report when they, or others, are unsafe.

School Disciplinary Absences

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The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	6	8
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

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 and solar panels are installed on the roof of G Block.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	22,665	489
2014-2015	18,228	169
2015-2016	53,536	

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.

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 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.**

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Find a school

School name
[GO]

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

[SEARCH]

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	10	0
Full-time Equivalents	4	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $22 553.98

The major professional development initiatives are as follows:

- Australian Curriculum – English
- Australian Curriculum – Mathematics
- Teaching of Reading
- Phonological/Phonemic Awareness
- Students with Disabilities – ASD and Inclusion
- Collaborative planning
- Coaching

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	94%	95%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	82%	93%	90%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

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AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	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
2014	91%	70%	93%	DW	89%	89%	88%	85%					
2015	92%	90%	89%	88%	DW	89%	93%						
2016	93%	94%	91%	83%	92%	DW	91%						

*Attendance rates effectively count 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:
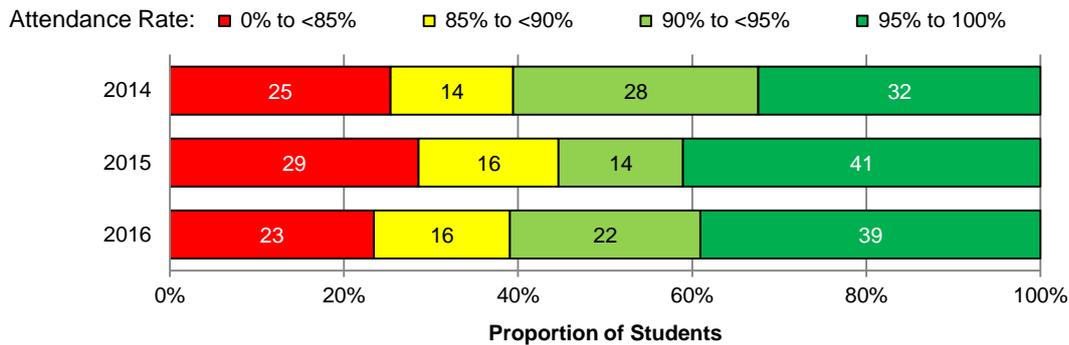
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording 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.

NAPLAN

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.

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Find a school

Where it states **'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.

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