



Kenilworth State Community College

# 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

## 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 the needs of our students. Our curriculum focus is on teaching students to be literate and numerate in the modern world, with all of our classrooms equipped with interactive whiteboards. We have dedicated blocks of time for the teaching of literacy and numeracy, with other curriculum areas taught through integrated units of study. Students are supported further by the Learning Support teacher, our school Chaplain and visiting support staff. Our school offers an instrumental music program and after school fun activities through the Active After School Communities program.

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 2018 and the outlook for 2019:

- 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 2018

### Goal

Purchase appropriate resources (physical resources and Human Resources) to support differentiated Guided Reading instruction in all classrooms.

Provide opportunities for teachers to engage in Coaching and Feedback processes around the effective teaching of Reading and Mathematics.

Continue to implement Daily Rapid Reading with support from Regional Coach and upskilling Teacher Aides to run the program autonomously.

Work with Head of Department – Regional Support to embed a comprehensive approach to the teaching of Mathematics and Literacy, including diagnostic tools, pedagogical approaches and curriculum trackers.

Embed Age-Appropriate Pedagogies to ensure the effective teaching of mathematics, prioritising the Early Years.

### Comments

Achieved - All classrooms have access to comprehensive resources to support Guided Reading.

Ongoing and continuing in 2019

Achieved & Ongoing - Daily Rapid Reading fully implemented and continuing in 2019.

Achieved - 100% of teaching staff attended Professional Development around the teaching of English and Mathematics in a multi-age setting and an effective data plan is being utilised to inform teacher planning.

Achieved & Ongoing - Prep and Year 1 have AAP embedded in practice, with the pedagogical approaches being rolled out to Years 2 - 6 in 2019.

## Future outlook

Priority Improvement Area	Strategies Implemented in 2018	Target
Writing	<ul style="list-style-type: none"> <li>• Create a Pedagogical Framework to inform quality teaching and learning</li> <li>• Create a whole school Writing Framework</li> <li>• Provide Professional Development for all staff along with effective coaching and feedback procedures</li> <li>• Develop processes and procedures to create class, group and individual writing goals and feedback for students</li> <li>• Develop success criteria for writing and literacy tasks to encourage student performance</li> <li>• Increase student engagement by continuing to implement PBL and introducing the Reboot framework.</li> </ul>	<p>At least 85% of students achieve a C or higher in English.</p> <p>20% of Year 3 students achieving in the Upper 2 Bands of NAPLAN Writing</p> <p>25% of Year 5 students achieving in the Upper 2 Bands of NAPLAN Writing</p>
Student Engagement & Wellbeing	<ul style="list-style-type: none"> <li>• Implement the <i>Reboot</i> framework to support student's emotional regulation skills, contributing to improved student engagement and wellbeing.</li> <li>• Continue to further embed the <i>Positive Behaviour for Learning</i> framework to explicitly teach student expectations and reward positive behaviour.</li> </ul>	<p>100% of students able to articulate the <i>Reboot</i> language:</p> <ul style="list-style-type: none"> <li>• The 5 faces of emotional regulation</li> <li>• Quadrants of engagement</li> <li>• Positive Change Highway</li> </ul>

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	51	54	59
Girls	20	23	31
Boys	31	31	28
Indigenous	2	2	6
Enrolment continuity (Feb. – Nov.)	79%	89%	86%

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

Kenilworth State Community College continues 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	17	17	19
Year 4 – Year 6	20	19	20
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

Kenilworth State Community College offers the Australian Curriculum. In 2018, the following learning areas were taught based on the Australian Curriculum:

- English
- Mathematics
- Science
- HASS
- Technology

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; and
- LOTE instruction (Japanese) through the Brisbane School of Distance Education.

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

- Chaplaincy program;
- Playgroup;
- Camps and excursions; and
- 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 its students with an excellent student to computer ratio. Computers are located in all of our classrooms and there are two working computer labs. All of the school computers are fully networked, allowing optimum access to the internet.

All classrooms are equipped with Interactive Whiteboards and all classroom teachers incorporate ICT's into their teaching and learning activities. Through doing this, they are providing students with opportunities to build and develop their knowledge and skills around Technology.

Students 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 final written pieces of text, as well as illustrating. Students are also required to present varied assessment pieces that require the utilisation of 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 two days per week, supporting the social and emotional wellbeing of students and families. Our Chaplain organises a number of activities either before school (Chappy Breakfast, Pancake Day) or during lunch times (gardening club, bike club, table tennis). Our Chaplain is also a valued assistant within each classroom.

The Kenilworth Early Bird 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 proven 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 is to foster 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 combines the Positive Behaviour for Learning Framework along with the principles of *Reboot*, to support student engagement and wellbeing. We aim to foster an inclusive environment and explicitly teach behavioural expectations and strategies to all students. Our school Chaplain is also available to provide pastoral care in support of our students.

Our staff have high expectations of students at the school. These expectations are valued by the community, with our School Opinion Survey showing 100% of parents agreeing that:

- Their child is getting a good education at this school;
- Their child feels safe at this school;
- Teachers at this school expect their child to do his or her best; and
- This school works with parents to support their child's learning.

100% of surveyed students agree that:

- Their teacher's expect them to do their best;
- Teachers treat students fairly at this school; and
- They are getting a good education at this school.

### 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)	91%	100%	100%
• this is a good school (S2035)	91%	100%	100%
• their child likes being at this school* (S2001)	91%	100%	100%
• their child feels safe at this school* (S2002)	91%	100%	100%
• their child's learning needs are being met at this school* (S2003)	91%	86%	100%
• their child is making good progress at this school* (S2004)	82%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	82%	100%	100%
• teachers at this school treat students fairly* (S2008)	91%	86%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	91%	100%	100%
• this school works with them to support their child's learning* (S2010)	82%	100%	100%
• this school takes parents' opinions seriously* (S2011)	91%	86%	100%
• student behaviour is well managed at this school* (S2012)	82%	86%	100%
• this school looks for ways to improve* (S2013)	91%	100%	100%
• this school is well maintained* (S2014)	100%	100%	90%

\* 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)	89%	89%	100%
• they like being at their school* (S2036)	84%	83%	95%
• they feel safe at their school* (S2037)	72%	89%	90%
• their teachers motivate them to learn* (S2038)	89%	94%	100%
• their teachers expect them to do their best* (S2039)	89%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	84%	94%	100%
• teachers treat students fairly at their school* (S2041)	83%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	72%	89%	90%
• their school takes students' opinions seriously* (S2043)	67%	88%	85%
• student behaviour is well managed at their school* (S2044)	63%	78%	80%
• their school looks for ways to improve* (S2045)	79%	100%	90%
• their school is well maintained* (S2046)	79%	94%	95%
• their school gives them opportunities to do interesting things* (S2047)	84%	83%	95%

\* 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)	100%	83%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	92%	100%
• student behaviour is well managed at their school (S2074)	100%	83%	92%
• staff are well supported at their school (S2075)	100%	75%	92%
• their school takes staff opinions seriously (S2076)	100%	92%	93%

Percentage of school staff who agree# that:	2016	2017	2018
• their school looks for ways to improve (S2077)	100%	92%	100%
• their school is well maintained (S2078)	100%	92%	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

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, while parent volunteers work with our students to improve outcomes. School information is updated on the school website, while parents are often contacted via phone calls, emails or texts regarding their child's 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 uploaded to the school webpage, is distributed via email to parents, while 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 throughout the term if learning support is required. The 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 education programs

The school has developed and implemented a program that focuses 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 the ability to resolve conflicts without violence. Kenilworth State Community College endeavours to provide a safe and supportive environment while building a culture that seeks to prevent gender-based violence and promotes respectful relationships. All students are encouraged to recognise, react and report when they, or others, are unsafe.

## 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	8	12	16
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

Reducing Kenilworth State Community College's environmental footprint is prioritised through a concerted effort to decrease electricity usage 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	53,536	30,244	43,952
Water (kL)		181	2,270

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 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.

Find a school Search website

Search by school name or suburb Go

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	9	9	0
Full-time equivalents	5	5	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	
Masters	
Graduate Diploma etc.*	
Bachelor degree	9
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 on teacher professional development in 2018 were \$28834

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 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.	97%	96%	95%

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

From the end of the previous school year, 100% 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	91%	91%	89%
Attendance rate for Indigenous** students at this school	90%	87%	80%

\* 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	93%	96%	88%
Year 1	94%	94%	92%
Year 2	91%	92%	92%
Year 3	83%	91%	94%
Year 4	92%	86%	86%
Year 5	86%	87%	85%
Year 6	91%	85%	83%

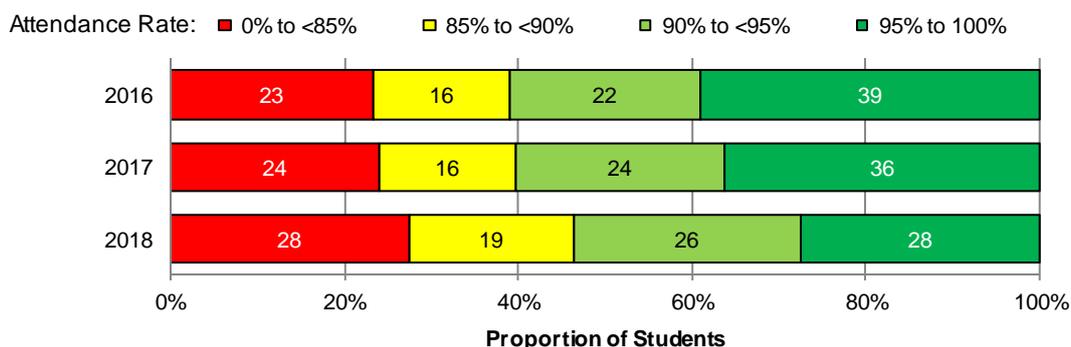
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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 and unexplained absences are reported to parents through SMS or email daily. 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 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.

Find a school
Search website

Go

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. Your description/statement should include: