Our school at a glance

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Webpages Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.
Contact Person The Principal

Principal’s foreword

Introduction

Kenilworth State Community College is a small school in the Sunshine Coast hinterland. We are proud of our school and the achievements of our students. We have a friendly, welcoming school environment where our students are our top priority. We believe that we play a vital role in assisting our students to achieve the best that they can, in order to grow into the best citizens of the future that they can be.

This report outlines some of the achievements our school has made in 2010 as well as providing information about where the school is heading in the future. 2010 brought additional stability to the school after the changes of recent years with the closing of the Secondary Department. We are well on the way to making our school the best Prep to Year 7 school it can be. The data in this report relates to student performance, client satisfaction, attendance, some information about our workforce and the school community as well as sharing the range of opportunities that Kenilworth State Community College offers our students.

Our school is a small school of 55 students. We must remember when looking at our data that our cohorts of students are small. At our school we focus on the improvement of each individual student. As a school community we take shared responsibility for the progress of our students and continually review what we are doing to ensure that we are doing the best we can to cater for each and every child.

Our school vision is for our school to provide a high quality education that makes a positive difference in the lives of our students. We equip our young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. This means that our school strives to offer students a broad range of experiences beyond those normally available in our small, rural community.

At Kenilworth State Community College we know that education of children is a partnership between parents and teachers. Our parents have many opportunities to be involved in our school. Our P&C work hard to provide our students with the best education possible.

The task that we undertake in educating our future citizens is a most important one which we undertake with diligence and honour.

School progress towards its goals in 2010

During 2010 our school community worked toward achieving goals in our identified priority areas:
Our school at a glance

- Improved student performance in literacy, maths and science
- Development of a School Science Program
- Enhancing the behavior standards in the school
- Improved student engagement with ICTs.

Future outlook

The following goals have been identified as priorities for 2011
To improve results in reading and spelling
To prepare for the full implementation of ACARA in English, Maths, Science in 2012
To align our intended and enacted curriculum delivery in the area of mathematics.
To enhance our positive school climate and opinion survey results.

School Profile
Our school at a glance

Coeducational or single sex: Coeducational
Year levels offered: Prep to Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>66</td>
<td>32</td>
<td>34</td>
<td>86%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our students are drawn from outlying rural areas as well as those who live in the Kenilworth township. They come from varied social backgrounds with parent occupations ranging from farming to construction to business owners. Major behaviour incidents are rare as parents, staff and students work together to promote and enforce the rules; Be Safe, Be Respectful and Be a Learner.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>On or under target</td>
<td>Under Target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>21</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>16</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>0</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

Our school values students’ achievements in all aspects of the curriculum; academic, cultural and sporting. We believe that all of our students are unique and learn at different rates and have different preferred learning styles. We encourage our students to achieve their best at all times in whatever they are attempting. As well as the Key Learning Areas, Kenilworth State Community College offers:

- Instrumental Music
Our school at a glance

- Year 7 Student Leadership program
- Interschool sport – Small School competitions in Cross Country, Athletics, Swimming and Ballgames
- ARL, AFL and Soccer Development Programs
- School camping program for all students

Extra curricula activities

Our school offers after school sporting activities through the Active After School Communities program. This program uses the Play for Life philosophy and is supported by the Australian Sports Commission. Our activities are run by parents and community members following training with the Australian Sports Commission. Activities are offered 3 afternoons a week and in 2010 students participated in activities such as:
- Circus Skills
- Underwater Hockey
- Lawn Bowls
- Tennis
- Athletics
- Netball

How Information and Communication Technologies are used to assist learning

Kenilworth State Community College has an excellent student to computer ratio with computer labs attached to 2 of our 3 classrooms. Computers are located in our Prep to Year 2 classroom. All of our computers are fully networked allowing access to the internet and a range of multi-literacy software and multimedia programs.

All of our classrooms are equipped with SmartBoards.

Our teachers incorporate ICTs into the curriculum with students building their skills as they move through the school. Children access programs that help develop fine motor control, problem solving, thinking skills and cooperation. They write stories, undertake research, create digital stories and present items for assessment in a variety of ways using various programs.

Our teachers undertake ongoing professional learning attending seminars and workshops designed to enhance teachers' skills and pedagogical practices in incorporating ICTs into the curriculum.

Social climate

Our small P-7 campus allows us to develop a caring, supportive community environment. We are just like one big, happy family. Staff, students and parents work together to ensure the wellbeing of all students. Our Responsible Behaviour Plan for students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and a safe, supportive and respectful learning environment is maintained for all students.

Our school chaplain works at the school for 2 days each week, supporting students and families social and emotional wellbeing. Our chaplain organises lunch time activities, coordinates the Active After School Communities Program and provides breakfast for students one morning each week.

The Kenilworth Earlybird Playgroup is an essential link with parents of children 0-5 years old (not yet eligible for Prep). The school provides staff and facilities for parents to network and avail themselves of an excellent program to enhance their child’s social and learning development. This program is a vital service in our small community and builds relationships with parents before their children enter our school.

We aim to provide a happy place for learning where each child can experience success. In 2010 94% of our parents responded that they thought this school was a good school.
Our school at a glance

Parent, student and teacher satisfaction with the school

School Opinion Survey Data indicates that satisfaction levels with the school similar to those across Qld. The percentage of satisfaction by each group in key performance areas is summarised in the table below. Our results have improved over recent years due to the hard work of parents, staff and students.

Performance measure | Result 2010
--- | ---
Percentage of parents/caregivers satisfied that their child is getting a good education at school | 73%
Percentage of students satisfied that they are getting a good education at school | 83%
Percentage of parents/caregivers satisfied with their child’s school | 94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives | 77%
Percentage of staff members satisfied with morale in the school | 100%

Involving parents in their child’s education.

We encourage all parents to take an interest in their child’s education. We believe that a positive partnership between parents and staff has a very beneficial effect of students’ attitudes to school and success in learning. Parents are encouraged to:

- Talk to teachers about their child’s progress at school through attending formal parent-teacher conferences and informal conversations as questions or interests arise.
- Read with their children regularly.
- Support their children with homework and assignment tasks and discuss with them what they are learning about at school.
- Help out at school; in the classroom, tuckshop, sporting events or other activities.
- Attend school parades and special occasions.
- Attend P&C meetings and assist in fund-raising activities.
- Read the weekly newsletter and other correspondence from the school or from their child’s teacher.
- Speak to the class teacher or the Principal about any issues that may be causing concern.
- Train to deliver our Active After School Communities program
Reducing the school’s environmental footprint

The school has established environmental awareness throughout its long history. Past students have established a bush Tucker garden, native habitat area, frog pond and nesting boxes. The school has installed 2kw of solar panels through the Solar and Energy Efficiency Program with a further 2 kw to be installed through the National Solar Schools Program.

Energy efficient lighting has been installed in all classrooms, the Resource Centre and Administration areas.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity</th>
<th>Water</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$22,314</td>
<td>$13,761</td>
<td>$3,501</td>
<td>$1,683</td>
<td>$3,369</td>
<td>$0</td>
<td>$0</td>
<td>71,872</td>
<td>1,585</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$20,548</td>
<td>$13,501</td>
<td>$0</td>
<td>$0</td>
<td>$2,632</td>
<td>$0</td>
<td>$4,415</td>
<td>81,067</td>
<td>1,380</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 2009 - 2010
9% 2% N/A N/A 28% N/A -100% -11% 15% N/A
Our staff profile

Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>10</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers.

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>8</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $6,927.96.

The major professional development initiatives are as follows:
- Science Spark Program
- Maths Program Development
- English Program Development
- Leadership Development
- First Aid Training

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 94% in 2010.

### 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 2010 school year.
**Performance of our students**

**Key student outcomes**

**Attendance**

<table>
<thead>
<tr>
<th>Student attendance - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attendance for each year level</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>88%</td>
</tr>
</tbody>
</table>

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

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Our parents are very supportive in helping us by letting us know the reason for student absences.

Rolls are marked by teachers at the beginning of the day once the class has settled and after the second lunch break.

Our phone number for parents to let us know the reason for student absences is in the school newsletter each week.

We also have an absences form which is completed when parents phone or call in at the office and is sent home to any parents who do not call in or phone.

The Principal monitors prolonged, frequent or unexplained absences and works with parents to ensure their children are attending school regularly. If absences persist formal Education Qld procedures are followed with letters posted to parents notifying them of possible consequences of continued non-attendance. If necessary, the Qld Police Service and the Department of Child Safety are notified of continued non-attendance at school.
Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

Our school ensures that appropriate support is provided to all students, including our Indigenous students to help them achieve their full potential. Our aim is to have no the gap in student learning outcomes between that of Indigenous and Non Indigenous students.