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.

This report outlines some of the achievements our school has made in 2011 as well as providing information about where the school is heading in the future. The data in this report relates to student performance, client satisfaction, attendance, the satisfaction of 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. At our school we focus on the attainment of quality educational outcomes for all of our students. 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 for each and every child.

Our school vision is 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.

With the assistance of our P and C and the local Kenilworth community we are able to offer our students a broad range of experiences beyond those normally available in our small, rural community.

This report outlines our progress towards our goals for 2011, including achievements for 2011 in academic areas using data gathered from the Year 2 Net and the National Assessment Program – Literacy and Numeracy (NAPLAN) results in reading, writing, spelling, grammar and punctuation, and numeracy for Years 3, 5, and 7.

School progress towards its goals in 2011

Kenilworth State Community College's strategic goals for 2011 were:
- NAPLAN – improved results in reading and spelling
- Systematic Curriculum Delivery
- Preparation for the National Curriculum
- School Climate

The school staff made positive progress towards the achievement of these goals by undertaking the following actions:

Analysing the data available from NAPLAN, QCATS and school based assessment items to monitor student progress, identify appropriate pedagogical practices and develop strategic plans for improvement at a student, class and school level.

Developing teacher knowledge and skills in the teaching of reading and spelling through professional development opportunities at both a school and systemic level.

Refine school spelling program to align with the Words Their Way spelling framework in preparation for the introduction of the national curriculum.

Individual Learning Goals for all students based on data analysis and teachers’ formative assessment

The school staff were engaged in several professional development opportunities to develop their understanding of the national curriculum and the challenges it posed for both teachers and students.

The school worked hard to increase levels of community engagement and the development of a positive school climate. The school undertook the following actions:
- Increased the number of days that we ran the Earlybird Playgroup to two days per week.
- Introduced a celebratory day each term to try to create a positive school climate.
Kenilworth State Community College (1309)

Future outlook

The priorities for Kenilworth State Community College in 2012 are outlined below:

Development of a framework for the teaching of reading
- All staff participating in the First Steps in Reading professional development program
- Peer coaching model implemented to improve classroom practices in the teaching of reading

The implementation of a school assessment framework which clearly outlines student achievement targets.
- Standardised testing in reading, spelling and maths to be implemented in all year levels
- The use of data to inform student learning goals for all students

The implementation of the national curriculum and use of the Curriculum into the Classroom (C2C) materials to inform classroom planning.
- Regular review of C2C implementation to ensure a smooth transition
- Work with cluster schools to moderate student work
- Teachers to become familiar with the history curriculum in semester two 2012, ready for implementation in 2013

Marzano’s Art and Science of Teaching as a pedagogical framework.
- Investigation of the use of the Art and Science of Teaching in a small school
- Participation in the North Coast region professional development program

Increased levels of community engagement.
- Clearly articulated information about school programs and positive results of students
- Positive and regular communication about student behaviour
- Celebration days for volunteers each term
- Upgrade of Website
- Communication channels with school and broader community opened
- Continue to support Playgroup as a first point of contact for young families in the area to promote enrolment at Kenilworth SCC

2011 School Annual Report
Our school at a glance

School Profile

Coeducational or single sex:  Coeducational
Year levels offered:  Prep - 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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>25</td>
<td>32</td>
<td>98%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

The majority of our students are drawn from outlying rural areas around Kenilworth, with around 20% of our students living in town of Kenilworth. They come from varied social backgrounds with parent occupations ranging from farming and construction to business owners. Kenilworth State Community College has a small population of Aboriginal and Torres Strait Islander students.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>19</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>16</td>
</tr>
<tr>
<td>All Classes</td>
<td>18</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>7</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>
Our school at a glance

Curriculum offerings

Our school values student achievement in all aspects of the curriculum; academic, cultural and sporting. 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
- Year 7 Student Leadership program including an extensive transition program to Maleny State High School
- Small School Sports – Small School competitions in various sports and games as well as cross country, athletics, swimming and ballgames
- School camping program for all students

Extra curricula activities:

- Our school offers after school sporting activities through the Active After School Communities program.
- Our students are offered opportunities to participate in external academic competitions.
- The school also participates in a number of community events, excursions and enrichment programs

How Information and Communication Technologies are used to assist learning:

Kenilworth State Community College has an excellent student to computer ratio. We have computers located in all of our classrooms and have two computer labs. All of our computers are fully networked allowing access to the internet.

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 staff, P&C and community volunteers have worked hard to develop a caring, supportive community environment. 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. In 2011, 87% of our students were satisfied that they were safe at this school.

Our school chaplain works at the school for 2 days each week, supporting students and families social and emotional wellbeing. Our chaplain organises lunchtime 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 who are not yet at school age. The playgroup allows 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. Over the last few years it has proved to be a vital link between the school and the community and has directly resulted in an increase of enrolments in the early years.

We aim to provide a happy place for learning where each child can experience success. In 2011, 80% of our parents were satisfied that this school was a good school and 90% of parents felt that the school made them feel welcome.
Our school at a glance

Parent, student and teacher satisfaction with the school

Generally speaking, school opinion survey data indicates that parent and student satisfaction is slightly below state and like schools. Deeper analysis shows that just 4.3% of parents/caregivers are not satisfied that their child is getting a good education at school and only 8.5% of parents/caregivers are not satisfied with their child’s school. Results for students were also similar with only 4.3% of students not satisfied they are getting a good education at school.

Our schools future focus is on ensuring we are able to lower the percentage of neutral responses to the surveys.

Staff opinion survey data is very positive with results above both state and like schools for staff morale and access to professional development.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>95%</td>
</tr>
</tbody>
</table>

DW – Data withheld

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 on 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 fundraising activities.
- Read the 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.
- Assist in the tuckshop which is open three days per week.
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has recently been able to install 4Kw of solar panels which has enabled us to generate our own power, reducing our impact on the power grid. Staff and students are encouraged to minimise the use of electricity through minimising the use of air conditioners and lights and keeping air conditioners on 24ºC. Greater care has been taken to reduce the use of water.

<table>
<thead>
<tr>
<th>Environmental footprint indicators, 2010-2011</th>
<th>Electricity (Kw H)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>34,704</td>
<td>1,394</td>
</tr>
<tr>
<td>2010</td>
<td>71,872</td>
<td>1,585</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-52%</td>
<td>-12%</td>
</tr>
</tbody>
</table>
## 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>8</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

<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>0</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 2011 was $5332. The major professional development initiatives are as follows:

- National curriculum familiarisation
- Curriculum into the Classroom (C2C)
- OneSchool data analysis and data storage
- Deconstructing NAPLAN data
- Words Their Way spelling framework

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2011 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.

Where it says 'Search by school name', type in the name of the school 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 given access to the school's My School entry webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>91%</td>
</tr>
<tr>
<td>Year 2</td>
<td>90%</td>
</tr>
<tr>
<td>Year 3</td>
<td>90%</td>
</tr>
<tr>
<td>Year 4</td>
<td>88%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93%</td>
</tr>
<tr>
<td>Year 7</td>
<td>91%</td>
</tr>
</tbody>
</table>

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 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 nonattendance at school.

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' textbox.
Performance of our students

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.

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.

Due to the small percentage of Indigenous students we are not able to report directly on student outcomes without potentially identifying the students.