



Kenmore South State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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School overview

Kenmore South State School is a coeducational school located in the western suburbs of Brisbane, approximately 15 km from the CBD. The school was established in 1967 and is situated in a delightful 4.5 hectare bush setting.

Kenmore South State School is an Independent Public School. The Independent Public Schools initiative recognises the best decision-making often occurs at a local level through direct response to local community needs and aspirations. As an Independent Public School, our principal, teachers, parents and local communities have a greater control and ownership of our schools.

Kenmore South State School has established an outstanding reputation as leader in the education of students both within the local and wider community. This has resulted in unprecedented growth over the past five years. Kenmore South State School is an enrolment managed school servicing the needs of students within our defined catchment area.

Children, teachers and parents are partners in the learning process. The joy of learning flourishes in an atmosphere of trust, sharing and caring.

Philosophy

We believe that education develops the whole child emotionally, socially, intellectually, physically, artistically, morally and spiritually, and is a lifelong activity. Understanding that all children learn at different rates and in different ways informs all educational practices. Children's experiences at school encourage independence, a respect for others, cooperation, initiative, self-discipline, self-esteem, adaptability as well as enthusiasm, curiosity and imagination.

At Kenmore South State School, the experiences at school develop in children a respect for humanity and for their environment. We are committed to promoting the best interests of students, providing the best we can and accepting personal accountability.

The pedagogical approach to teaching and learning that Kenmore South State School uses is the Explicit Model of Teaching and other high yield strategies, teachers use differentiation, feedback and intentional planning supported by data to structure the learning environment that demonstrates confidence in the students capabilities. Our school prides itself on its partnership between Instructional Leadership, our Pedagogical Framework and high community expectations. At the heart of our school is our positive approach to learning, encouraging students to actively engage in the learning process. At Kenmore South we are Positive Agile Learners. **PALS**

School Values and Beliefs

- Teaching and Learning takes place in an inclusive, safe and supportive environment.
- Strong links between our school, parents/ carers and the wider community will enhance learning.
- Teaching and learning are engaging, challenging, inclusive and reflective.
- Learning is tailored to meet the cultural beliefs and values, learning strengths and styles of the learner.
- Our school promotes life-long learning.

School Motto

"Developing young minds for understanding and success."

Enrichment Programs

Kenmore South State School continues to focus on enrichment programs to cater for both gifted and talented students and students with particular interests. These students are catered for by both classroom teachers and specialised programs established to meet their needs. The school offers many clubs enabling our students to develop their skills and expertise discovering new interests or passions.

Curriculum

Kenmore South State School has collaboratively developed a Curriculum Framework that responds to the needs of students, supports the development of a learning community and incorporates curriculum, pedagogy and assessment and reporting. The Kenmore South State School Curriculum Framework aims to meet the needs of the diverse student population.

Our school aims to develop in students the traits of being self-disciplined and being able to respond to challenges, and to become confident, independent and responsible valuable members of the community, prepared and motivated to pursue a healthy lifestyle.

Our Community

Forming strong partnerships with our school community, school council, local community and global community is a priority. Parents are encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, welcome to new parents evenings and curriculum information sessions. Information is posted on the school website, Facebook and in the school and class newsletters.

The philosophy of Kenmore South State School embraces communication between school and home and acknowledges that this is paramount. Parents are informed of year level specific curriculum via Term Overviews, which outline the key areas of learning for each year level. These overviews are provided on the school website.

Open door policies facilitate further discussions between parents, teachers and students and are encouraged to provide school and home support for all students.

Parents regularly join classroom teachers and assist with reading, maths, art and sport.

Special events are widely supported and celebrated by the school community.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	627	635	639
Girls	302	297	311
Boys	325	338	328
Indigenous	6	4	4
Enrolment continuity (Feb. – Nov.)	97%	98%	98%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	24	23	23
Year 4 – Year 6	23	23	27
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	96%	93%
• this is a good school (S2035)	85%	94%	97%
• their child likes being at this school* (S2001)	93%	97%	97%
• their child feels safe at this school* (S2002)	93%	98%	97%
• their child's learning needs are being met at this school* (S2003)	86%	94%	92%
• their child is making good progress at this school* (S2004)	85%	95%	91%
• teachers at this school expect their child to do his or her best* (S2005)	98%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	87%	84%
• teachers at this school motivate their child to learn* (S2007)	86%	89%	89%
• teachers at this school treat students fairly* (S2008)	88%	90%	90%
• they can talk to their child's teachers about their concerns* (S2009)	92%	94%	92%
• this school works with them to support their child's learning* (S2010)	82%	84%	86%
• this school takes parents' opinions seriously* (S2011)	68%	78%	76%
• student behaviour is well managed at this school* (S2012)	75%	87%	82%
• this school looks for ways to improve* (S2013)	86%	91%	93%
• this school is well maintained* (S2014)	84%	90%	91%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
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* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	99%	98%	96%
• they like being at their school* (S2036)	96%	97%	96%
• they feel safe at their school* (S2037)	98%	96%	95%
• their teachers motivate them to learn* (S2038)	95%	94%	93%
• their teachers expect them to do their best* (S2039)	100%	99%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	94%	91%
• teachers treat students fairly at their school* (S2041)	89%	87%	85%
• they can talk to their teachers about their concerns* (S2042)	89%	80%	84%
• their school takes students' opinions seriously* (S2043)	89%	90%	85%
• student behaviour is well managed at their school* (S2044)	95%	87%	79%
• their school looks for ways to improve* (S2045)	95%	95%	91%
• their school is well maintained* (S2046)	96%	92%	92%
• their school gives them opportunities to do interesting things* (S2047)	91%	94%	91%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	92%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	91%	98%
• they receive useful feedback about their work at their school (S2071)	78%	83%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	91%	89%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	95%
• student behaviour is well managed at their school (S2074)	92%	91%	85%
• staff are well supported at their school (S2075)	76%	74%	95%
• their school takes staff opinions seriously (S2076)	83%	76%	88%
• their school looks for ways to improve (S2077)	97%	96%	100%
• their school is well maintained (S2078)	81%	89%	93%
• their school gives them opportunities to do interesting things (S2079)	78%	87%	90%

Percentage of school staff who agree# that:	2017	2018	2019
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* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Parents are encouraged to participate in their child's education from the outset. Opportunities for involvement are outlined at enrolment interviews, orientation sessions, parent teacher nights, curriculum information sessions, through information posted on the school website and in the school and class newsletters.

Parents have multiple opportunities for an active involvement in the school. These include the structured associations such as the "Parents and Citizens Association", which meets on the second Tuesday of the month. In addition, there are meetings of the Class Representatives, a group of elected parents, representing classes at a school and a social level.

Communication with parents is excellent and uses many avenues like our School Newsletter published fortnightly on Wednesday and class newsletters.

The school website, (<http://kenmoresouthss.eq.edu.au/>) is also a great source of communication with parents. In addition Kenmore South State School enjoys an online Facebook presence with updates and images of school and community events.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships, such as Friends for Life, Seasons of Growth, the You Can Do It program and Growth Mindset with the development of our Tree of Growth and PALs, Positive Agile Learners.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	6	17	6
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	159,902	188,232	208,735
Water (kL)	1,839	1,387	1,806

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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 standardized 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.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

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	49	26	<5
Full-time equivalents	41	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	96%	95%	95%
Attendance rate for Indigenous** students at this school	94%	92%	92%

* 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

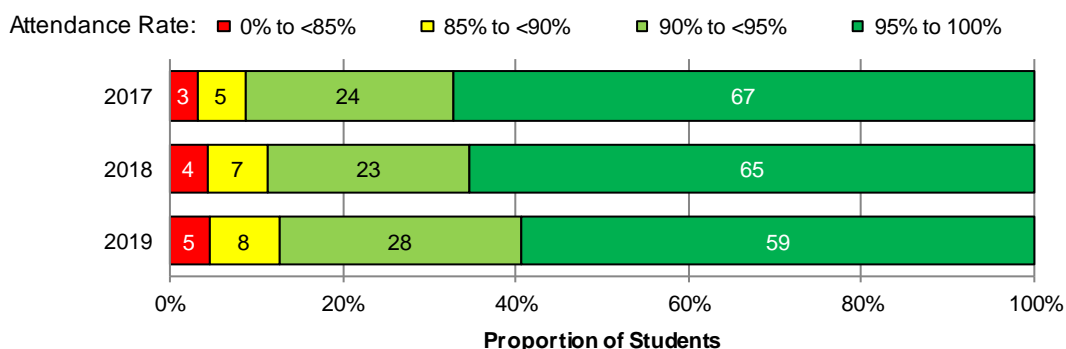
Year level	2017	2018	2019
Prep	97%	95%	95%
Year 1	95%	96%	94%
Year 2	95%	94%	96%
Year 3	97%	96%	93%
Year 4	95%	94%	96%
Year 5	96%	95%	95%
Year 6	95%	95%	95%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

Search by school name or suburb

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.