Kenmore South State School
Queensland State School Reporting
2014 School Annual Report

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Principal's foreword

Introduction

Kenmore South State School has a very dedicated staff that is committed to ensuring all students receive the educational experiences they require to meet their needs for the future. Kenmore South State School enjoys a reputation for providing an inclusive and nurturing environment where students are encouraged to reach their potential. Our commitment is to the development of the whole child which includes not only academic, sporting and cultural areas but also social and emotional aspects.
Our school motto *Do Your Best* is embedded in all of our actions and reflected in the relationships between teachers, students and the school community. Our belief that every child has the potential to succeed is underpinned by a philosophy of provision of opportunity.

The intent of this report is to provide parents and the community with information which is common for all State and Non-State schools in Queensland. It provides an overview of the highlights and successes of Kenmore South State School during 2013. Kenmore South State School is rich in the range of academic, cultural, artistic, physical and social activities that are encountered through our collaborative ownership to education. We are proud of our environment that encompasses a strong sense of community, open green spaces and sensitivity to our ecological footprint. Through high expectations for the provision of learning experiences, our focus is to build on the existing strengths of our students, while taking advantage of the wide range of opportunities that emerge. Our Early Phase students in Prep-3 have distinct needs that require a developmentally appropriate, integrated curriculum, which nurtures independence, self–esteem and success within a negotiated and stimulating environment. Our Middle Phase students in Years 4-6 also have distinct needs that require specialist teaching to encourage students to develop their potential. In Years 4-5, the focus allows students the opportunity to consider their own choices and how they affect themselves, others and the environment.

The following report celebrates all the areas of school reporting and includes narratives around the results to provide a contextual understanding of what happens at Kenmore South State School.

This information published in the middle of this year, reports on the school's operations and outcomes in 2014. Any questions which arise from this report should be addressed to the Principal as indicated above.

School progress towards its goals in 2014

During 2014 we

- Continued to refine our Pedagogical Framework based on current educational research: John Fleming Model, Fisher and Frey's Explicit Teaching; Gradual Release of Responsibility and Jim Knight's 'High Impact Instruction'. It reflects the systemic core values and strategies addressed in 'United in our Pursuit of Excellence - Agenda for Improvement'. Education Queensland and Kenmore South State School are focused on improvement with these four fundamentals underpinning this pedagogical framework. We worked extensively with staff to further develop understandings relating Kenmore South State School's Pedagogical Framework.
- Worked on aligning student learning needs with curriculum development and teaching practices.
- Embedded differentiation practices into planning documents and teaching repertoires.
- Developed a whole of school approach to systematically teaching problem solving strategies in Mathematics, coupled with an emphasis on open ended investigations and tiered tasks.
- Provided staff with quality professional development in a range of areas such as Literacy, Numeracy, ICT, and Gifted and Talented Education.
- Focused on the implementation of a structured, systematic, and effective methodology, the explicit teaching model for academic knowledge and skills.
- Ensured consistency across the school in teaching practices, through clear and visible learning expectations of student achievement.
- Supported teachers through Pedagogical coaching where the focus is on developing and improving their teaching practices within the explicit teaching model along with implementing a cyclic and continuous coaching process ensuring each teacher's individual professional needs are met and extended.
- Each teacher is coached by the pedagogical coach where goals are collaboratively set.

Future outlook

From the 2015 Annual Implementation Plan, some of our core priorities will include:

- All staff undertaking collective responsibility of student learning data to inform improvement and intervention and all students identified as being below NMS or at risk of being below NMS have in place an evidence based support plan.
- Work with year levels through curriculum meetings to identify curriculum areas which can be streamed to enable specific differentiation practices within the teaching and learning cycle.
- Continue with numeracy project to identify tiered tasks, misconceptions and provision of challenging learning experiences and effective pedagogy.
- Engage SLP support within the early years to assist in the delivery of metalinguistic approaches and early reading intervention.
- Set referral block with data sets, expected outcomes, case manager and follow up procedures all documented.
- Planning meetings, along with Line of Sight meetings determine the deep understanding of curriculum and usage of C2C.
- Continue with an unrelenting focus on our pedagogical framework aligning feedback, coaching, staff meetings and PD.
- All teaching staff undertaking differentiated coaching and feedback processes.
- Principal to be critically involved within support meetings, SWD, G&T, Curriculum and Line of Sight meetings to ensure understandings, practices and expectations are in place.
- Use the SIU process to undertake a school review across the eight domains with a specific focus upon reading, writing, numeracy and spelling data and school practices associated with these.
- All class teachers undertaking data conversations between admin and class teachers every term.
- Establish the linkage between prep and pre prep providers to ascertain similarities, examine alignments, and identify differences. Feedback between sites to enhance practices and support transitions.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	497	250	247	95%
2013	527	255	272	95%
2014	571	283	288	96%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The student body has a fairly equitable distribution between boys and girls. 1% of our student body identify as Aboriginal or Torres
Strait Islander.

Average class sizes

	Average Class Size		
Phase	2012	2013	2014
Prep – Year 3	23	22	22
Year 4 – Year 7 Primary	25	24	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	1	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings
- An approach to teaching based on Student Readiness in the areas of Spelling and Reading Comprehension has been embedded in classroom practices and are timetabled vertically across the school
- Excursions, Incursions and Camps
- Chess Club
- Book Fair and Premiers Reading Challenge
- Artistic and Author visits

Extra curricula activities
Kenmore South prides itself on the mix of and success of its extra-curricular activities. These fall into several areas, and participation is encouraged first and foremost, with opportunities provided for reaching a high level of performance. The following details these offerings:

- Academic – Engagement with academic competitions as they arise such as ICAS, STEM and Maths tournaments.
- Music --- Instrumental music is offered for strings (violin, viola, cello) from Year three.
- From Year four, students can join the band (woodwind, brass, percussion).
- From Year four, students can join the choir.
- Dance --- Distinct styles of dance are catered for include school Disco's and Bush Dance.
- Sport --- Sport forms a significant part of Kenmore South. Full participation is encouraged. Teams sports include Netball, Touch, AFL, Softball, Baseball, Athletics, Swimming and Cross Country are staged as house sports, with carnivals conducted at the end of each season.
- Community Involvement --- Many senior students nominate to complete the Rotary Junior Community Award. This involves learning new skills and demonstrating this learning across a range of community based activities.
- Our school also participates in community events such as ANZAC march and charity fundraising events.

How Information and Communication Technologies are used to assist learning
Kenmore South recognises the need for students to access the 21st century digital world as an integral part of their learning and therefore computers, tablet technology and other digital learning devices are an aspect of learning at our school. This is achieved in some important ways.

Each room has a minimum of three computers with every classroom having an Interactive Whiteboard installed within them. Each class has a program planned for the development of skills in using the ICTs resource within their curriculum. Students develop skills that are transferable to programs that take place throughout the unit of work.

Our school has a well-appointed computer lab comprising of 28 desk top machines and an interactive whiteboard that all student access. Extensive use was made of this bank of computers for the teaching of technology skills.

The school has a dual role specialist ICT teacher whose role will be to work with both students and teachers to hone their ICT skills and development. Kenmore South State School is investigating the use of I-Pads loaded with educational apps for use across the Prep classrooms.

To be successful when using technology in education, it is important to focus on engagement, creativity, inquiry-based learning and differentiated instruction rather than on the technological tools used to amplify the learning which takes place in the classroom. Tablet technology is proving to be a critical part of the learning process.

The primary focus of the use of ICTs is as a communication tool. This is particularly evident when classes develop skills in use of email, both from a 'how to' point of view and an 'appropriate use' model. Research skills are also highly valued attributes for the use of ICTs.

Social Climate

The provision of pastoral care and the development of students' social growth are very important to us.

Leadership qualities are strongly emphasised in students here at Kenmore South State School. Students are continually encouraged to be organised, show initiative, treat people fairly and display courage by 'giving things a go'. Students are encouraged to consider themselves 'ambassadors' of the school whenever they are in uniform and be great role models to other children.

Further leadership programs provide students in Years 5 and 6 with opportunities to develop leadership skills and contribute to school decisions. Peer leaders and student leaders assist the Early Years students with games and social skills as well as raising funds for a nominated charity through the Student Council.

- Programs, based on Values Education, provide students with support and affirmation in relation to the development of virtues, citizenship, conflict resolution skills and the development of self-esteem.
- The Program is further supported two days a week by a school Chaplain.
- Students formed their own "Chappy Crew" group to assist younger students in the playground by organising games and sporting activities.
- Student behaviour in the playground is monitored and recorded by staff on duty – providing valuable information to track both positive and negative student interactions over time. This information is used to counsel and support students.

- An experienced Developmental Guidance Officer and Support Teacher Literacy and Numeracy work at the school and are integral members of the school's Student Support Committee which is also the overarching umbrella incorporating the Gifted and Talented Committee.

The students, the staff and the parents of Kenmore South work cooperatively and collaboratively to generate a climate of trust and support. The school community works together as a whole to encourage and support learning. We encourage every student to achieve to their potential and celebrate successes. This is founded on respect for each other, including selves, and respect for institutions, which may include the physical properties of the school, as well as the non-tangible assets such as friendship, compassion and tolerance.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	85%	97%	96%
this is a good school (S2035)	100%	94%	99%
their child likes being at this school* (S2001)	96%	100%	99%
their child feels safe at this school* (S2002)	100%	100%	98%
their child's learning needs are being met at this school* (S2003)	92%	92%	92%
their child is making good progress at this school* (S2004)	92%	92%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	83%	93%
teachers at this school motivate their child to learn* (S2007)	92%	92%	99%
teachers at this school treat students fairly* (S2008)	96%	97%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	97%	93%
this school works with them to support their child's learning* (S2010)	88%	97%	93%
this school takes parents' opinions seriously* (S2011)	83%	97%	94%
student behaviour is well managed at this school* (S2012)	96%	94%	94%
this school looks for ways to improve* (S2013)	96%	100%	96%
this school is well maintained* (S2014)	84%	92%	95%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	99%	98%	100%
they like being at their school* (S2036)	92%	98%	96%
they feel safe at their school* (S2037)	96%	98%	99%
their teachers motivate them to learn* (S2038)	98%	98%	93%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	95%
teachers treat students fairly at their school* (S2041)	91%	97%	89%
they can talk to their teachers about their concerns* (S2042)	92%	93%	80%
their school takes students' opinions seriously* (S2043)	90%	95%	86%
student behaviour is well managed at their school* (S2044)	85%	89%	91%
their school looks for ways to improve* (S2045)	98%	100%	98%
their school is well maintained* (S2046)	96%	86%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	90%	95%	90%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		76%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		77%	92%
their school takes staff opinions seriously (S2076)		77%	69%
their school looks for ways to improve (S2077)		96%	100%
their school is well maintained (S2078)		77%	85%
their school gives them opportunities to do interesting things (S2079)		84%	77%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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.

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 (Overviews of Expected Outcomes) which outline the key areas of learning for each year level. These overviews are provided on the school website. In addition parents are interested community members are also able to access our Whole of School Curriculum Overview which is also available on our schools website.

Open door policies facilitates further discussions between parents, teachers and students and are encouraged to provide school and home support for all students. Class teacher directed activities involving regular parent participation, be it in weekly reading group activities or weekly classroom help are also organised. Parents are also indirectly involved via the use of communication folders as required. Parents are encouraged to join with the school community to share their knowledge and expertise. Parents regularly join classroom teachers and assist with reading, maths, art, cooking and sport. Special events are widely supported by the school community. Irregular events include involvement at school discos, assemblies working bees and carnivals.

In class Voluntary Parent Support Programs operate, especially in the area of literacy where we have a number of keenly committed parents.

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 2nd 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 first class, with our weekly newsletter, the Green Sheet, published every Wednesday. An email copy is sent to those who prefer this way of receiving the newsletter, and it is also posted to the school website.
The school website, (http://kenmoresouthss.eq.edu.au/) is also a great source of communication with parents. In addition Kenmore South State School enjoys on online Facebook presence with updates and images of school and community events.

The P&C has a community within the website that functions for P&C specific communication.

Reducing the school's environmental footprint

Kenmore South State School's staff and students work towards the reduction of our schools impact upon the environment. Use of solar panels to harness the Suns energy as well as the utilisation of rainwater tanks supports these endeavours.
Our EHC (Every Hand Counts) Environmental group work on building a sustainable edible garden, some of the produce from this garden is utilised in our school tuckshop.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	183,684	613
2012-2013	107,222	0
2013-2014	145,953	499

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.

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	41	23	0
Full-time equivalents	35	16	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	4
Masters	2
Doctorate	0
Total	**41**
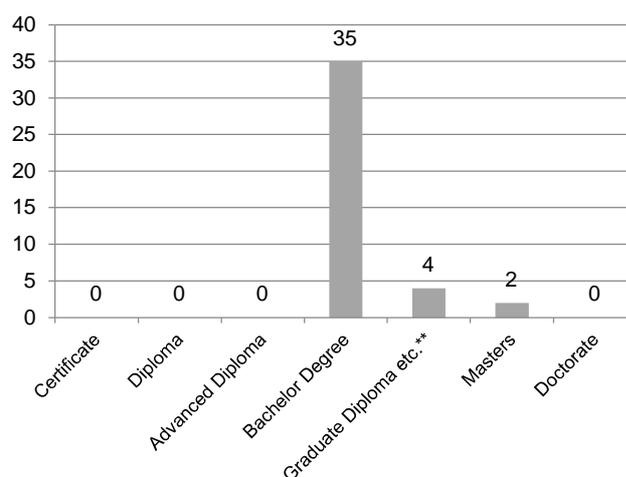
*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Queensland Government

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were $16 740.

The major professional development initiatives are as follows:

- Teacher networking,
- Support teacher Literacy and Numeracy Networking,
- Special Education Program teacher networking,
- Whole of staff training in Explicit Model of Teaching and gradual Release of Responsibility (Fischer and Frey, Hattie, Archer),
- Oneschool planning,
- Math problem solving,
- Ipads in classrooms,
- Tiered tasks in maths,
- Teacher math action planning

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff was retained by the school for the entire 2014 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.**

Find a school

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
☑ Non-government

SEARCH

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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	94%

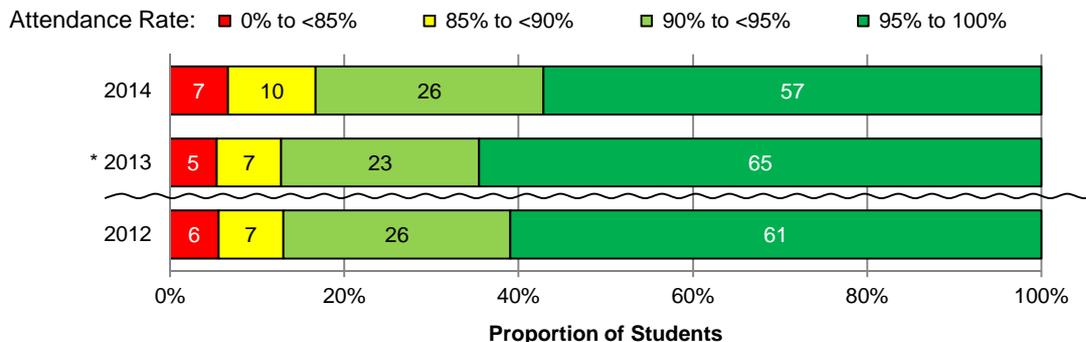The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	96%	94%	96%	95%	96%	95%	95%					
2013	94%	96%	94%	96%	95%	95%	94%					
2014	94%	94%	95%	93%	95%	94%	93%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	7	10	26	57
* 2013	5	7	23	65
2012	6	7	26	61

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Class rolls are marked electronically twice a day, first up in the morning and immediately after the second lunch break. Continued absences that are unexplained are notified to administration whereby phone contact is made in the first instance to explain the Managing Student Absences policy. If unexplained absences still continue, the notification process as part of the policy is commenced.

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' 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.

Achievement – Closing the Gap

In 2013, less than 1% of the student population identified as Indigenous. The attendance of these students was better than the Non- Indigenous students.

Throughout the school year, there was a 100% retention rate for these students within the school for the full year. In regards to academic attainment, 100% of these students achieved a „C" or higher in their academic reporting.