

Kennedy State School

Queensland State School Reporting

2015 School Annual Report



Every Student. Striving for Greatness

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Principal's foreword

Introduction

This report aims to inform about the general culture, climate, student and staff body and attainment of Kennedy State School. The Report informs about the school's improvement focus and vision for the future, it's 2015-2016 profile, curriculum and curriculum delivery, the extra-curricula initiatives and how ICTs are used. The report also informs about the school's social climate and strategies used to maintain a positive school climate.

School progress towards its goals in 2015

School improvement priorities in 2015 were attendance and NAPLAN improvement in Reading and Writing.

The 2015 attendance goal was to achieve overall attendance of 95% or above. This was achieved in 2015 with 95.4% overall attendance. Kennedy State School had it's best attendance rates in 2015 for at least 13 years and was recognised regionally as one of the most significantly improved schools with regards to attendance.

Student improvement in NAPLAN for reading was evident through mean score data which indicated that student improvement at Kennedy State School was similar to and greater than the national mean score improvement for 2015. Student improvement in writing continues to be a focus for improvement in 2016.

Future outlook

In 2016 at Kennedy State School there is a sharp and narrow focus on developing confident, articulate, skilled writers. Teachers are collaborating with others in the region to ensure that high expectations for our students are set and that quality teaching is occurring ensuring that our students are provided with the best possible instruction aimed at meeting the specific needs of individual students. Teachers are using marking rubrics to assess student writing and using quantitative and qualitative data to ensure that each child is developing their writing skills to their potential.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	64	31	33	25	91%
2014	64	30	34	29	91%
2015	51	26	25	22	100%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Students from Kennedy State School generally attend from within the school catchment area which is referred to as the Kennedy Valley. Approximately 45% of the school population identify as aboriginal and/or Torres Strait Islander. Most of our attending students belong to families that have lived in the region for more than one generation. There is a strong sense of community belonging and students are proud to be referred to as Kennedy kids. The catchment area includes the small Camu community as well as the Carruchan community which is a development of 1-2 acre allotments. There are a number of farming families from the Kennedy Valley with students attending the school. The main employer in the area is the banana industry and there are many families affiliated with this.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	11	24
Year 4 – Year 7 Primary	21	23	24

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0

Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Kennedy State School uses a differentiated approach to learning where student developmental needs are assessed and addressed. Teachers collect a range of data about student learning and development and analyse this data to determine how to best meet individual needs. The school uses a 5 weekly approach to assessing student learning where teachers meet every 5 weeks to check that all students are evidencing growth and development with their learning, particularly in the areas of literacy and numeracy. Kennedy State School uses the following to support student learning:

- Australian Curriculum
- Queensland Curriculum Assessment Authority resources
- Differentiated Instruction
- Direct and Explicit Instruction
- Play based learning in the Prep Year
- Inquiry based learning
- Small Group instruction
- Evidence based decision making
- Student centred planning

Kennedy State School uses the following diagnostic assessments:

- PM Reading Benchmark Assessments
- Progressive Achievement Tests in Reading and Mathematics
- FNQ Regional Numeracy Assessment

Extra curricula activities

- Sports
- Hobby Club
- Drama, Dance and Performance
- Volunteers Reading Programme
- Religious Instruction

How Information and Communication Technologies are used to improve learning

Our school uses laptops and i-Pads to enhance and engage student learning in all curriculum areas. We have one laptop per four students in the school which students use for a range of learning purposes.

and activities. We have six i-Pads in the P-3 classroom which are used to build on mathematical and language skills and knowledge.

We use 'Blackboard' to access learning opportunities though other schools and learning centres; this year our year 5 & 6 students were taught Mandarin through Cairns School of Distance Education. We have run a learning enhancement Programme through Brisbane School of Distance Education this year called 'Booster' to improve learning outcomes for our high performing students in Writing and Mathematics.

Both classrooms have digital whiteboards as well as another data projector to enable all focused teaching groups to access the appropriate learning content. Digital media is used in each subject to support and extend the development of required skills and knowledge. Students are taught to research and present information through use of ICTs.

Our school also uses purchased ICT programs to support learning (such as 'Reading Eggs').

Social Climate

Kennedy State School has a very calm and happy atmosphere. Students and staff are warm and inviting to new-comers and feedback from those that enter our site for the first time is that Kennedy students are bright, polite, respectful and responsible.

Kennedy State School has three school wide rules:

- Be Safe
- Be Respectful
- Be a Learner

These rules are explicitly taught across all school contexts via the following matrix:

Kennedy State School Behaviour Matrix



	ALL AREAS	LEARNING AREAS	PLAYGROUND	Toilets
BE RESPECTFUL	<ul style="list-style-type: none"> ▪ Wear the uniform with pride ▪ Use equipment appropriately ▪ Keep hands, feet and objects to yourself ▪ Respect others' personal space and property ▪ Follow instructions straight away ▪ Use appropriate and polite language ▪ Be honest ▪ Clean up after yourself 	<ul style="list-style-type: none"> ▪ Whole Body listening ▪ Enter and exit rooms in an orderly manner ▪ Work quietly so others can concentrate ▪ Follow instructions straight away ▪ Respond appropriately ▪ Leave others' property alone ▪ Make positive comments or comment in a positive way ▪ Be tidy with your work 	<ul style="list-style-type: none"> ▪ Include others ▪ Keep hands, feet and objects to yourself ▪ Use appropriate language ▪ Play inclusively ▪ Play by the rules of the game ▪ Take care of school property ▪ Return sports equipment ▪ Speak positively and encouragingly to others 	<ul style="list-style-type: none"> • Respect the privacy of others • Keep area clean and tidy • Flush the toilet after use
BE A LEARNER	<ul style="list-style-type: none"> ▪ Be in the right place at the right time ▪ Use problem solving strategies when situations arise. ▪ Do your homework ▪ Use toilets at break time ▪ Be an active citizen and help others to do the same 	<ul style="list-style-type: none"> ▪ Be organised ▪ Be honest ▪ Be an active learner ▪ Use Whole Body Listening ▪ Strive to be your best 	<ul style="list-style-type: none"> ▪ Be a problem solver ▪ Prepare for class on the bell ▪ Listen to each other when playing a game ▪ Review game rules before you start 	<ul style="list-style-type: none"> • Use toilets during break times • Play away from toilets
BE SAFE	<ul style="list-style-type: none"> ▪ Walk on concrete ▪ Clean up after yourself ▪ Wait your turn ▪ Ask permission to leave the classroom ▪ seek adult help if required ▪ Remain in view of an adult ▪ Practice safety drills carefully 	<ul style="list-style-type: none"> ▪ Walk ▪ Use equipment appropriately ▪ Push your chair in ▪ Keep your desks in tidy rows leaving enough room for people to walk <u>between</u>. 	<ul style="list-style-type: none"> ▪ Care for the environment ▪ Be sun safe – wear a hat ▪ Shoes on ▪ Choose safe behaviours ▪ Be thoughtful about how you use equipment 	<ul style="list-style-type: none"> • Walk • Use good hygiene • Let the teacher know if the toilets are not clean

Our school uses the 'You Can Do It!' programme to encourage confidence, persistence, resilience, organisation and 'getting along' in our students.

Students are encouraged to excel in their academic, sporting and social pursuits through use of School Wide Positive Behaviour Support. Positive behavior is celebrated through weekly awards and encouragement incentives.

Each year our school participates in the national ‘Bullying, NO WAY!’ day and students take responsibility for ensuring that bullying is not tolerated in our school. Parents and families also share this responsibility through maintaining communication with the school and supporting our school expectations regarding student behavior and well-being.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	88%	75%	100%
this is a good school (S2035)	94%	100%	100%
their child likes being at this school (S2001)	88%	100%	100%
their child feels safe at this school (S2002)	88%	100%	100%
their child's learning needs are being met at this school (S2003)	88%	75%	100%
their child is making good progress at this school (S2004)	88%	75%	100%
teachers at this school expect their child to do his or her best (S2005)	94%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	100%	100%
teachers at this school motivate their child to learn (S2007)	94%	100%	100%
teachers at this school treat students fairly (S2008)	82%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	88%	100%	83%
this school works with them to support their child's learning (S2010)	88%	75%	100%
this school takes parents' opinions seriously (S2011)	88%	100%	100%
student behaviour is well managed at this school (S2012)	71%	100%	100%
this school looks for ways to improve (S2013)	94%	100%	100%
this school is well maintained (S2014)	94%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	83%	78%	100%
they like being at their school (S2036)	92%	100%	100%
they feel safe at their school (S2037)	100%	87%	100%
their teachers motivate them to learn (S2038)	96%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	94%
their teachers provide them with useful feedback about their school work (S2040)	92%	91%	100%
teachers treat students fairly at their school (S2041)	83%	68%	100%
they can talk to their teachers about their concerns (S2042)	86%	76%	100%
their school takes students' opinions seriously (S2043)	92%	81%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	88%	87%	94%
their school looks for ways to improve (S2045)	92%	87%	100%
their school is well maintained (S2046)	92%	91%	89%
their school gives them opportunities to do interesting things (S2047)	100%	83%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	89%	91%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	80%	67%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	89%	100%	88%
staff are well supported at their school (S2075)	89%	91%	75%
their school takes staff opinions seriously (S2076)	89%	91%	75%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	89%	91%	100%
their school gives them opportunities to do interesting things (S2079)	89%	100%	100%

'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

Parents are invited to be involved in their child's education through participation in homework, joining the P&C, receiving semesterly reports and parents in the upper class receive feedback through student data books which are sent home every 5 weeks. Parents are invited to volunteer at the school in our volunteer reading programs and life skills programs. The school employs a liaison officer who works with families and community organisations to ensure that the school is meeting the needs of all students.

Kennedy school's small sized allows for regular contact to be made with parents about their child's learning either via phone contact or informal catch ups. The school also holds parent social evenings each term where we encourage parents to make connections with the staff at the school. The school has a policy that, where a student is receiving individualised support, parent contact is made to ensure that parents are aware of the extra support their child is receiving and the specific goals aiming to be achieved.

Reducing the school's environmental footprint

Kennedy students and staff are encouraged to reduce the environmental footprint of the school through turning off lights in classrooms not being used, turning off air-conditioners when not in use, only turning on the air-conditioners when the temperature is above 28 degrees celcius. The school has also started a composting program and rubbish recycling.

Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	41,937	0
2013-2014	35,428	0
2014-2015	31,622	40

*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.

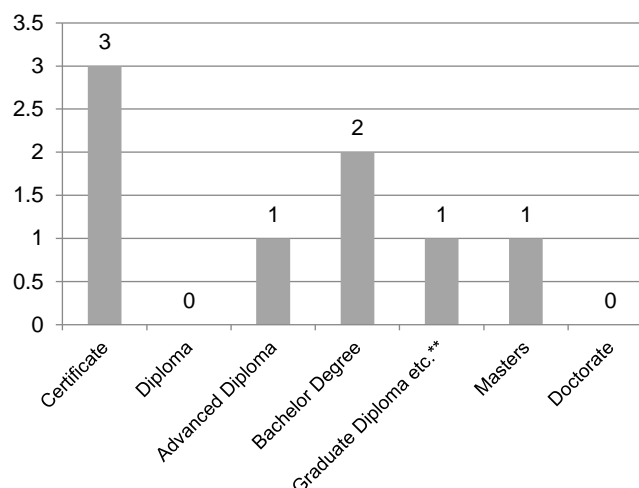
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	9	1
Full-time equivalents	3	4	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	0
Advanced Diploma	1
Bachelor Degree	2
Graduate Diploma etc.**	1
Masters	1
Doctorate	0
Total	8



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$6765.

The major professional development initiatives are as follows:

- Reading
- Writing
- Pedagogy
- Teacher mentoring
- Fortnightly Professional development within the school

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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 was retained by the school for the entire 2015 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

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	94%	90%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	84%	93%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

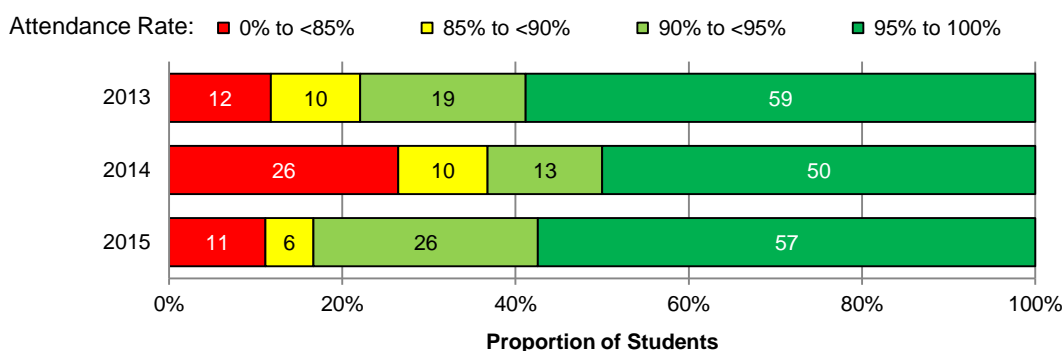
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	94%	97%	93%	98%	94%	90%	91%	99%
2014	87%	89%	93%	92%	92%	89%	89%	91%
2015	96%	93%	94%	100%	97%	95%	95%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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 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.

It is an expectation that students are in attendance at school every day. When a student enrolls at Kennedy our attendance policy is clearly outlined and attendance expectations clarified. The roll is marked via electronic rolls every day at 9am and 2pm.

Our school has an attendance hotline for parents to call if their child is absent from school. If a student is absent without explanation our attendance officer makes phone contact with the parent on that same day. Our school encourages high attendance through providing students who attend regularly with a celebratory activity at the end of the year. If attendance requirements are not being met by a parent/s the principal makes formal contact with the parent/s to determine the barriers to attendance and address the prevailing issues.

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.

Find a school

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.