



Every Student Striving for Greatness

Kennedy State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	161 Kennedy Creek Road Kennedy 4816
Phone:	(07) 4066 6555
Fax:	(07) 4066 0274
Email:	principal@kennedyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Melissa Bryant

School Overview

Established in 1927, Kennedy State School is a multiage, co-educational state school situated close to Cardwell about 180km north of Townsville and the same south of Cairns. Our Junior Classroom is composed of Prep, Grades 1, 2 & 3, while our senior classroom is comprised of Grades 3, 4, 5 and 6. Our successful curriculum has a central focus on high levels of literacy and numeracy, with the remaining curriculum delivered occasionally as integrated units of study, but more often as distinct subjects. Teachers at Kennedy have high expectations of their students and ensure an ordered, well managed classroom with effective teaching and learning experiences. Parent satisfaction is consistently higher than the state average in the areas of Learning Climate and Curriculum.

Principal's Foreword

Introduction

This report aims to provide a snapshot of Kennedy State School outlining the overall culture, priorities, expenditure, achievements and general climate over the 2016-2017 year. The report gives a brief overview of the characteristics of the student body, including enrolments and class sizes as well as demographics. It outlines curriculum offerings and how Information and Communication Technologies are used in the school. The report informs readers of the social climate of the school as well as parent and student satisfaction as indicated through the school opinion surveys which are completed on a voluntary basis. The report also provides information about staff demographics, student attendance and performance as well as school funding sources and environmental footprint. Please do not hesitate to contact the school principal to discuss any information provided in this report.

School Progress towards its goals in 2016

A review of school information and data from 2015 led to the development of specific targeted school improvement goals.

2016 Goal 1: Improve student writing and have clear evidence of this improvement.

Progress: The school team was successful in attainment of this goal in 2016. Teachers used a Writing Marking Rubric to guide teaching and monitor student growth in their specific writing goals. The rubric was also used by students to set their own goals. All students showed evidence of having improved in their writing goal areas.

2016 Goal 2: Develop and implement effective differentiation processes to ensure that every student shows evidence of growth in the learning areas of English and Mathematics.

Progress: This goal was achieved. The school developed and implemented an effective process which continues to be used in 2017. This process targeted students not showing expected growth in their learning and prescribed specific learning activities and goals. Their progress was monitored over 5 school weeks to ensure that they achieved their goals.

Future Outlook

In 2017 our specific goals for improvement are:

Goal 1: Every tier 1 student will achieve one year of learning growth or more on 'Aspects of Writing' on the Literacy Continuum by the end of 2017.

Goal 2: Kennedy School English grades will show an increased number of students obtaining a C, B or A standard of achievement in English.

We have a strong focus on learning together and ensuring that teachers, students, parents are part of a team aiming to ensure that students can be as successful as possible.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	64	30	34	29	91%
2015*	51	26	25	22	100%
2016	44	24	20	24	89%

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 2016, 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

Overview

Students from Kennedy State School generally attend from within the school catchment area which is referred to as the Kennedy Valley. All students come from an English speaking background. Approximately 45% of the school population identify as aboriginal and/or Torres Strait Islander. Many 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 Indigenous Community, CAMU, along the Bruce Highway as well as the Carruchan community in the Kennedy Valley which is a development of 1-2 acre rural allotments. The main employer in the area is the banana industry.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	11	25	24
Year 4 – Year 7	23	24	23

*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.

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 student assessment cycle in which 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
- PROBE Reading Analysis
- Progressive Achievement Tests in Reading and Mathematics
- FNQ Regional Numeracy Assessment

A range of summative and formative assessments are also used by class teachers.

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 through 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 'IMPACT' 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

Overview

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.

The school is small enough to ensure that individuals' needs are planned and catered for. Our school works closely with the Ulysses Cluster Special Education department and share resources and staff in a manner that best meets the needs of our students with disabilities. The school also works with Tully Support Centre – youth services to provide support to students if required.

Kennedy State School has a Combined Religion program held each week for students participating in religious studies.

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 between. 	<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!' program to encourage students to use the '5 Keys to Success'; Confidence, Persistence, Resilience, Organisation and Getting Along.

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	75%	100%	100%
their child is making good progress at this school* (S2004)	75%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	83%	91%
this school works with them to support their child's learning* (S2010)	75%	100%	91%
this school takes parents' opinions seriously* (S2011)	100%	100%	91%
student behaviour is well managed at this school* (S2012)	100%	100%	91%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	78%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	87%	100%	93%
their teachers motivate them to learn* (S2038)	100%	100%	93%
their teachers expect them to do their best* (S2039)	100%	94%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	100%	100%
teachers treat students fairly at their school* (S2041)	68%	100%	100%
they can talk to their teachers about their concerns* (S2042)	76%	100%	93%
their school takes students' opinions seriously* (S2043)	81%	100%	79%
student behaviour is well managed at their school* (S2044)	87%	94%	79%
their school looks for ways to improve* (S2045)	87%	100%	93%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their school is well maintained* (S2046)	91%	89%	93%
their school gives them opportunities to do interesting things* (S2047)	83%	100%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
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)	91%	100%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	67%	60%
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)	100%	88%	92%
staff are well supported at their school (S2075)	91%	75%	83%
their school takes staff opinions seriously (S2076)	91%	75%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	91%	100%	75%
their school gives them opportunities to do interesting things (S2079)	100%	100%	92%

* 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

Parents are invited to be involved in their child's education through participation in homework, joining the P&C, receiving Student Progress Reports which are provided to parents each semester and through 'Learning Logs' which are shared with families every 5 weeks. Learning Logs outline student progress towards personal learning goals and school based goals.

Parents are invited to volunteer at the school in our volunteer reading programs and life skills programs. Parents are invited to make contact with their child's class teacher often and email and SMS is regularly used as a form of communication.

Kennedy school's small sized allows for regular personal 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.

Kennedy School works with community groups such as Tully Support Centre, Gurrungun Aboriginal Corporation, Conservation Groups, Qld Police and Ingham Child and Family Health.

Respectful relationships programs

The school implements teaching and learning activities that focuses on personal safety and awareness which includes identifying and responding to abuse and violence and developing students' skills in conflict resolution. This is implemented in the curriculum area of Health as well as through explicit teaching of respectful behaviours. The school also has an annual visit from 'Bravehearts'



which is an Education Program aimed at teaching children personal safety skills and ways to develop appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

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 Celsius. The school has also started a composting program and rubbish recycling.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	35,428	0
2014-2015	31,622	40
2015-2016	34,877	

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.

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 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	7	0
Full-time Equivalent	3	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	3
Diploma	
Certificate	4

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5,844.

The major professional development initiatives are as follows:

- Cluster learning initiatives in Professional Learning Communities
- Writing – NAPLAN marking
- Community Engagement
- Wellbeing
- Sports Coaching
- Literacy Programming
- Oneschool Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

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 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	90%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	93%	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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

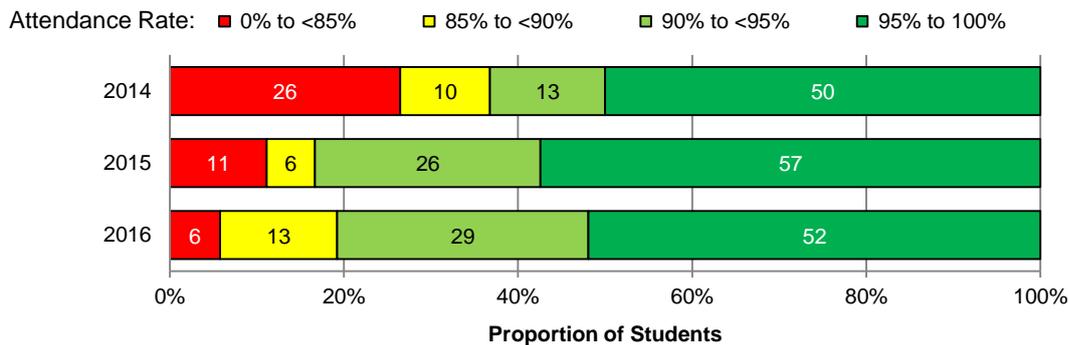
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	87%	89%	93%	92%	92%	89%	89%	91%					
2015	96%	93%	94%	100%	97%	95%	95%						
2016	93%	93%	95%	95%	98%	95%	96%						

*Attendance rates effectively count 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 maintaining close communication with families about attendance, publishing attendance data in the newsletter, discussing attendance with students and at P&C meetings and 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 to address the prevailing issues.

NAPLAN

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.

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