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Principal's foreword

Introduction

THIS REPORT TO THE SCHOOL COMMUNITY WILL HIGHLIGHT THE ACTIVITIES, PERFORMANCE AND SUCCESSES OF KENMORE STATE SCHOOL THROUGHOUT 2008. IT WILL ALSO DETAIL PLANS FOR THE FUTURE DEVELOPMENT OF THE SCHOOL IN TERMS OF THE ACADEMIC PERFORMANCE OF OUR STUDENTS, FACILITIES ENHANCEMENT AND COMMUNITY ENGAGEMENT.

In 2008, the school embraced the QCAR agenda (Queensland Assessment and Reporting Framework) , and began the process of aligning current school practices in curriculum design , assessment and reporting to the new framework. Additionally, many hours of professional development were delivered or attended to ensure that Kenmore State School and its staff were well prepared for the implementation of Learning Essentials. Teacher Aides attended the five day departmental literacy training, providing further skill and expertise in curriculum delivery. This continues to be a work in progress and will extend throughout 2009 with the design of curriculum overviews and assessment procedures. The new 'OneSchool' Reporting System was utilised to provide reports to Parents in Semester 2.

With the support of the P&C, Prep at Kenmore benefitted from over \$25 000 of new resources, strengthening our early childhood programs and positioning our school as being a *School of Choice* for many new families to the area. A dramatic increase in enrolments in 2009 has solidified this position. Kenmore State School continues to promote early childhood links with Kenmore and District Kindergarten with collaborative events such as Under Eights Day being well received in the local community.

Kenmore State School's strength in catering for a wide range of learning abilities is reflected in our consistent performance above the state mean in all areas of the NAPLAN tests in 2008. Our Learning Support, ESL and Special Education Teams continue to provide a suite of programs and support commensurate to individual student ability.

Reflective of the Smart Schools agenda, Kenmore State School introduced Interactive Whiteboards to several classrooms and trained teachers in their effective use as a teaching tool. It is anticipated in 2009 that this program will continue with several more whiteboards planned for classrooms.

Middle Years programs have been varied and have included Forensic Science workshops at Kenmore State High School, Environmental Education Programs at the Pullenvale Environmental Education Centre and school visits by Maths Presenters.

Environmentally, our school completed the installation of rainwater tanks, with all toilets and irrigation within the school being able to access this system.

Proudly, Kenmore is a community based school which is 'moving along' and will continue to embrace the challenges of the future for our students and our community.

If, after reading this report, any further information is required, please do not hesitate to contact me .

Garry Drummond (gdrum1@eq.edu.au)

Principal June 2009

Future outlook

Kenmore State School's Three Year Strategic Plan was designed in consultation with the school community and is designed to provide the framework for the future. Central to the plan is the continued enhancement of curriculum across all year levels and the ongoing commitment to improving learning outcomes.

Our school prides itself on its record of implementing inclusive education and the increasing diversity of our student population and growth in the Special Education Program demand that we remain very focussed on this agenda. Policies, practices and decision making will continue to be guided by the principles of equity and social justice including camping and sporting programs and the development of responsible behaviour. Staff professional development in catering for our diversity remains a high priority.

Key Strategies for the Future include:-

- Implementation of "What State Schools Value" Values Education Framework and the subsequent embedding of this into curriculum development
- The continued application of the "You Can Do It " Social Skills Program throughout the school to promote responsible behaviour
- Reviewing the Responsible Behaviour Plan to remain consistent with current school practices and trends
- Incorporation of E-Learning strategies and a futuristic perspective into curriculum programs, and total school practice (facilities, pedagogy). The P&C are committed to supporting the school in implementing the school ICT Plan in 2009.
- Increased liaison with Kenmore State High School and The Pullenvale Environmental Education Program to provide programs which reflect individual learning needs, particularly across Middle Years and Gifted Education areas (including the Artist in residence Program)
- The development of a Marketing Plan to attract enrolments and to address retention through to State secondary school
- Continuing to progress Kenmore State School as an environmentally aware and friendly organisation , and the subsequent embedding of environmentally conscious activities throughout our curriculum
- Complementing the Developing Performance Framework for teachers by ensuring that Professional Development is accessible and increases their capability to provide relevant and purposeful learning experiences for our students.
- The development and enhancement of relationships with local businesses and organisations
- Embracing new facilities projects and engaging the community in modernising all campus facilities
- Kenmore State School is privileged to have a supportive and active P&C who continue to provide resources and facilities for our school. Further developments, as highlighted in the Master Plan , will be carried out in the next triennium. Projects anticipated for completion in the future include:-
- The redevelopment of the Senior Playground
- The erection of shade sails and the 'tiger' turfing of the Quadrangle area to create an outdoor classroom
- The demolition of the Junior Eating Area and the erection of a new covered area

Our school at a glance

School Profile

Kenmore State School was established in 1900 and is located in the central business area of the Western Brisbane suburb of Kenmore. In 2008, the campus averaged 322 students in Prep – Year 7 and the Special Education Program. Most year levels in our co-educational school had between 30 and 50 students. In 2008, our SEP catered for 42 students with disabilities related to autistic spectrum disorders and speech learning impairment. Students are drawn mainly from Kenmore, but some come from the neighbouring suburbs of Chapel Hill, Brookfield, Pullenvale, Moggill and Bellbowrie.

Additionally, Kenmore is becoming increasingly multicultural with 27 Nationalities represented and over 40 students involved in ESL programs within the school. Our rich multicultural focus is celebrated on an annual basis with our school “ Multicultural Fair”, a cultural night conducted by our P&C.

The parents of our children place great importance on education and provide positive support for their children’s learning .As a result, most students are really motivated to learn and capable of excellent levels of achievement. Parents have high expectations that their children will do well at school and actively pursue all avenues to ensure success is forthcoming.

The majority of students who complete Year 7 at Kenmore State School choose Kenmore State High School for their secondary education. The German Language , which is offered as a LOTE at Kenmore State School is often used as an introduction to the German Immersion Program at Kenmore State High School.

Kenmore State School is a central hub in the local community and has extensive facilities which are utilized by church, sporting and arts groups. A very successful P&C operated Community Education program is offered at the school providing educational services and activities to the wider community.

The school mottos “Courtesy and Knowledge” and “Strength in Diversity” exemplify the vision of the school in providing an educational environment which prepares and caters for all students enabling them to successfully fulfill their future roles as active and informed citizens.

Curriculum offerings

Our Distinctive Curriculum Offerings

The Kenmore State School Curriculum Plan specifies Core Learning for all students. The curriculum is drawn from the Learning Essentials in each of the eight Key Learning Area syllabuses. Specific outcomes for students with special needs are developed in Individual Education Programs for our Special Education Unit students.

Social outcomes as specified in *Program Achieve – You Can Do It* and exit outcomes in Information and Communication Technologies are incorporated in each unit of work.

Central to the Curriculum Plan is the Kenmore State School Literacy Program. The curriculum at Kenmore State School focuses on maximizing learning by collaboratively developing programs reflective of the needs, interests and abilities of students. The staff has determined focus outcomes for each year level to be achieved by a range of unit topics specified for delivery at each year level.

- In Science, classes had the chance to work with parents whose occupations involve working scientifically in a wide range of fields.
- SEP teachers and classroom teachers planned learning experiences and programs collaboratively
- The continuation of The Courtyard Club – a place where students who have difficulty interacting within the regular playground can learn to develop positive relationships.

Our school at a glance

- Student Leadership Program focused upon team building and peer support
- Access to University of New South Wales Testing Programs
- Access to the Artist in Residence Program at the Pullenvale Environment Education Centre
- CAPON Gross Motor Skills Program for Prep Students

Extra Curricula Activities

- Year 7 Leadership Conference
- Chess Tuition and Club
- Swimming Club operated by the P&C
- MS Read-a-Thon and Premier's Reading Challenge
- School Camps and Excursions
- World of Maths Experiences
- Extensive Instrumental Music Tuition and Competitions
- Life Education Program
- Middle School Activities arranged in partnership with Kenmore State High School
- World Vision Conference at Chandler

How computers are used to assist learning

One computer lab accommodates full classes of students with one to one access and a second computer lab positioned in the Resource Centre provides 16 computers for student access. An IT technician was employed one day a week to maintain the network. Teachers are encouraged to integrate Information and Communication technologies into all aspects of the student's learning. Each classroom had capacity to provide ICT integration in learning activities.

Our teacher librarian undertakes specific media related skills based integrated lessons with all classes based on the unit of work which the year level is currently studying.

ICT development at Kenmore State School is identified for additional resources in 2009 with the introduction of further interactive whiteboards and the enhancement of computer hardware. A commitment to upgrading equipment has resulted in all school computers utilized in labs being under 2 years old.

We embrace the Smart School's Agenda to develop a "learning community", whereby teachers undertake opportunities to develop meaningful and engaging learning experiences. Access to professional development by teachers throughout 2009 will provide a catalyst for further development in this area.

Social climate

At Kenmore State School we have been proactive in promoting a school climate where students feel they belong to a school that accepts, supports and cares about them.

The continued integration of our Social Outcomes Program 'You Can Do It' focuses on proactive strategies to assist students, parents, staff and the wider community to foster appropriate values and attitudes towards positive citizenship. The five keys to success:-

- Confidence
- Persistence
- Getting Along

Our school at a glance

- Organisation

- Emotional Resilience

are continually reinforced and are used as the basis for awards and social outcomes lessons with students.

Additionally, our Responsible Behaviour Plan provides the expectations for Behaviour at our school. Central to our plan are the 4 C's :-

- Care;
- Co-operation;
- Consideration;
- Commonsense;

from which school rules and expectations are formed and aligned.

The partnership between our school and the parent community is strong and productive and we encourage parent, carer and community input through our P&C Association, being actively involved in your child's learning and classroom environment or by visiting our staff and administration team.

Involving parents in their child's education.

We appreciate the support of parents in working with us in partnership to ensure each student achieves to his/her full potential. Open communication is the key to this partnership, with opportunities to meet with teachers and to contribute to school activities including participating as a classroom helper and/or being involved in, the tuckshop as a volunteer or as a member of the P&C.

We value and acknowledge the work of parents at our annual Volunteers' Morning Tea as well as giving parents regular opportunities to be informed about and to share in their child's learning and the life of the school through newsletters, assemblies and learning celebrations.

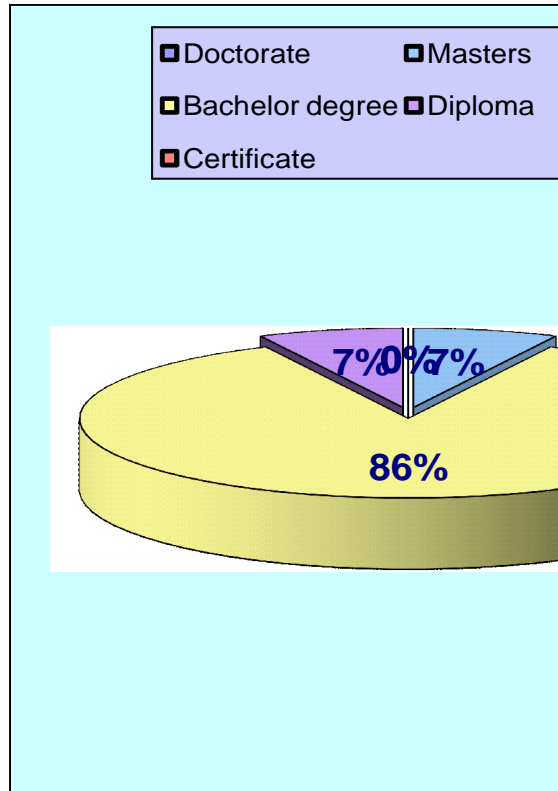
Parent involvement is a key aspect of maintaining a strong community spirit in our school setting. Some of the activities include:

- Classroom volunteers program and Class –Parent Representation
- Parent and Community presentations
- Support- A- Reader volunteers
- Parents and Citizens Association (P&C)
- Parent Information Evenings
- Parent – Reporting and Interviews (twice yearly)
- Tuckshop Support
- Book Club Coordination
- Under 8's Day
- Sports Days, Swimming Carnivals
- Fundraising Days

Our staff profile

Qualifications of all teachers.

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 24 |
| Diploma | 2 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$19 919.

The major professional development initiatives are as follows:

- Literacy Training for Teacher Aides,
- Crossing Cultures Awareness Training,
- Preparatory Year of Schooling,
- Middle Phase of Learning in conjunction with Kenmore State High School,
- QSA Curriculum Training,
- The Professional Standards for Teachers,
- ICT (Intel Course) ,
- Pedagogical Licence attainment
- Smart Moves Conference
- Autistic Spectrum Disorder Workshops
- First Aid Training – CPR updates ,
- Supportive School Leadership Training,
- SEP Training and Jolly Phonics
- Curriculum Planning Release Time to work collaboratively on QCAR Curriculum Plans

THE INVOLVEMENT OF THE TEACHING STAFF IN PROFESSIONAL DEVELOPMENT ACTIVITIES DURING 2008 WAS 82 %.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 88 % of staff was retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 95 %.

Key outcomes

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.

| Domain | Measures | Yr 3 | Yr 5 | Yr 7 |
|-------------------------|--|-----------|-------|-------|
| Reading | Average score for the school | 406 | 495 | 555 |
| | Average score for Queensland | 371.1 | 466.1 | 528.1 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 89 % | 93 % | 98 % |
| Writing | Average score for the school | 414 | 482 | 552 |
| | Average score for Queensland | 391.8 | 468.9 | 522.7 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 93 % | 88 % | 95 % |
| Spelling | Average score for the school | 377 | 477 | 541 |
| | Average score for Queensland | 366.7 | 462.0 | 528.0 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 91 % | 86 % | 98 % |
| Grammar and Punctuation | Average score for the school | 396 | 506 | 544 |
| | Average score for Queensland | 370.4 | 476.6 | 518.0 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 89 % | 90 % | 93 % |
| Numeracy | Average score for the school | 378 | 480 | 565 |
| | Average score for Queensland | 367.9 | 458.2 | 539.0 |
| | For the school the percentage of students at or above the national minimum standard. | 2008 91 % | 90 % | 98 % |

| Results in the Year 2 Diagnostic Net | |
|--------------------------------------|---|
| | Percentage of students not requiring additional support |
| Reading | 50% |
| Writing | 78% |
| Number | 75% |

Performance of our students

Value added

Literacy and Numeracy

Many students received intervention support in 2008 using funding from the Upper Primary Literacy Grant, the Even Start Program. Intervention was provided utilizing the services of a teacher and our teacher aides providing intensive literacy and numeracy intervention across all year levels.

This is a clear indicator that we are determined to consistently add value to the students' learning.

Gifted and Talented Programs

Kenmore State School offers a range of programs suited for gifted and talented learners. Our GEM (Gifted Education Mentor) actively seeks out opportunities within the educational community and ensures accessibility for students.

Supportive School Environment

Program Achieve – "You Can Do It" continued to be implemented as the school program for developing student social outcomes and values education. The Responsible Behaviour Plan for Students was implemented.

Active School Travel Program

Kenmore State School's Involvement in this innovative Brisbane City Council Program reinforces our commitment to the development of healthy habits and environmental sustainability.

Outstanding Facilities

Kenmore State School can boast exceptional facilities per capita. The school has a fully refurbished 25m swimming pool, a hall, fully air conditioned classrooms across the school, separate playgrounds for upper and lower school students, a large oval, synthetic tennis courts and exceptional learning resources which cater for all students.

Parents and Citizens' Association

An active, supportive and focussed P&C Association which operates the Outside Hours School Care, Swimming Club, Tuckshop, Community Education and Tennis Club contributing many resources to the school each year. Our school acknowledges the hard work and dedication of the parents and volunteers which contribute to our wonderful school each year.

Managing Young Children Program (MYCP)

Kenmore State School is pleased to be a base school for the MYCP program which houses a team of specialist teachers working on developing positive relationships between family members.

Parent, student and teacher satisfaction with the school

Overall, satisfaction from all members of the school community, as indicated in the School Opinion Survey for 2008 was very positive. Kenmore State School has a very positive and supportive community of students, parents and teachers.

Parents responded with an 72% satisfaction rating in relation to Kenmore State School being a good school, whilst students responded with 84.7%. This increased from 73.1% in the preceding year.

Parents and students highlighted their satisfaction with the access to Learning Technology which is available at the school.

Parents and students generally indicated that they were pleased with most aspects of school climate, learning climate and school community relations.

Staff responded with a 90% satisfaction response on average in relation to the school being a good place to work and that they are happy working in the school.