Kenmore State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Kenmore State School is a strong school with a proud history and a bright future. Serving the Kenmore community for over 115 years, our school provides a rich range of academic, cultural, artistic, physical and social pursuits. We are very proud of our diverse school environment and the strong sense of community that is felt throughout our school. Kenmore State School has a positive learning culture built on the mutual respect evident between the teaching staff, parents and students. Our school is located on beautiful grounds – a highlight is a spectacular natural environmental area and the large open green spaces of our play areas. We truly are the heart within the heart of Kenmore.

Kenmore State School aims to set and achieve high expectations and goals for our students. Our vision: Strive, Create, Achieve aims to ensure we provide opportunities for every child to experience success and we focus on ensuring that every child is achieving their potential. Another focus is to build on the existing strengths of our students while working towards future opportunities enabling them every success with their education.

In terms of teaching and learning, we provide our Early Phase students in Prep – 2 with a developmentally appropriate, Australian curriculum, which builds independence, engagement and success within a negotiated and stimulating environment. Our focus in the early phase is to develop mastery and automaticity with fundamental skills in literacy and numeracy necessary for future success in other subject areas.

We provide our Year 3 – 6 students specialist teaching to encourage students to develop their potential. In years 4-6, the focus remains on extending student skills in the basic areas through high quality teaching and effective instruction. Each teacher specialises in a number of subject areas and students rotate through each area in a unique and highly effective approach further developing independent learning and ensuring all students are prepared for future schooling. We teach all of our key lessons using explicit instruction which is the signature pedagogy of our school and forms the cornerstone of our pedagogical framework.

This School Annual Report provides information about our school in a range of different areas and celebrates all of the areas that the school has achieved success. It includes information about the special programs that have operated over the 2015 school year and includes narratives around the results to provide a contextual understanding of what has occurred at Kenmore State School during the year.

This information, published in the middle of this year, reports on the school's operations and outcomes achieved in 2015. Any questions which arise from this report should be addressed to the Principal as indicated above.

School progress towards its goals in 2015

Kenmore SS had a number of strong improvement agenda priorities for 2015. The progress made in our two major priorities, Successful Learners and Great Teaching are outlined in the table below:

Priority 1. Successful Learners	
Strategy: Delivering a high quality curriculum.	**Outcome**
Teachers provide regular feedback to students around their reading progress through targeted student goals and develop Individual Curriculum Plans where necessary.	Achieved
Embed the teaching of reading and writing through an explicit language and literacy framework.	Achieved
Review and continue to consistently implement the school's vocabulary and phonics program.	Progress made.
Continue to consolidate and embed a common language of explicit numeracy pedagogy across the school, with a specific focus on problem solving, interpreting literacy elements and higher order thinking.	Achieved
Provide a supported and differentiated curriculum for verified students.	Achieved
Strategy: Meeting our learners' needs.	**Outcome**
Embed focused intervention strategies for Year 3 and Year 5 students identified as having potential to move into the upper two bands of NAPLAN.	Achieved
Continue formal interschool moderation process to ensure consistency of teacher judgment. Introduce an internal moderation process.	Achieved – externally. Internal moderation completed informally.
Develop a common approach to the differentiation of mathematics instruction to cater for the individual needs of students.	Progress made – to be continued in 2016.
Implement disability specific curriculum options for verified students.	Achieved
Strategy: Using data to inform student improvement.	**Outcome**
Analyse, triangulate and track available reading data to monitor performance and inform practice at key junctures.	Achieved
Establish short data cycles for the collection of diagnostic data, involving pre and post testing for numeracy units to improve student learning outcomes.	Achieved
Priority 2. Great Teaching	
Strategy: Implementing high quality, evidence proven pedagogy.	**Outcome**
Further embed the Kenmore SS Pedagogical Framework. Provide access to professional learning opportunities for all teaching staff related to pedagogy and improving the quality of instruction.	Achieved. Further review to be completed in 2016.
Use peer observation, feedback, differentiated coaching and learning, to improve teaching practices.	Achieved
Strategy: Embedding differentiated teaching practice.	**Outcome**
Provide a whole school approach to supporting student learning encompassing differentiated teaching, focused teaching and intensive teaching.	Achieved
Strategy: Building teaching capacity.	**Outcome**
Implement co-coaching mentoring and professional learning community opportunities for teachers to share recent research and best practice. Share practice across classrooms.	Achieved
Continue to support further PD in the teaching of reading, I.e. Reading to Learn (P-3) and Cars & Stars (4-6).	Achieved
Provide opportunities for all teachers to undertake an annual performance review with a strong focus on pedagogy development.	Achieved
Provide opportunities for staff to undertake PD through MSSWD online training programs to cater for SWD students. Provide specific PD in disability specific areas.	Achieved

Future outlook

The 2016 school year will see Kenmore S.S. continue to focus on four core priorities. These priorities form part of our Explicit Improvement Agenda. The school has a strong direction that is underpinned by an unrelenting focus on our four core priorities:

· **Priority 1 – Successful Learners** – achieved through:

- **Delivering a high quality curriculum – Meeting our learners' needs – Using data to inform student improvement**

· **Priority 2 – Great Teaching** – achieved through:

- **Implementing high quality, evidence proven pedagogy – Embedding differentiated teaching practice – Building teacher capacity**

· **Priority 3 – High Expectations** – achieved through:

- **Maximising student outcomes through high impact actions – Setting the bar high and believing every student can succeed**

- **Achieving high standards of teacher professionalism**

· **Priority 4 – Strong Partnerships** – achieved through:

- **Collaboratively empowering our people to improve outcomes – Creating strong partnerships and networks to improve outcomes**

Targets & Timelines: In 2016, the targets to achive are:

- 60% of students achieve in the top two bands for NAPLAN Reading and Numeracy,
- 100% of parentes believe their child's learning needs are being met,
- 100% of students clearly know what to do in their lessons,
- 85% of students receive a C standard or higher in English, Mathematics or Science; and
- 100% of parents and students believe this is a good school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	259	90	169	3	94%
2014	267	98	169	5	93%
2015	281	109	172	3	94%

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:

Kenmore State School was established in 1900 and is located in the heart of the central business area of the Western Brisbane suburb of Kenmore. In 2015 the campus averaged 281 students in Prep – Year 6 and the Special Education Program. Most year levels in our coeducational school had between 30 and 40 students.

Students attending Kenmore State School are drawn from the local area as well as from the further outer lying areas of Moggill, Bellbowrie and Mt Crosby. Our school also attracts many international families from overseas. In 2015, approximately 30 different nationalities were recognised within the study body. Asian countries featured prominently, however the numbers from Europe, the Americas and South Africa were steadily increasing towards the end of second semester. Approximately fifty students in 2015 received support from the English as a Second Language (EALD) program. In 2015, three students were identified from an Aboriginal and/or Torres Strait Islander background. There is a high level of employment within the Kenmore community with many parents employed as professionals. Many new arrivals to the country are dependants of students studying at our universities. In 2015, approximately forty students were enrolled at Kenmore SS and were included in the Special Education Program. The students who attended our program came from various locations in Brisbane. The school recognises our diverse student body through an annual multicultural night where we celebrate the diversity and multiculturalism evident in our school community.

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 are 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. Parents are actively encouraged to become involved in the life of the school.

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 Language Other Than English (LOTE) at Kenmore State School is often used as an introduction to the German Immersion Program at Kenmore State High School. Our school enjoys close ties with our feeder high school. Many of our students aim to enrol in Kenmore SHS's signature programs including their Zenith program, German Immersion program and Music extension program.

Kenmore State School is a central hub in the local community and has extensive facilities which are utilised by church, sporting and arts groups. A very successful P&C Association-operated Community Education program is offered at the school providing educational services and activities to the wider community. Our school embraces the community aspect and we are proud to be a school for the community.

During 2015, in strong collaboration with the school community, our school continued to embed the school vision of: Strive – Create – Achieve. This vision defined the aspirations of our school community where each student is expected to achieve their potential. The school motto 'Courtesy and Knowledge' exemplify the mission of the school in providing an educational environment which prepares and caters for all students enabling them to successfully fulfil their future roles as active and informed citizens. The school also defined our values and these values continued to be embedded into daily school life in 2015. The Kenmore SS values are: Respect, Responsibility and Resilience.

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Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	18	16
Year 4 – Year 7 Primary	26	28	21

*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	4	4	3
Long Suspensions - 6 to 20 days	1	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

The Kenmore State School Whole School Curriculum Assessment and Reporting Plan specifies the core curriculum, assessment and reporting for all students. In 2015, the curriculum was drawn from Australian Curriculum and the Essential Leanings from each of the other Key Learning Area syllabuses. Specific outcomes for students with special needs are developed and delivered through Individual Support Plans.

Central to the implementation of the curriculum is the Kenmore SS Whole School Curriculum, Assessment and Reporting Plan. 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 used the curriculum to help determined the focus and outcomes for each year level, to be achieved by a range of unit topics specified for delivery at each year level. In terms of curriculum, assessment and pedagogy:

Curriculum:

- School Curriculum and Assessment Plan includes 3 interwoven strands: Curriculum Knowledge; Knowledge Application and Skill Development.
- A unique whole school approach to teaching Literacy (reading & writing) underpinned by Explicit Instruction and the Reading to Learn methodology.
- Whole School approach to Teaching Numeracy underpinned by Explicit Instruction and Polya's Problem Solving
- Curriculum and planning Edstudio's house school curriculum, assessment and planning tools

Assessment:

- The Whole School Assessment Schedule refined to reflect Metro standards and targets. Key data sets tracked on a school data wall and used to identify teaching and learning decisions and students requiring additional support.
- Curriculum planning sessions ensured greater alignment between curriculum (AC), pedagogy (R2L) and assessment (GTMJ) was achieved.
- Internal and cluster moderation processes developed skills in standards-based assessment,

Pedagogy:

- Developed a coaching and mentoring program to support the implementation of the whole school approach to literacy – developed expertise amongst staff and exemplary practice (school-based mentors)

In terms of extension, teachers deliver appropriate differentiation to ensure more able student are able to develop their higher order thinking activities and work with the schools Gifted Education Mentor.

Classroom teacher and specialist teachers plan learning experiences and programs collaboratively. The continuation of 'The Courtyard Club' and a range of other lunch time clubs and activities – create opportunities where students who either have difficulty interacting within the regular playground can learn to develop positive relationships or for students to embrace new opportunities for learning was a distinct feature of our curriculum.

Extra curricula activities

- Year 6 'Young Leaders' Leadership Conference

- Interschool sporting program and opportunities to participate in representative sporting opportunities including; West Akuna District Sport, Metropolitan West Regional teams and Queensland School Sport.

- Brisbane City Council – Active School Travel program

- Chess Tuition and Club

- Swimming and Tennis lessons offered through the P&C Community Education Program

- Participation in the Premier's Reading Challenge

- Annual School Camps and Excursions for our Year 5 and 7 students.

- Participation in the STEM Science Program and Science Extension Programs

- Extensive Instrumental Music Tuition and Competitions

- Life Education Program

- AFL, Rugby Union and Oz Tag Clinics

- Choirs and Performances including: Choral Fanfare and Singfest

- Relationships Education

- Middle School and transition activities arranged in partnership with Kenmore State High School

- Junior Engineers Robotics course

How Information and Communication Technologies are used to improve learning

Kenmore has a dedicated strategy to use Information and Communication Technologies to improve learning. Our school has two computer labs to accommodate full classes of students with a third space positioned in the Resource Centre providing easy access for student learning. In 2015, over one hundred networked computers were available for student use. In terms of networked computers, Kenmore SS in cooperation with the Kenmore SS P&C Association introduced a tablet program to provide an additional forty-five devices for our teachers and students.

All classes have access to an interactive projector and wireless capability is accessible throughout the entire school campus.

Aligning with the curriculum, teachers are expected to fully integrate Information and Communication technologies into all aspects of the student's learning. Each classroom has the capacity to provide ICT integration in learning activities. In addition, students can access 'Mathletics' and 'Reading Eggs' on demand to complement their learning in literacy and numeracy. These programs also allow for access at home.

An I.T. systems technician was employed for two afternoons a week to maintain the network and IT devices across the school.

Kenmore SS embraces our mission to develop a "learning community", whereby teachers undertake opportunities to develop meaningful and engaging learning experiences. Access to professional development by teachers has provided a catalyst for further development in this area of Information and Communication Technologies. Staff are actively encouraged to further enhance their skills through professional development provided both by the school and the Department.

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. We have a commitment to implementing a consistent school-wide approach to create and maintain a safe, supportive and disciplined learning environment. Our school provactively responds to address any instances of bullying that have been identified and we have strong whole-school inclusive approaches to support the diverse range of students. These whole-school approaches support student wellbeing.

Additionally, our Responsible Behaviour Plan for Students provides the expectations for developing responsible behaviour at our school. Central to our plan are the three school values that have been embraced by our community:

Respect, Responsibility, and Resilience

These values form that basis on which our school rules and expectations are formed and aligned.

The school has a chaplain who has the key task of providing support in pastoral care and providing leadership opportunities for our students.

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.

The school proactively addresses any issues of bullying and address these issues in a prompt and timely manner. The school adopts a strict 'zero tolerance' approach to dealing with issues of bullying. In terms of student data, 98% of the students feel safe at Kenmore State School and 98% of students feel that student behaviour is well managed within the school.

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)	100%	100%	93%
this is a good school (S2035)	100%	100%	96%
their child likes being at this school (S2001)	100%	94%	93%
their child feels safe at this school (S2002)	100%	100%	93%
their child's learning needs are being met at this school (S2003)	100%	100%	96%
their child is making good progress at this school (S2004)	100%	100%	92%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	96%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	96%
teachers at this school motivate their child to learn (S2007)	100%	100%	89%
teachers at this school treat students fairly (S2008)	100%	100%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	100%
this school works with them to support their child's learning (S2010)	100%	100%	96%
this school takes parents' opinions seriously (S2011)	100%	94%	89%
student behaviour is well managed at this school (S2012)	96%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	96%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	98%	100%	100%
they like being at their school (S2036)	100%	100%	100%
they feel safe at their school (S2037)	100%	100%	98%
their teachers motivate them to learn (S2038)	100%	100%	100%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	100%	98%
teachers treat students fairly at their school (S2041)	94%	96%	98%
they can talk to their teachers about their concerns (S2042)	94%	96%	97%
their school takes students' opinions seriously (S2043)	96%	96%	98%
student behaviour is well managed at their school (S2044)	92%	100%	98%
their school looks for ways to improve (S2045)	100%	100%	100%
their school is well maintained (S2046)	98%	96%	100%
their school gives them opportunities to do interesting things (S2047)	100%	100%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	93%	100%	100%
they feel that their school is a safe place in which to work (S2070)	97%	95%	100%
they receive useful feedback about their work at their school (S2071)	90%	86%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	97%	95%	100%
student behaviour is well managed at their school (S2074)	97%	95%	100%
staff are well supported at their school (S2075)	90%	86%	97%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
their school takes staff opinions seriously (S2076)	82%	82%	100%
their school looks for ways to improve (S2077)	100%	91%	100%
their school is well maintained (S2078)	100%	95%	100%
their school gives them opportunities to do interesting things (S2079)	93%	91%	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

In consultation with our school community we have developed a Parent and Community Engagement Framework to engage with the local community. We appreciate the support of parents in working in partnership with us to ensure each student achieves 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. The school also uses many consultation processes; including parent meetings and regular email communication, we ensure the adjustments made assist students with diverse needs to access and participate fully in the school.

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 including Dad's Days
- Book Club Coordination
- Under 8's Day
- Sports Days, Swimming Carnivals , Fundraising Days

In 2015, 100% of parents were satisfied that they had opportunities to be involved in the life of the school. Parents are kept well-informed of what is happening within our school through the distribution of an electronic newsletter on a weekly basis and regular updates on our school website

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Due to the growth of our student numbers, our school has increased our overall usage of electricity in the twelve month period. Whilst we apply strict guidelines around air conditioner usage (temperature control and heating in the winter period) the increase in the number of classes has increased our overall consumption. Air conditioners are maintained at 24 degrees during the summer months and are serviced on a regular basis to ensure they are operating in optimal conditions.

To further assist in ensuring we help reduce our environmental footprint, our school newsletter is delivered electronically to 85% of our families. The school also uses an emailing system to communicate with all families to help reduce in paper wastage.

Solar Panels fitted to the roof of Block E help deliver us savings with the electricity saved being placed back into the electricity grid.

The continued issues with water leaks with our school pool in 2014 were resolved and our school used far less water in the 2015 school year.

At Kenmore, we will continue to explore further methods of reducing our environmental footprint in the coming twelve month period. Some of the efforts made during the 2015 school year to reduce our environmental footprint included a proactive push to reduce electricity usage by switching off lights, only using air-conditioners in peak periods and proactively rectifying water issues.

	Environmental footprint indicators

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Years	Electricity kWh	Water kL
2012-2013	127,503	1,244
2013-2014	129,073	5,509
2014-2015	150,795	905

*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	26	22	0
Full-time equivalents	20	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	18
Graduate Diploma etc.**	5
Masters	2
Doctorate	0
Total	**26**
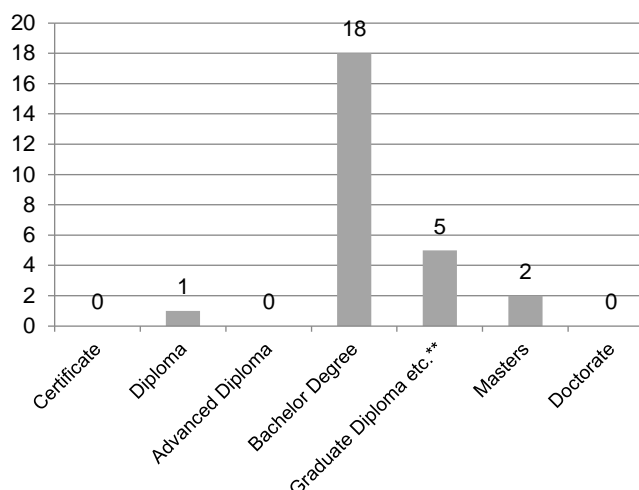
*Teaching staff includes School Leaders

**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 $19 826.71.

The major professional development initiatives are as follows:

- Reading to Learn (R2L) training
- Kenmore Alliance of Schools moderation.
- Explicit Instruction
- Strategies to improve writing performance
- In-school professional development on various topics
- Metropolitan Regions numeracy problem solving approach
- MSSWD online courses
- First Aid training
- Collegial coaching opportunities including mentoring and peer learning
- Annual mandatory training

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%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% 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

School name   GO

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

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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%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).		91%	92%

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%.

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## 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	95%	96%	94%	94%	95%	96%	92%	94%
2014	96%	95%	95%	95%	94%	95%	97%	93%
2015	94%	96%	95%	95%	94%	96%	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.
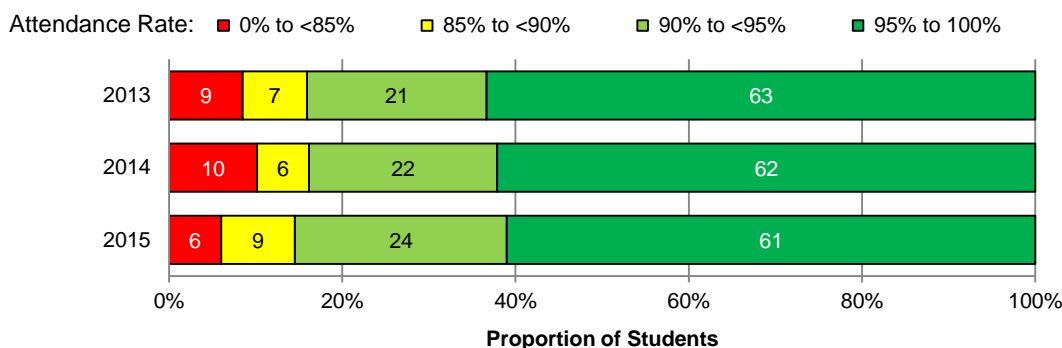
Description of how non-attendance is managed by the school

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.

At Kenmore State School we promote 100% attendance by:

• The Implementation of the Kenmore State School Attendance Policy.

• Developing and implementing a safe and supportive school environment and culture of learning that promotes positive relationships, including the implementation of programs to develop social skills (School Chaplain, Buddy Classes) and to provide support mechanisms for families (Guidance Officer, Queensland Police, Department of Child Safety, CYMHS,MYCP) to offer and provide support to promotoe positive attendance.

• Consistently recording and following up unexplained student absences on a regular basis.

• Monitoring of the school's attendance data to identify absenteeism trends and individual students with high levels of absenteeism.

• Promoting high expectations for school attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, parent meetings, school website and assembly).

In terms of the procedures for student absences, all parents must contact the school absentee line to record a student absence. When a student is absent without explanation or a pattern of absences has been identified, we take the following actions:

• The parent or carer will be contacted by phone in the case of one day absences to determine if there is a reasonable excuse for the absence. Once a month, a letter is sent home to families from the school to account for unexplained absences.

• The parent or carer will be contacted in writing to determine if there is a reasonable excuse for the absence/s (Director General's Guidelines ss176 and 239 of the Education (General Provisions) Act 2006.

• If the school receives no response and the absence/s remains unexplained, the parent or carer will be contacted in writing, requesting them to attend an interview with the Principal.

• Records of contact with parents and carers regarding unexplained absences will be recorded in OneSchool.

• If, after 3 weeks, the student is still not attending school regularly, the school will follow the processes for managing student absences as outlined in the Education (General Provisions) Act 2006 – SMS-PR-043. This includes the reporting of persistent and/or unexplained absences to Education Queensland, The Queensland Police Service and the Department of Child safety.

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 and 5 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

School name	GO
Suburb, town or postcode	

Sector:

☑ Government

☑ Non-government

SEARCH

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.