



Kentville State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Established in 1907, Kentville State School is a multi-grade coeducational state school situated in the Lockyer Valley. We run two classes: Prep to Year Two and Year Three to Year Six. Students with disabilities are fully integrated into either classroom.

We provide quality teaching practices related to all key learning areas with an emphasis on literacy and numeracy in order to prepare our students for NAPLAN.

We provide intervention to students who require support in order to develop their literacy and numeracy skills based on school-based and NAPLAN data. Intervention is supported by specialists such as teachers, speech language pathologists, occupational therapists, behaviour specialists and our guidance officer in an endeavour to ensure that all of our students have access to the Australian Curriculum and can work towards the Australian Curriculum's Achievement Standards. We also work towards ensuring that our students are supported in reaching the literacy and numeracy benchmarks for the Darling Downs South West Region.

We recognise that the social and emotional development of all our students plays an important role in building their resilience to adversity and a positive attitude towards learning. We acknowledge that our parents play an active part in their child's education.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

The 2016 school year was another successful one for Kentville State School.

Our goals for 2016 were to strengthen the learning opportunities of our students and improve their literacy, numeracy and social emotional outcomes as well as providing them with a curriculum program based on the Australian Curriculum.

We have endeavoured to strengthen our students' literacy and numeracy skills through the implementation of whole school practices, explicit teaching and small group intervention that targeted all of our students who required learning support or extension, by using previous NAPLAN data and school based standardised/diagnostic test results. A learning support teacher was utilised to extend and complement the work of our classroom teachers, along with a speech language pathologist to work with students, families and staff.

We are proud of the fact that we continued to have student's performances in NAPLAN that compare to similar schools - as based on the socioeconomic backgrounds of our students. NAPLAN improvement has been a focus in our school for many years.

The social and emotional skills of our students have been developed through Positive Behaviour for Learning, lessons that the school developed.

Our daily Breakfast Club has transformed student learning as it ensures that our children are well prepared, each and every day, for learning and achieving. It also highlights how

committed our parents/carers and volunteers are towards improving the outcomes of their children.

We've continued to run a daily transitions program, whereby our students assemble as a whole school prior to every learning sessions. This has enabled us to extend student learning by ensuring that our students are focussed and settled prior to their next session, resulting in considerably reduced behaviour incidents prior to each session. All students are able to focus on the school's expectations of: Be Safe; Be a Learner; Be Responsible and; Be Respectful.

Implementing a positive behaviour program, supports our Responsible Behaviour Plan for Students. It's focus on positive behaviour in the school, through the explicit use of an engaging, student-centred curriculum and rewards such as GOTCHAs, Students of the Week, and our annual Citizen's Awards, have helped to improve behaviour in our school. Consequently, our student disciplinary absence data was extremely good again for 2016 along with our attendance data and school opinion survey data.

As a school community we have identified the need to extend the learning opportunities and life experiences of our students/children. Consequently, the school takes students on an excursion every term and an annual camp.

Last year's school camp was at Barambah Environmental Education Centre, 50 km west of Gympie.

Our school excursions were to the: Cobb & Co Museum in Toowoomba; Darling Downs Zoo; Limelight Cinemas in Ipswich, Queen's Park Animal Enclosure in Ipswich; Small Schools' Ball Games and Athletics Day in Laidley, and the end of year Rewards Day at the Bundamba Aquatic Centre in Ipswich.

Annual Implementation Plan's priorities for 2016 were:

- Implement the Australian Curriculum – especially the new key learning areas;
- Implement whole school pedagogical practices – as per the 16 Elements;
- Using data to inform teaching practice – from NAPLAN and in-school data;
- Develop instructional leadership with a focus on workforce performance;
- Develop productive partnerships with students, staff, parents, and the community – a very active P&C who successfully fundraise and hold parent chat sessions each month;
- Improve school performance in writing, reading, spelling, grammar and punctuation – utilising the Investing in Success funding;
- Plan to transition Year 6 to high school - a union with our local high schools – Lowood & Lockyer District State High Schools;
- Implementation of the school's Investing for Success agreement (refer to the school's website)

Future Outlook

2017 Strategic Objectives – Explicit Improvement Agenda:

As a school, we have identified that we need to improve our school's grammar and punctuation (G&P) results in NAPLAN - to that of Like Schools (as per the My Schools website).

We aim to achieve this by: investigating the ways other schools have improved their students' results; the implementation of explicit G&P lessons on a daily basis; and providing intervention to those students who are performing below benchmarks in G&P. The Investing for Success funding has allowed us to purchase student resources and invest in professional development.

Continue to Close the Gap on indigenous and non-indigenous student performance and attendance.

Utilise the Investing for Success grant through the purchase of a teacher, speech language pathologist, teacher aides, professional development and resources.

To be recognised as a school that has made considerable progress by becoming an Independent Public School in 2017.

Other Strategic School Objectives:

The implementation of Annual Development and Performance Plans for the principal, teaching staff and ancillary staff, which focuses and aligns with our school's priorities.

Community Involvement has included: ANZAC Day ceremony at school; Laidley Show display; and participation in small school events for athletics, ball skills and swimming that is based in the Laidley area.

Successful implementation of a pre-Prep program and after school tuition sessions.

Continue to foster strong ties with our Parents and Citizens Association (P&C), to ensure that their priorities align with the school's in terms of improving students' outcomes, by offering such things as: Mother's and Father's Day Stalls; heavily subsidising the school's annual camp and excursions - so that all of our students are included - and ensuring that regular coffee, cake and chat sessions are held at local coffee shops. This ensures that our parents and carers have times to unite and make friends. Our P&C also run our very popular weekly tuckshop and caters for major events in the school such as sports days and our end of year Christmas concert. The fundraising efforts and support of our students and families, by our P&C, is truly commendable.

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	35	15	20	6	83%
2015*	36	14	22	8	100%
2016	31	14	17	9	85%

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

Our students are either from Kentville, Lynford or Lockyer Waters.

Students from Lockyer Waters have the option of travelling to and from school on the school bus, which is provided, free of charge by the Department of Transport.

Our school caters for students from low socio-economic and diverse backgrounds. We are proud of the fact that approximately twenty five per cent of our student population is indigenous. We also cater for a small percentage of students who are in foster care.

In 2016 we continued to have a small percentage of students from diverse multicultural backgrounds where English is a second language in the households e.g. Vietnamese, Filipino and Thai. We also have a small percentage of students with either physical or learning disabilities who are supported by mainstream and specialist staff from our school and the Darling Downs South West Region. Some of our students are also supported by external agencies through the Department of Communities and Child Safety such as Montrose, Act for Kids or Mercy.

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	14	17	18
Year 4 – Year 7	19		
Year 8 – Year 10			
Year 11 – Year 12			

*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

Our distinctive curriculum offerings

- Hands-on science investigations (wherever possible).
- Hands-on visual artwork, art and craft and technology projects.
- Active participation in sports events at school and within our cluster of schools.
- Camps and excursions to complement and extend student learning in the classroom.
- A supportive intervention program, that caters for the individual needs of students with learning difficulties and for those who require extension.
- Full implementation of the Investing for Success program ensured that our junior students were provided with an explicit language development program based on the Multi-Lit program. This not only improved our junior students' outcomes, but also the competency and confidence of our staff.

Co-curricular Activities

Extra curricula activities

- Our student council forms an integral part of the school's operations. In 2016 our student council derived all of the profits from the sale of our school photos. This enabled them to fund events such as rewards days and to purchase items for our students e.g. sports equipment. Rewards days have included jumping castles and excursions.

- During Education Week our Under 8's Day for our Prep to Year Three students and their parents, which was held at school. This was held in conjunction with a rewards day.
- NAPLAN tuition is offered to students after school in term two. The sessions complement the excellent work done in the classrooms by all staff members and a specialist teacher, thanks to Investing for Success funding.

We enjoyed a Year 2 to 6 camp at Barrambah Environmental Education Centre outside Gympie, which had a focus on team building and endurance. We were joined by our Lockrose State School, as this enabled our students to work with students they will integrate with at community and school events. In 2017 students in Years 2 to 6 will once again join with our neighbouring great school, Lockrose, and travel to the Caloundra, for another great week of camp.

How Information and Communication Technologies are used to Assist Learning

We appreciate that our students are growing up in the 'digital age'. Consequently, teachers and aides make extensive use of technology such as computer software (for literacy and numeracy), interactive whiteboards (throughout the school, digital devices, iPads and Lego Robotics). We make use of the department's version of Skype, Eluminate, to allow our students in Years 3 to 6 to communicate with their Japanese teacher at the Brisbane School of Distance Education.

Computers and technology are integrated through most of the Key Learning Areas and are used on a daily basis. Microsoft programs as well as Max's Toolbox, Tux Paint, Reading Eggs, Study Ladder, IXL, RAZ Kids, Ziptales, Lego Robotics, Office 365, email and the internet, and several iPad Apps, are utilised to support student learning.

An investment in the support of our computer network and equipment is achieved through the employment of a part time technician who is supported by the Regional Systems Technician. This ensures that our computer network, wireless network and technologies are fully maintained.

We are an Apple and IBM school, to ensure that our students are exposed to the same technologies as students from other schools.

Like all schools, we are fully aware that our teaching and use of pedagogies has to be complemented by the ongoing use of digital pedagogies to remain current with the digital world in which our children live in.

Social Climate

Overview

Our school employs a chaplain (Chaplain Forbes) one day a week. The school has funded and additional half day a week in recognition of the pastoral care that our students and families require.

Chaplain Forbes provides pastoral care to students who require it and communicates to our parents via our weekly newsletter, at P&C meetings and at school events. We also had a Guidance Officer to support our staff, students and families.

Our school invested in watering to ensure that our lawns and gardens are well watered and look vibrant – just like we want our students to be.

Last year, funding by the State Government, as part of its Annual Maintenance Program, allowed us to have two of our older building's exteriors painted.

We have worked extremely hard on promoting the beautiful look and feel of our country school, utilising volunteer gardeners and employing a groundsman to overhaul our gardens and maintain them so that our school looks vibrant and radiant all year round.

We have continued to install numerous new gardens to create a caring, inviting and calm environment to learn and work in. Each have a central theme that relates to what our students are learning such as: Australian native plants, as used by the aboriginal peoples; a Japanese garden, as this is the language our students are learning in class; and a Koala Café, which contains several eucalypts for our local koala bears.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	88%	100%	100%
this is a good school (S2035)	88%	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)	100%	100%	100%
their child is making good progress at this school* (S2004)	88%	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)	88%	100%	100%
teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
teachers at this school treat students fairly* (S2008)	88%	100%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	92%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	86%	100%	100%
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)	100%	100%	100%
they like being at their school* (S2036)	94%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	94%	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)	94%	100%	100%
teachers treat students fairly at their school* (S2041)	94%	100%	100%
they can talk to their teachers about their concerns* (S2042)	94%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	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%	100%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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%	100%	100%
staff are well supported at their school (S2075)	89%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

At Kentville State School, parents play an active part in their child's education. The school strongly supports and encourages the active involvement of the P&C. The school community supports the following P&C and school activities:

- Mother's Day and Father's Day stalls, Under 8's Day activities, Easter Bunnies production and our end of year Christmas Concert. They also cater for our annual sports day and for most of our school's excursions.
- The P&C actively fundraise to: decrease the cost of camps, excursions and school uniforms; and to continually improve and maintain the school's grounds and surrounds. They also apply for numerous community grants and are usually very successful. Last year's community grant of \$35000 enabled the P&C to replace the surface of the school's multipurpose courts with synthetic grass.
- Volunteers are acknowledged throughout the year and at a special morning tea in term four, where the school shows their appreciation and hands out award certificates.
- Our parents/caregivers also run a highly successful breakfast club each morning, ensuring that our students are vibrant and ready for their lessons. This has improved student behaviour, learning outcomes and attendance. They also run our very popular tuckshop each Friday, which offers freshly cooked meals each week.
- Parents are kept informed about their child's progress through two written end of semester report cards and two end-of-term interviews. We also provide our parents with a weekly newsletter to ensure that they are kept up to date on a weekly basis.
- Open communication between parents and teachers is strongly encouraged i.e. parents/caregivers do not need to wait for an end-of-term interview to check on their child's progress.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered through our Health and PBL programmes.

School Disciplinary Absences

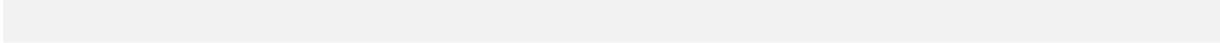
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	1	1

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

Our school helps to reduce its environmental footprint through the use of solar panels, and rainwater tanks.

Discretionary use of the school's air conditioners is strongly encouraged due to increasing electricity tariffs.

Electronic devices and chemicals are disposed of in accordance with Education Queensland policy and procedures.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	16,648	0
2014-2015	14,591	
2015-2016	22,635	

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	3	8	<5
Full-time Equivalents	3	3	<5

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.**	1
Bachelor degree	1
Diploma	
Certificate	

*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 \$5000.

The major professional development initiatives are as follows:

The major professional development initiatives were as follows:

- Levelled Literacy Intervention;
- Putting Faces on the Data;
- Australian Curriculum;
- One School;
- Finance;
- Schools Reviews;
- Mandated professional development (as per Education Queensland policy for all staff);
- Regional Principals' Business Meetings and Cluster meetings (with principals from local schools).

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%	97%	97%

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).	91%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	96%	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%.

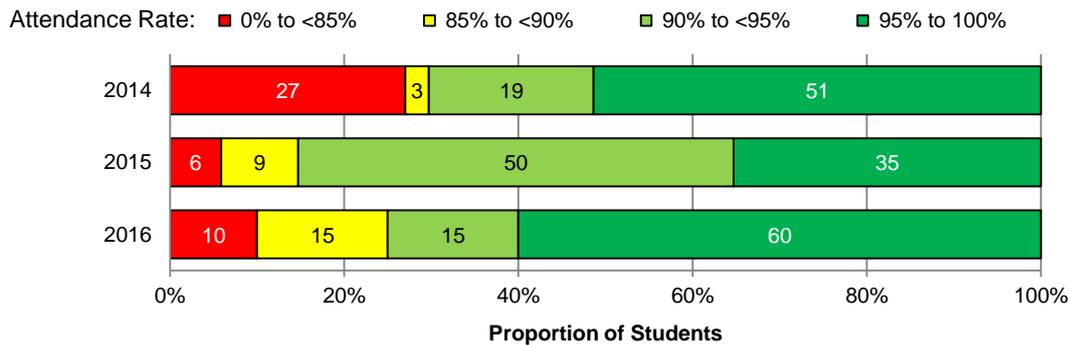
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	89%	85%	96%	97%	90%	89%	89%					
2015	95%	95%	94%	92%	DW	94%	90%						
2016	93%	94%	93%	96%	86%	96%	99%						

*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.

Our school uses the following strategies to increase the attendance of our students:

- Ring parents whenever possible if a student is absent;
- Text message parents as a follow up if a student has been away on a consistent basis;
- A dedicated student absence telephone number for student absences, making it easier for parents to contact the school;
- Provide attendance data and messages in the weekly newsletter which is also posted on our website;
- Rewards days for excellent attendance;
- Breakfast Club every day;
- The provision of an engaging curriculum program;
- Strong ties with our parents.

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/>.

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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.

Conclusion