



Kin Kora State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Every student succeeding. State Schools Strategy 2017-2021

Department of Education



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School Overview

Kin Kora State School is one of the 5 state schools located in the industrial provincial city of Gladstone, Queensland. Approximately 800 students attend from Prep through to Year 6.

Students are supported in their learning journey by 55 professional and support staff. Students study a comprehensive educational program including academic subjects, social and cultural experiences and leadership opportunities.

Students participate in a range of extra curricula activities including instrumental music, transition programs, extension learning opportunities and an excursion program.

Student retention is high with over 94% of students progressing from Prep to year 6 at Kin Kora State School. The overall attendance rate is approximately 94%.

Parent support for the school is traditionally strong with the School Opinion Surveys consistently exceeding benchmarked, state and like-school averages. 100% of staff and 100% of parents believe Kin Kora State School is a good school and they would recommend our school to others.

Student success is the driver of this school with internal benchmarking, state NAPLAN and ICAS testing regimes used to monitor student performance. All students have individual learning goals and plans in English and Maths, with attendance and reading data included on these documents. Intervention and extension programs occur from PREP to Year 6, with literacy coaches assigned to all PREP to Year 3 classes.

Kin Kora State School achieved 1 outstanding and 7 high rankings in the state wide Teaching and Learning Audit, placing the school in the top 40 of over 1200 state schools.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The Kin Kora State School 2017 Annual Implementation Plan identified several key priorities for development. These priorities focused on developing a comprehensive and innovative school curriculum delivered through engaging classroom pedagogy to enhance student learning outcomes.

Our KEY FOCUS: Attendance, Achievement, Attitude

Our Explicit Improvement Agenda: Numeracy.

This year we:

- Implemented a coherent and relevant improvement strategy and targets to monitor school and student improvement.
- Implemented an explicit improvement agenda targeting Numeracy. Results for 2016 indicate improvements from 2016 in:
 - Overall Performance- Mean scores improvement in several NAPLAN areas.

- Extension Processes- % Students achieving in the Upper 2 Bands showed continued improvement in 7 of 10 NAPLAN areas
- Continued a Professional Learning Community in Mathematics, to guide school review, reform and practices of teaching and learning.
- Established Professional Learning Communities in Reading and Positive Behaviour for Learning.
- Engaged in professional development, coaching and training opportunities to ensure successful implementation of the Australian National Curriculum.
- Set and monitored attendance goals for all students. Our attendance rate for 2017 down slightly, to 92.4%.
- Continued strategies to ensure no gap in attendance for indigenous students. The gap in 2017 was less than 3.0% with an attendance rate of 90.5%.
- Embedded Aboriginal and Torres Strait Islander Perspectives into curriculum delivery.
- In our most recent School Review - Kin Kora State School received several commendations on program and teacher quality. Our framework for writing improvement was shared state-wide, as a model of exemplary practice.

Future Outlook

The overall purpose of Kin Kora State School is to develop students who are recognised as being equipped to contribute positively to society.

Students will continue to understand that it is important to be safe, responsible, respectful and a learner.

FOCUS: Attendance, Achievement, Attitude

VALUES & PRIORITIES:

- **Teacher accountable learning:** We expect all Kin Kora State School teachers to be skilled and confident. We also expect that student data will be collected and analysed on a regular basis to inform teaching and learning practice.
- **Explicit instruction** - We expect quality and explicit teaching aligned to the Kin Kora State School Pedagogical Framework in a system where teachers are supported through coaching and feedback.
- **High Expectations** – We expect all Kin Kora State School students to learn and achieve based on specific and measurable targets for improvement.
- **Effective relationships between staff and students** – We expect Kin Kora State School staff to focus on the learning and development of every student in every classroom, every day.

Explicit Improvement Agenda: Numeracy 2017 – improving the number of students in each class achieving A or B in Mathematics (end of 2018), and Upper 2 Bands in Numeracy NAPLAN (May, 2019).

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	877	432	445	106	91%
2016	803	405	398	94	91%
2017	801	394	407	105	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).



Characteristics of the Student Body

Overview

Student enrolments from PREP to Year 7 rose considerably throughout the latter part of 2013, which resulted in the school being placed under Enrolment Management, meaning that from this point onwards, only those residing within the catchment area will be accepted for enrolment.

The community is represented by a range of professional, skilled and unskilled groups with a minority relying on government assistance.

The Kin Kora community is relatively stable with approximately 85% of our students remaining at Kin Kora from PREP to Year 6. Aboriginal and Torres Strait Islander students represent approximately 12% of our student population and these students are well represented academically and in leadership roles. We have a very small number of EAL/D students, although the number of students with EAL/D is increasing.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	22
Year 4 – Year 6	25	26	25

Curriculum Delivery

Our Approach to Curriculum Delivery

- School Wide Positive Behaviour Support Program
- School Leadership Program
- Primary/ High School Transition Programs
- Primary/ High School Extended Learning Opportunities – English and Maths
- High School Super Challenges
- LOTE – Japanese
- Literacy and Numeracy Support Programs
- Support-a-Reader/ Closing the Gap Strategy
- Special Education Program for Students with Disabilities
- PREP/ 1/ 2 Interface
- Youth Music Council Workshops
- Gladstone Literacy Centre
- Youth Music Council Workshops.

Co-curricular Activities

- School Environmental Management Program - run by Enviro Captains from PREP – Year 7
- School excursions, including Year 6/7 camp
- Instrumental Music Program – Woodwind, Brass, Percussion and Strings
- Eisteddfod
- Combined Schools' Musical - biannually
- STEM and Robotics Clubs- Beginner, Competitive and Girls in STEM initiatives.
- Brainstorm, Arts Council and Gladstone Entertainment Centre Performances
- Interschool and Representative Sport, AUSKICK and similar after school programs
- Under 8's Day
- NAIDOC Week
- Grandparents' Day
- Reading, Craft and Garden Clubs.

How Information and Communication Technologies are used to Assist Learning

In order to engage our Kin Kora State School 21st Century learners, students have access to two fully equipped computer labs on a weekly basis and all classrooms have a bank of computers for everyday use. Additional netbook computers, laptops and iPads are available through the school Resource Centre and all classrooms are equipped with interactive whiteboards. All options enable internet access and networking.

ICTs are embedded in curriculum plans and employed for direct instruction as well as individual learning opportunities. Active Expressions are utilised for learning and assessment tasks and students and staff also have access to FLIP videos, data projectors, digital cameras and document viewers. These tools are utilised to enhance classroom programs, develop individual

skills and allow students to create and publish work in innovative and interesting formats. Linking to online tutorials has also been a focus for staff and students with several students enrolling in the Brisbane School of Distance Education to improve literacy and numeracy skills and extension opportunities.

A staff member is employed to provide technical support and advice to staff and students to build confidence and competence in the use of information and communication technologies. Staff are regularly upskilled and access expert personnel to enhance classroom practice and ensure that students obtain the necessary skills in this domain. All teachers use ICT devices provided through the Computers for Teachers program to access resources through the Learning Place and various websites.

Social Climate

Overview

All Gladstone City Schools operate under a shared Responsible Behaviour Plan for Students. This Plan incorporates strategies to address all forms of bullying, including cyber bullying.

In addition, Kin Kora State School very successfully implements the School Wide Positive Behaviour Program with the full support of the school community. Due to this success, our school has been identified to progress to the next level of this important implementation strategy. Success is evident in the way students articulate key school behaviours and respond to established reward systems.

Classroom lessons are easily accessible to teachers through Kin Kora's One Portal site, ensuring a consistent approach across all year levels. The SWPBS Committee meets monthly to ensure that all aspects of this program are on track and to view behaviour trends in relation to identified categories. The school receives consistently positive feedback from our parent body and school visitors regarding the general tone of our school.

A school Guidance Officer is also available to provide counselling and support.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	89%	87%	94%
this is a good school (S2035)	95%	89%	92%
their child likes being at this school* (S2001)	95%	94%	98%
their child feels safe at this school* (S2002)	95%	89%	94%
their child's learning needs are being met at this school* (S2003)	82%	83%	88%
their child is making good progress at this school* (S2004)	79%	83%	88%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	85%	92%
teachers at this school motivate their child to learn* (S2007)	95%	89%	96%
teachers at this school treat students fairly* (S2008)	87%	89%	88%
they can talk to their child's teachers about their concerns* (S2009)	97%	96%	96%
this school works with them to support their child's learning* (S2010)	87%	81%	90%
this school takes parents' opinions seriously* (S2011)	91%	80%	92%
student behaviour is well managed at this school* (S2012)	84%	82%	84%
this school looks for ways to improve* (S2013)	97%	95%	94%
this school is well maintained* (S2014)	71%	81%	81%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	94%	96%
they like being at their school* (S2036)	96%	94%	89%
they feel safe at their school* (S2037)	100%	90%	91%
their teachers motivate them to learn* (S2038)	98%	92%	92%
their teachers expect them to do their best* (S2039)	100%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	92%	96%
teachers treat students fairly at their school* (S2041)	93%	87%	85%
they can talk to their teachers about their concerns* (S2042)	94%	84%	89%
their school takes students' opinions seriously* (S2043)	93%	86%	81%
student behaviour is well managed at their school* (S2044)	89%	79%	68%
their school looks for ways to improve* (S2045)	99%	90%	95%
their school is well maintained* (S2046)	95%	90%	78%
their school gives them opportunities to do interesting things* (S2047)	97%	82%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	83%	95%
they feel that their school is a safe place in which to work (S2070)	95%	89%	88%
they receive useful feedback about their work at their school (S2071)	93%	78%	81%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	94%	94%
students are encouraged to do their best at their school (S2072)	98%	98%	95%
students are treated fairly at their school (S2073)	96%	84%	88%
student behaviour is well managed at their school (S2074)	91%	67%	74%
staff are well supported at their school (S2075)	88%	70%	81%
their school takes staff opinions seriously (S2076)	89%	62%	83%
their school looks for ways to improve (S2077)	95%	89%	90%
their school is well maintained (S2078)	61%	59%	62%
their school gives them opportunities to do interesting things (S2079)	86%	72%	83%

* 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 an integral part of the school's fabric and as such their involvement is paramount. At Kin Kora State School involvement is reflected in the following ways:

At classroom level:

- Class information sessions
- Class newsletters
- Communication diaries/ emails
- Classroom support, activities and performances

- School excursions and camps
- Guest speakers
- Volunteer reading mentors

At school level:

- Parent and Community New sletters
- School website access
- Information evenings
- Parent/teacher interview s and meetings
- School Assemblies and Presentations
- Regular phone calls / emails from administration to celebrate achievements of students
- NAIDOC Week
- Under 8's Day
- Anzac and Remembrance Day Ceremonies
- Sports Days
- Grandparents' Day
- Guest Speakers on Assemblies
- P&C involvement
- Tuckshop volunteers.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We use our weekly school parades to remind students about priority focus areas including addressing cyberbullying, anti-bullying messages and not-violent ways of solving problems. Our focus has been on presenting these as positive messages about mindfulness, care of self and others and resilience.

Our Responsible Behaviour Plan clearly articulates the rules and responsibilities students have to maintain a safe, respectful and responsible school environment. Where incidents between students occur we work closely to apply consequences, counselling, restorative justice processes and to develop supportive ways of maintaining harmony into the future. We actively engage in You Can Do It and Kids Matter programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	63	68	123
Long Suspensions – 11 to 20 days	0	0	4
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

In 2010, Kin Kora State School established a School Environmental Management Program in an effort to reduce its carbon footprint. Since then, the school has focused on reducing waste through initiatives such as classroom compost bins, Nude Food Days and our ENVIRO captains for every class. This is still very functional, and continues each year.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	290,235	4,007
2015-2016	128,875	3,500
2016-2017	87,005	2,754

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	57	27	<5
Full-time Equivalent	51	19	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	6
Graduate Diploma etc.**	3
Bachelor degree	48
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 2017 were \$ 40344.77

The major professional development initiatives are as follows:

- High Performance Teams
- Code of Conduct and Student Protection
- Higher Order Thinking (Differentiation)
- Literacy and Numeracy
- Year Level Leaders
- Trauma Informed Practices
- Get Reading Right
- Numeracy – CQ Community Of Practice
- Essential Skills in Classroom Management
- Classroom Profiling
- Collegial Coaching
- Moderation and Planning days
- Anita Archer workshops engagement.

The proportion of the teaching staff involved in professional development activities during 2017 was 100 %.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 97% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	91%	91%

*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 2017 for all Queensland Primary schools was 93%.

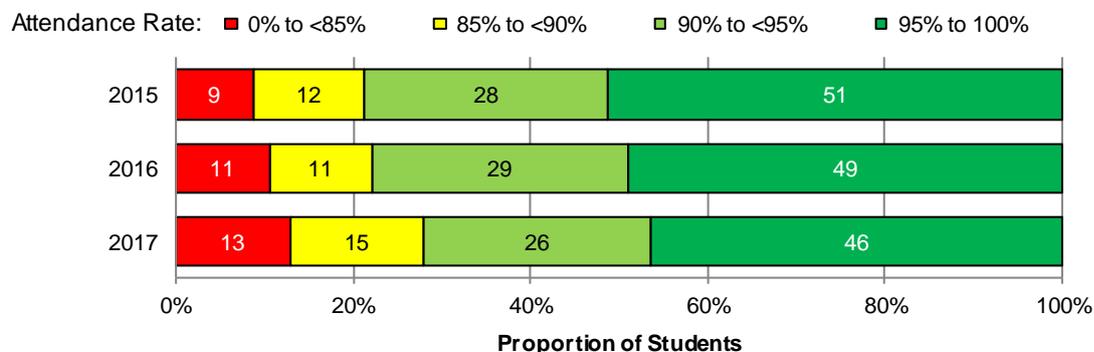
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	94%	93%	94%	94%	95%						
2016	93%	93%	93%	94%	93%	94%	93%						
2017	93%	92%	92%	93%	92%	93%	92%						

*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 Department of Education 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 Kin Kora State School:

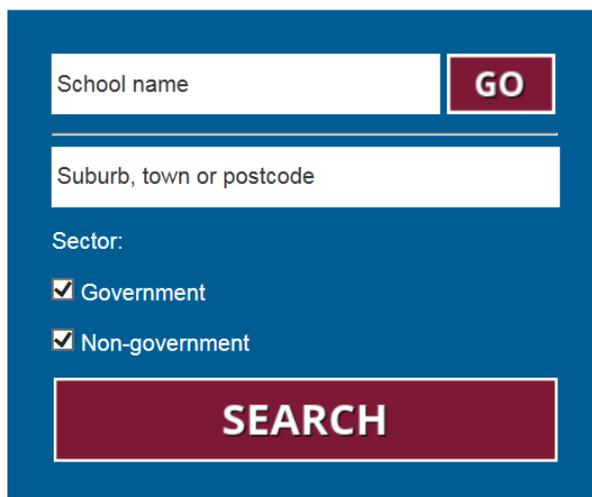
- Rolls are marked in OneSchool at the commencement of the school day and after the second lunch break.
- SMS Texts are sent to parents with unexplained absences of students each day, and followed with phone call.
- Students in care are monitored closely, and protocols exist for notification of unexplained absences.
- Teachers seek clarification for an unexplained absence. Follow up calls from the teacher or an administrator may ensue.
- Class teachers are issued with standard proformas to be used when students have unexplained absences. Returned forms are returned to administration to enable updating of records. Administration staff also communicate with parents either verbally or in written form if deemed necessary.
- Administration sends home a letter at the end of each term to request information regarding excessive unexplained absences for the term. In some cases, the situation is managed through the 'Enforcement of Compulsory Schooling and Compulsory Participation Provisions' flow chart process.
- Information regarding the 'Every Day Counts' strategy and school attendance data frequently appears in school newsletters, thus reinforcing the importance of regular attendance.

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.

Find a school



School name

Suburb, town or postcode

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 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

Kin Kora State School continues to be a school of choice in our local area and holds a strong and positive reputation in our local community for academic excellence, behaviour and providing a range of experiences that supports the development of the whole child through musical, cultural and sporting pursuits.

As a school community, we are extremely proud of students and staff efforts and achievements to establish and sustain a highly inclusive and supportive environment. A range of school steams are embedded and work in unison to realise our shared motto of 'Striving for Success.'

