



Kin Kora State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



Queensland  
Government

## Contact information

<b>Postal address</b>	43 Hibiscus Avenue Gladstone 4680
<b>Phone</b>	(07) 4971 5111
<b>Fax</b>	
<b>Email</b>	principal@kinkorass.eq.edu.au
<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
<b>Contact person</b>	Jorgen Neilson, Principal.

## 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 93%.

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.

# Principal's Foreword

## School Progress towards its goals in 2018

The Kin Kora State School 2018 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 2018 indicate improvements from 2017 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 2018 was down slightly from the previous year.
- ✚ Continued strategies to ensure no gap in attendance for indigenous students.
- ✚ 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 2018 – improving the number of students**

# Our school at a glance

## School profile

**Coeducational or single sex** Coeducational

**Independent public school** No

**Year levels offered in 2018** Prep - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	803	801	771
Girls	405	394	380
Boys	398	407	391
Indigenous	94	105	109
Enrolment continuity (Feb. – Nov.)	91%	93%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	22	23
Year 4 – Year 6	26	25	26

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

# 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 6
- ✚ School excursions, including Year 6 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 programs.

# Social Climate

## Overview

Kin Kora State School has a current Responsible Behaviour Plan for students, available on the website. This Plan incorporates strategies to address all forms of bullying, including cyber bullying. It is routinely reviewed to ensure it closely reflects the needs of the community.

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 PBL 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	87%	94%	100%
• this is a good school (S2035)	89%	92%	97%
• their child likes being at this school* (S2001)	94%	98%	95%
• their child feels safe at this school* (S2002)	89%	94%	97%
• their child's learning needs are being met at this school* (S2003)	83%	88%	95%
• their child is making good progress at this school* (S2004)	83%	88%	100%
• teachers at this school expect their child to do his or her best* (S2005)	96%	96%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	92%	95%
• teachers at this school motivate their child to learn* (S2007)	89%	96%	92%
• teachers at this school treat students fairly* (S2008)	89%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	96%	96%	92%
• this school works with them to support their child's learning* (S2010)	81%	90%	92%
• this school takes parents' opinions seriously* (S2011)	80%	92%	89%
• student behaviour is well managed at this school* (S2012)	82%	84%	84%
• this school looks for ways to improve* (S2013)	95%	94%	89%
• this school is well maintained* (S2014)	81%	81%	92%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	<b>2016</b>	<b>2017</b>	<b>2018</b>
• they like being at their school* (S2036)	94%	96%	93%
• they feel safe at their school* (S2037)	94%	89%	85%
• their teachers motivate them to learn* (S2038)	90%	91%	86%
• their teachers expect them to do their best* (S2039)	92%	92%	96%

Percentage of students who agree# that:	2017	2018	2019
• their teachers provide them with useful feedback about their school work* (S2040)	98%	96%	97%
• teachers treat students fairly at their school* (S2041)	92%	96%	91%
• they can talk to their teachers about their concerns* (S2042)	87%	85%	78%
• their school takes students' opinions seriously* (S2043)	84%	89%	80%
• student behaviour is well managed at their school* (S2044)	86%	81%	81%
• their school looks for ways to improve* (S2045)	79%	68%	68%
• their school is well maintained* (S2046)	90%	95%	95%
• their school gives them opportunities to do interesting things* (S2047)	90%	78%	91%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	83%	95%	93%
• they feel that their school is a safe place in which to work (S2070)	89%	88%	90%
• they receive useful feedback about their work at their school (S2071)	78%	81%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	94%	90%
• students are encouraged to do their best at their school (S2072)	98%	95%	100%
• students are treated fairly at their school (S2073)	84%	88%	82%
• student behaviour is well managed at their school (S2074)	67%	74%	62%
• staff are well supported at their school (S2075)	70%	81%	80%
• their school takes staff opinions seriously (S2076)	62%	83%	72%
• their school looks for ways to improve (S2077)	89%	90%	90%
• their school is well maintained (S2078)	59%	62%	66%
• their school gives them opportunities to do interesting things (S2079)	72%	83%	74%

\* 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 Newsletters
- ✚ School website access and social media (Facebook)
- ✚ Information evenings
- ✚ Parent/teacher interviews 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 education 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**

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	68	123	127
Long suspensions – 11 to 20 days	0	4	4
Exclusions	0	1	0
Cancellations of enrolment	0	0	0

Note:  
School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

# Environmental Footprint

## Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	128,875	87,005	224,289
Water (kL)	3,500	2,754	2,314

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

# School Funding

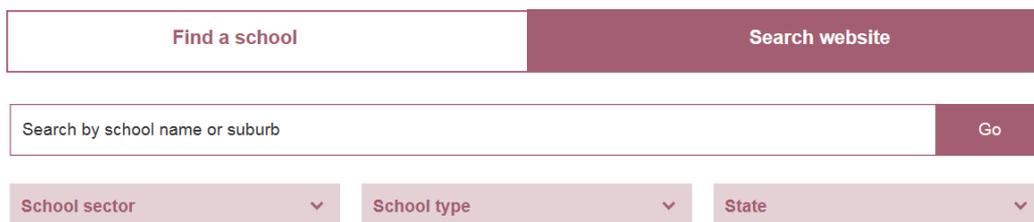
## School income broken down by funding source

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**.

### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our Staff Profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	57	24	<5
Full-time equivalents	50	17	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	6
Graduate Diploma etc.*	3
Bachelor degree	48
Diploma	
Certificate	

\*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 2018 were **\$53,892.48**

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 2018 was 100 %.

# Staff Attendance and Retention

## Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	91%	91%	89%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

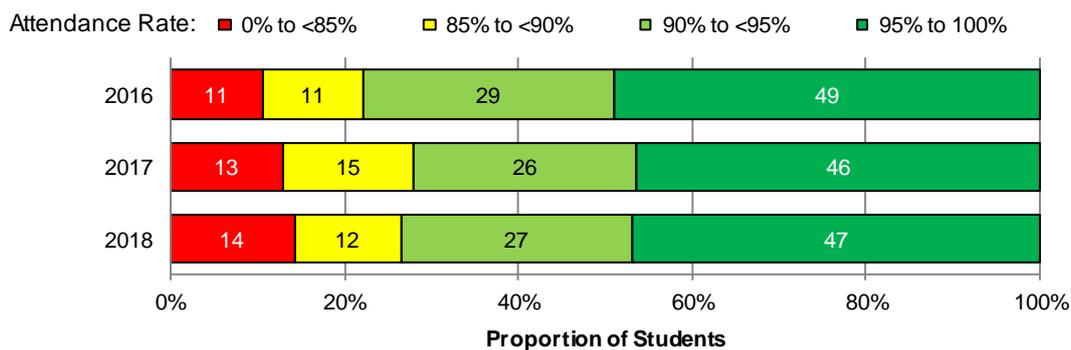
Year level	2016	2017	2018
Prep	93%	93%	91%
Year 1	93%	92%	92%
Year 2	93%	92%	93%
Year 3	94%	93%	91%
Year 4	93%	92%	93%
Year 5	94%	93%	93%
Year 6	93%	92%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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' flowchart 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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		Go
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map
----------------	--------	------------	----------	----------------	------------------	-------------

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## 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.'