Principal’s foreword

Introduction

Kin Kora State School boasts a learning community widely recognised for its caring and supportive environment. This school is respected for its dynamic team of professional personnel who provide a rich and challenging educational experience for all students, encompassing cultural, sporting and academic pursuits.

In 2012, we experienced a great deal of success in these areas and our achievements are outlined in this report which can be accessed via the school website or in hard copy from the school administration office.

School progress towards its goals in 2012

The Kin Kora State School 2012 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 for 2012: Attendance, Achievement, Attitude

In 2012 we:

Established a coherent and relevant improvement strategy and targets to monitor school and student improvement.

Continued with an explicit improvement agenda, targeting reading /reading comprehension. Reading results for 2012 indicate improvements from 2011-2012 in all year levels, with the school also exceeding system aspirations. We also increased the number of students achieving in the top two bands in all year levels.

Embedded strong pedagogical practice/ explicit instruction methodology in all classrooms with a focus on reading/ reading comprehension.

Ensured high expectations for teachers (content knowledge and pedagogy) and students (attendance, achievement, attitude).

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 2012 was 93.5% compared to 92.9% in 2011.

Continued strategies to ensure no gap in attendance for indigenous students. The gap in 2012 was 1.8% with an attendance rate of 91.9%, 0.2% higher than the previous year.

Continued to place attention on the analysis and utilisation of systemic and school data to ensure that student needs are identified and addressed. This included a greater emphasis on meeting the needs of gifted and talented students. A committee has been formed, students identified and monitored and individual plans and folios established.

Focused on improvement for all: Individual aspirational learning plans were developed for every student to ensure every child had aspirational targets and the required strategies to meet these targets. These plans targeted improvements in English, Maths, Science and NAPLAN achievements and were based on previous systemic and school data.

Increased the percentage of students in the upper two bands for NAPLAN in the following areas: Reading (Yr 3, 5, 7); Spelling (Yr 3, 5, 7); Grammar and Punctuation (Yr 7), Numeracy (Yr 5).

Embedded Aboriginal and Torres Strait Islander Perspectives into curriculum delivery.

Engaged in Science Spark professional development to enhance performance in Science.

Continued our focus on environmental/ sustainability education through our SEMP program, collecting a Great Barrier Reef Marine Park Authority ‘Ripples of Change’ Award.

Ensured that 100% of teachers obtain either their ICT pedagogical certificate or licence.

Kin Kora is the only regional school that has been identified to move to Tier 2 training in School Wide Positive Behaviour training. We continued to utilise this program to ensure a respectful and positive attitude to all aspects of our students’ schooling.

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 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 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.
Our school at a glance

School Profile

Established in 1982, Kin Kora State School is committed to meeting the academic and social needs of its student body in a highly supportive and dynamic learning environment.

The school exists on a hilly site surrounded by native trees and gardens and is in close proximity to shopping facilities and sporting grounds. In the past two years, the school has undergone major refurbishments with the upgrading of ten classrooms and the addition of an outdoor learning area, a new PREP modular, a Kindergarten and a modern and technically equipped Resource Centre. All rooms contain interactive whiteboards and air-conditioning.

Kin Kora State School enjoys an excellent reputation and continues to draw enrolments from a range of locations, with recent industrial expansion in Gladstone resulting in an influx of overseas students.

Students are involved in a range of cultural, sporting and academic pursuits and take great pride in being ‘Kin Kora Kids’. All students wear their school uniforms and have a commitment to being safe, responsible, respectful and keen learners.

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>814</td>
<td>423</td>
<td>391</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>871</td>
<td>453</td>
<td>418</td>
<td>92%</td>
</tr>
<tr>
<td>2012</td>
<td>835</td>
<td>436</td>
<td>399</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

Student enrolments from PREP to Year 7 rose considerably throughout the latter part of 2012, with nearly half of our students enrolling from outside our catchment area or overseas. 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 90% of our students remaining at Kin Kora from Preschool / PREP to Year 7. Aboriginal and Torres Strait Islander students represent approximately 10% of our student population and these students are well represented academically and in leadership roles. We have a very small number of ESL students, although the number of students with ESL is increasing.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td></td>
<td>23</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>Year 4 – Year 7</td>
<td></td>
<td>27</td>
<td>28</td>
<td>25</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>12</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>

Curriculum offerings

Our distinctive curriculum offerings

- School Wide Positive Behaviour Support Program
- School Leadership Program
- Extended Learning Programs
- Primary/High School Transition Programs
- Primary/High School Extended Learning Opportunities – Robotics, English, Maths
- High School Super Challenges
- LOTE – Japanese
- Literacy and Numeracy Support Programs
- Program 600 (Brisbane School of Distance Education)
- Support-a-Reader/ Closing the Gap Strategy
- Special Education Program for Students with Disabilities
- Oracy Program
- Perceptual Motor Program
- PREP/1/2 Interface and Extended Learning Program
- Youth Music Council Workshops

Extra curricula activities

- School Environmental Management Program - run by Enviro Captains from PREP – Year 7
- School excursions, including Year 7 camp
- Instrumental Music Program – Woodwind, Brass, Percussion and Strings
- Eisteddfod
- Combined Schools’ Musical - biannually
- Extended Learning Programs – school and district, Maths Olympiad
- UNSW Competitions
- GAGAL (Gladstone Area Group Apprentices)
- 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, Sewing 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 a fully equipped computer lab on a weekly basis and all classrooms have a bank of computers for everyday use. Additional netbook computers and laptops 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. Activexpressions are utilised for learning and assessment tasks and students and staff also have access to FLIP videos, data
projectors and digital cameras. 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. To ensure consistency of curriculum content and pedagogical approach, ActivInspire teaching flip charts are sent to teachers via their electronic whiteboards on a weekly basis.

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

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.

When need be, the school can request access to District Behaviour Team members who can assist with programs to support students with high level needs. A school Guidance Officer is also available to provide counselling and support, as is a local community pastoral care group.

The 2012 School Opinion Survey indicated that Kin Kora State School rates above the state average and like schools in all areas relating to School Climate:

100% of parents stated that their child feels safe at this school.

100% of parents believe that their child likes being at this school.

Kin Kora State School has an excellent reputation, attracting large numbers of new enrolments throughout 2012, with a predicted 140 PREP students to commence in 2013.

Parent, student and staff satisfaction with the school

The 2012 School Opinion Survey indicated that student, staff and parent satisfaction remained very high. Of particular note, the high percentage of staff, 95.6%, satisfied with morale at Kin Kora State School, 100% of parents indicating that their child likes this school and feels safe at this school and 98.3% of students stating that they like being at this school.

Performance measure (Nationally agreed items shown*)

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>96.3%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>96.4%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>
Our school at a glance

| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 92.6% |
| teachers at this school motivate their child to learn* | 88.9% |
| teachers at this school treat students fairly* | 92.3% |
| they can talk to their child's teachers about their concerns* | 89.3% |
| this school works with them to support their child's learning* | 88.9% |
| this school takes parents' opinions seriously* | 88.5% |
| student behaviour is well managed at this school* | 85.7% |
| this school looks for ways to improve* | 92.6% |
| this school is well maintained* | 85.7% |

Performance measure *(Nationally agreed items shown)*

| Percentage of students who agree that: | 2012* |
| they are getting a good education at school | 94.9% |
| they like being at their school* | 98.3% |
| they feel safe at their school* | 90.8% |
| their teachers motivate them to learn* | 96.6% |
| their teachers expect them to do their best* | 97.5% |
| their teachers provide them with useful feedback about their school work* | 95.8% |
| teachers treat students fairly at their school* | 81.4% |
| they can talk to their teachers about their concerns* | 87.2% |
| their school takes students' opinions seriously* | 92.5% |
| student behaviour is well managed at their school* | 86.4% |
| their school looks for ways to improve* | 96.6% |
| their school is well maintained* | 96.6% |
| their school gives them opportunities to do interesting things* | 95.0% |
Our school at a glance

Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>84.5%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

Involving parents in their child’s education

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

**At school level:**
- Weekly newsletters
- School website access
- Information evenings
- Parent/teacher interviews and meetings
- School Assemblies and Presentations
- Regular phone calls/emails from administration to celebrate achievements of students
- NAIDOC Week
- U 8’s Day
- Anzac and Remembrance Day Ceremonies
- Sports Days
- Grandparents’ Day
- Guest Speakers on Assemblies
- P&C involvement
- Tuckshop volunteers
Our school at a glance

Reducing the school’s environmental footprint

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

In 2010, Kin Kora State School established a School Environmental Management Program in an effort to reduce its carbon footprint. Plans for 2012 focused on reducing waste through initiatives such as classroom compost bins and Nude Food Days. We are accredited as an Earth Smart School.

Kin Kora State School received a GRMPA ‘Ripples of Change’ award for environmental initiatives in 2012.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>263,465</td>
<td>13,959</td>
</tr>
<tr>
<td>2010-2011</td>
<td>248,608</td>
<td>10,352</td>
</tr>
<tr>
<td>2011-2012</td>
<td>290,474</td>
<td>6,680</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>56</td>
<td>22</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>49.5</td>
<td>15.8</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>50</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $22,902.
The major professional development initiatives are as follows:
- Digital Pedagogy/ Interactive Whiteboards and other ICT Training
- First Aid and CPR
- Australian Curriculum Training
- C2C
Our staff profile

Induction Program
Pedagogy Program
Literacy and Numeracy Training
Oracy Training
Early Childhood Video Links
QCAT Moderation
Principals’ Business Meetings
Kin Kora Koffee and Kurriculum Klub
Kin Kora Cohort Professional Development, Mentoring and Coaching
Budget Training
WPH&S Training
Non Violent Crisis Intervention Training
G&T Modules
Explicit Instructions Modules

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>95.6%</td>
<td>95.6%</td>
<td>95.4%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 93.9% of staff was retained by the school for the entire 2012 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/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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**

The overall attendance rate for the students at this school (shown as a percentage).

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

**Student attendance rate for each year level (shown as a percentage)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>92%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

**Student Attendance Distribution**

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>8</td>
<td>13</td>
<td>27</td>
<td>52</td>
</tr>
<tr>
<td>2011</td>
<td>9</td>
<td>16</td>
<td>30</td>
<td>49</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>11</td>
<td>35</td>
<td>51</td>
</tr>
</tbody>
</table>

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Kin Kora State School:

- Rolls are marked at the commencement of the school day and after the second lunch break.
- Rolls are delivered to administration for checking each Friday. Unexplained absences are recorded and clarification is sought from class teachers if need be. 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 frequently appears in school newsletters, thus reinforcing the importance of regular attendance.
Performance of our students

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, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au/](http://www.myschool.edu.au/).

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![Find a school](image)

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Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Kin Kora State School is committed to providing the best possible education for all students. All students whether indigenous or non-indigenous have individual aspirational learning plans to address their current rate of progress and strategies to assist them in reaching desired goals.

Yr 3 Reading:
In 2009, the gap at Kin Kora State School was 37%. The gap in 2012 is 27%.
In 2012, the reading gap for all Queensland schools was 70% and for Central Queensland schools, 52%.

Yr 3 Numeracy:
In 2009, the gap at Kin Kora State School was 43%. The gap is now 38%
In 2012 the numeracy gap for all Queensland schools was 62% and for Central Queensland schools, 44%.

Attendance:
The rate of attendance for indigenous students in 2012 equals 91.9%.
The rate of attendance for non-indigenous students in 2012 equals 93.7%.
Therefore the gap is 1.8%.