

# Queensland State School Reporting – 2011

## Kin Kora State School (1912)



Postal address	43 Hibiscus Avenue Gladstone 4680
Phone	(07) 4971 5111
Fax	(07) 4971 5100
Email	<a href="mailto:the.principal@kinkorass.eq.edu.au">the.principal@kinkorass.eq.edu.au</a>
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the Department's <a href="#">Right to Information site</a> .
Contact Person	The Principal <a href="mailto:the.principal@kinkorass.eq.edu.au">the.principal@kinkorass.eq.edu.au</a>

## 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 2011, 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.

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### School progress towards its goals in 2011

The Kin Kora 2010-2012 Strategic 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. The teaching of Reading was identified as the key focus, along with improvements in literacy, numeracy and technology access. Through our School Environmental Management Plan, we also sought to reduce our carbon footprint.

#### Teaching and Learning

In 2011, an external Education Queensland Teaching and Learning Audit was conducted at Kin Kora State School. These audits are undertaken to ensure Queensland's 1257 state schools are focused on continual improvement with schools being rated in eight teaching and learning categories and at four levels. These levels are outstanding (world class), high (excellent), medium (solid level of practice) and low. Kin Kora State School received 1 outstanding and 7 highs, making it one of only forty schools receiving all high and outstanding ratings.

#### Reading

With reading as a major focus in 2011, the number of Year 3 students in the upper two bands for NAPLAN in Reading increased from 15.5% in 2010 to 26% in 2011. Similar results were evident for Writing, Spelling, Grammar and Punctuation for this year level. The number of Year 7 students in the upper two bands increased from 15.6% in 2010 to 18.4% in 2011.

#### Technology:

Computer equipment and access has been upgraded and teachers have undertaken intensive professional development in this area. All classrooms have been provided with interactive whiteboards and computers. Learning tools such as Activexpressions and netbooks are readily available through the Kin Kora Resource Centre.

#### Closing the Gap:

Areas identified for improvement:		2008	2009	2010	2011
The gap between Indigenous and non-Indigenous student reading and numeracy mean scale scores	Reading	31	37	-7	17.9*
	Numeracy	14	43	-13	30*
The gap between Indigenous and non-Indigenous attendance rates.		1%	1%	1%	1%

\*The reading gap exceeds the system aspirational target for 2011 by 21.1% and the 2013 target by 3.1%.

\*The numeracy gap exceeds the system aspirational target for 2011 by 6.3%.

#### Caring for the Environment:

Staff and students combined to form a School Environmental Management Program Committee and commenced a long term strategy to reduce waste. In 2011, we were one of only ten Queensland schools to receive a Reef Guardian Waste Watchers Award for our efforts in this area.

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### Future outlook

Our 2012 Annual Operation Plan identifies the following key areas for development:

#### **Attendance, Achievement and Attitude**

Set and monitor attendance goals for all students.

Continue strategies to ensure no gap in attendance for indigenous students.

Continue with explicit improvement agenda which targets reading /reading comprehension.

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

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

Continue attention on the analysis and utilisation of systemic and school data to ensure that student needs are identified and addressed. This will include a greater emphasis on meeting the needs of gifted and talented students.

Expect improvement for all: Individual aspirational learning plans for every student to ensure every child has aspirational targets and the strategies to meet these targets. These plans will target improvements in English, Maths, Science and NAPLAN achievements.

Increase the number of students in the upper two bands for NAPLAN.

Embed Aboriginal and Torres Strait Islander Perspectives into curriculum delivery.

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

Engage in professional development, coaching and training opportunities to ensure successful implementation of the Australian National Curriculum.

Aim to have 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. Continue to utilise this program to ensure a respectful and positive attitude to all aspects of schooling.

## 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 eighteen months, 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:** Prep - Year 7

### Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
871	453	418	92%

### Characteristics of the student body:

Student enrolments from PREP to Year 7 rose considerably throughout the latter part of 2011, 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 over 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.

### Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	22.7
Year 4 – Year 10	27.6
All Classes	24.8

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	22
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

## 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

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### 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 Club  
Sewing Club  
Garden Club

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## How Information and Communication Technologies are used to assist learning

In order to engage our Kin Kora State School 21<sup>st</sup> 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 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 2011 School Opinion Survey indicated that Kin Kora State School rates higher than the state average and like schools in all areas relating to School Climate:

95.5% of parents stated that their child is happy to attend this school.

100% of parents believe that Kin Kora is a good school.

Kin Kora State School has an excellent reputation, attracting large numbers of new enrolments throughout 2011, with a predicted 125 PREP students to commence in 2012.

## Parent, student and teacher satisfaction with the school

The 2011 School Opinion Survey indicated that student, staff and parent satisfaction remained generally high. Of particular note, the high percentage of teachers satisfied with morale at Kin Kora State School. Staff professional development requirements were quickly determined following this survey and planning has been undertaken to improve satisfaction in this area.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	95%
Percentage of students satisfied that they are getting a good education at school	92%
Percentage of parents/caregivers satisfied with their child's school	100%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	76%
Percentage of staff members satisfied with morale in the school	90%

DW – Data withheld

## 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
- Book Club volunteers
- Guest Speakers on Assemblies
- RE Programs
- P&C involvement
- Tuckshop volunteers

## 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 2011 are 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 Queensland Waste Watchers awards for environmental initiatives in 2011.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	248,608	10,352
2010	263,465	13,959
% change 10 - 11	-6%	-26%

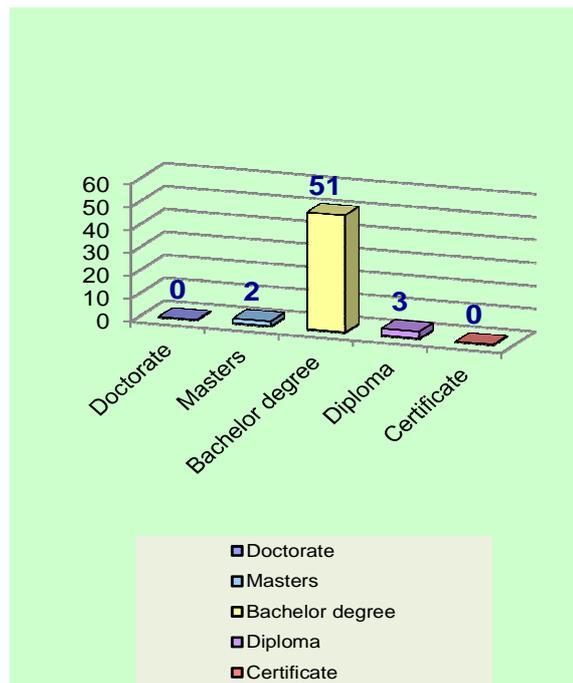
# Our staff profile

## Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	56	23	<5
Full-time equivalents	49	15	<5

## Qualifications

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	51
Diploma	3
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$14 098.77.

The major professional development initiatives are as follows:

- Digital Pedagogy/ Interactive Whiteboards and other ICT Training, including Master Class for expert personnel
- First Aid and CPR
- Australian Curriculum Training
- Introduction to C2C (Curriculum to Classroom)
- Induction Program
- Pedagogy Program
- Literacy and Numeracy Training
- Literacy and Numeracy Checkpoints Training
- Oracy Training
- Early Childhood Video Links
- School Environmental Management Training
- QCAT Moderation
- Principals' Business Meetings
- Kin Kora Koffee and Kurriculum Klub
- Kin Kora Cohort Professional Development, Mentoring and Coaching
- Flu Vaccinations
- Budget Training
- WPH&S Training
- Non Violent Crisis Intervention Training

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

## Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

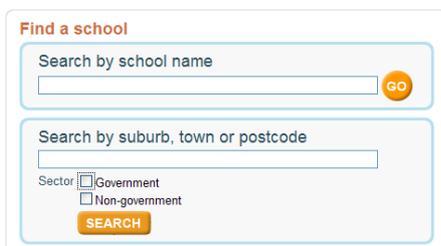
## Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2011 school year.

## School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.



Find a school

Search by school name  GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

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

## Key student outcomes

### Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.

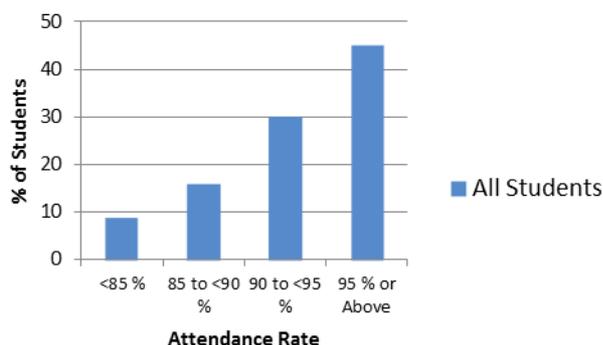
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

### Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	95%	93%	93%	93%	94%	92%

### 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 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.

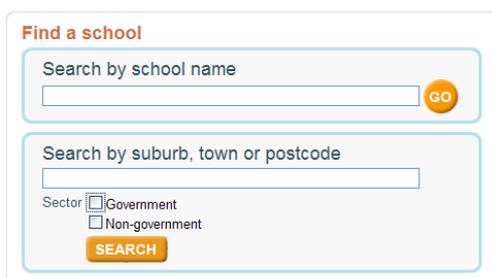
Information regarding the 'Every Day Counts' strategy frequently appears in school newsletters, thus reinforcing the importance of regular attendance.

## 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/>.

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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.

#### Reading:

In 2009, the gap was 37%. The gap in 2011 is 17.9%.

The reading gap has reduced and exceeds the system aspirational target for 2011 by 21.1% and the 2013 target by 3.1%.

#### Numeracy:

In 2009, the gap was 43%. The gap is now 30%.

The 2011 numeracy gap exceeds the system aspirational target for 2011 by 6.3%.

#### Attendance:

The rate of attendance for indigenous students in 2011 equals 91.7%.

The rate of attendance for non-indigenous students in 2011 equals 93.1%.

Therefore the gap is negligible at 1.4%