

# Kin Kora State School

## Queensland State School Reporting

### 2013 School Annual Report



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## 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 2013, 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 2013

The Kin Kora State School 2013 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 2013:** Attendance, Achievement, Attitude

In 2013 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.

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.

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Set and monitored attendance goals for all students. Our attendance rate for 2013 was 93.7% compared to 93.5% in 2012.

Continued strategies to ensure no gap in attendance for indigenous students. The gap in 2013 was 1.3% with an attendance rate of 92.4%, 0.3% higher than the previous year.

Continued to focus 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 learning 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 5); Writing (Yr 3,5,7); Spelling (Yr 5, 7); Grammar and Punctuation (Yr 5, 7); Numeracy (Yr 3, 7)

Embedded Aboriginal and Torres Strait Islander Perspectives into curriculum delivery.

Continued our focus on environmental/ sustainability education through our SEMP program.

### 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.

At Kin Kora State School, we will continue to focus on attitude, attendance and achievement as a means to ensure that all children are achieving to the best of their ability. We will do this by continuing to make teaching and learning our priority. Every teacher in every classroom will create real and lasting improvement in student learning and achievement.

#### 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

Kin Kora State School is one of the 5 state schools located in the industrial provincial city of Gladstone, Queensland. Approximately 900 students attend from Prep through to Year 7.

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 7 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 school with internal benchmarking, state NAPLAN and ICAS testing regimes used to monitor student performance.

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.

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	871	453	418	92%
2012	835	436	399	89%
2013	873	450	423	94%

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 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 extremely stable with 100% of our students remaining at Kin Kora from PREP to Year 6. Approximately 80% choose to remain in Year 7 at primary school instead of undertaking the pilot Year 7 program at Toolooa State High School.

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

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	23	18	21
Year 4 – Year 7 Primary	28	25	27

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	22	54	38
Long Suspensions - 6 to 20 days	0	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

School Wide Positive Behaviour Support Program  
School Leadership Program  
Extended Learning Programs – school based  
Primary/ High School Transition Programs  
High School Super Challenges  
LOTE – Japanese  
Literacy and Numeracy Support Programs  
Program 600 & UNIFY (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  
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,

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 2013 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 2013, with a predicted 130 PREP students to commence in 2014.

## Parent, student and staff satisfaction with the school

The 2013 School Opinion Survey indicated that student, staff and parent satisfaction remained very high. Of particular note, 100% of parents indicating that Kin Kora is a good school and that their child likes this school and feels safe at this school. In addition, 100% of staff indicated that they enjoyed working at Kin Kora State School. 97% of students feel safe at this school and 95% believe they are getting a good education.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	96%
this is a good school (S2035)	96%	100%

## Our school at a glance

their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	96%
their child is making good progress at this school* (S2004)	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%
teachers at this school motivate their child to learn* (S2007)	89%	100%
teachers at this school treat students fairly* (S2008)	92%	93%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%
this school works with them to support their child's learning* (S2010)	89%	100%
this school takes parents' opinions seriously* (S2011)	88%	100%
student behaviour is well managed at this school* (S2012)	86%	96%
this school looks for ways to improve* (S2013)	93%	100%
this school is well maintained* (S2014)	86%	89%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	95%	95%
they like being at their school* (S2036)	98%	94%
they feel safe at their school* (S2037)	91%	97%
their teachers motivate them to learn* (S2038)	97%	94%
their teachers expect them to do their best* (S2039)	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	89%
teachers treat students fairly at their school* (S2041)	81%	90%
they can talk to their teachers about their concerns* (S2042)	87%	88%
their school takes students' opinions seriously* (S2043)	93%	94%
student behaviour is well managed at their school* (S2044)	86%	84%
their school looks for ways to improve* (S2045)	97%	98%
their school is well maintained* (S2046)	97%	91%
their school gives them opportunities to do interesting things* (S2047)	95%	90%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	98%

## Our school at a glance

they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	94%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	96%
their school looks for ways to improve (S2077)	98%
their school is well maintained (S2078)	60%
their school gives them opportunities to do interesting things (S2079)	90%

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

# Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### 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

## 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 2013 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	248,608	10,352
2011-2012	290,474	6,680
2012-2013	271,705	6,818

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.



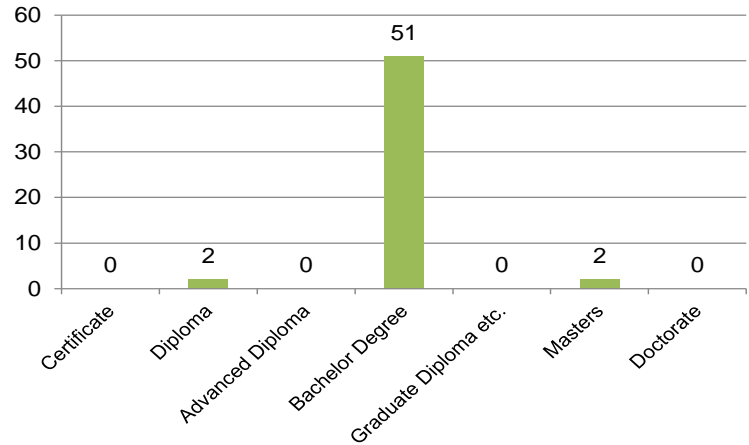
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	55	23	<5
Full-time equivalents	49	17	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	51
Graduate Diploma etc.	0
Masters	2
Doctorate	0
<b>Total</b>	<b>55</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

# Our staff profile

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$32 300.

The major professional development initiatives are as follows:

Induction Program

Pedagogy Program

Profiling Training

Literacy and Numeracy Training

Oracy Training

Early Childhood Video Links

Principals' Business Meetings

Kin Kora Koffee and Kurriculum Klub

Kin Kora Cohort Professional Development, Mentoring and Coaching

Budget Training

WPH&S Training

First Aid Training

Non Violent Crisis Intervention Training

G&T Modules

Explicit Instructions Modules

LOTE

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2013 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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

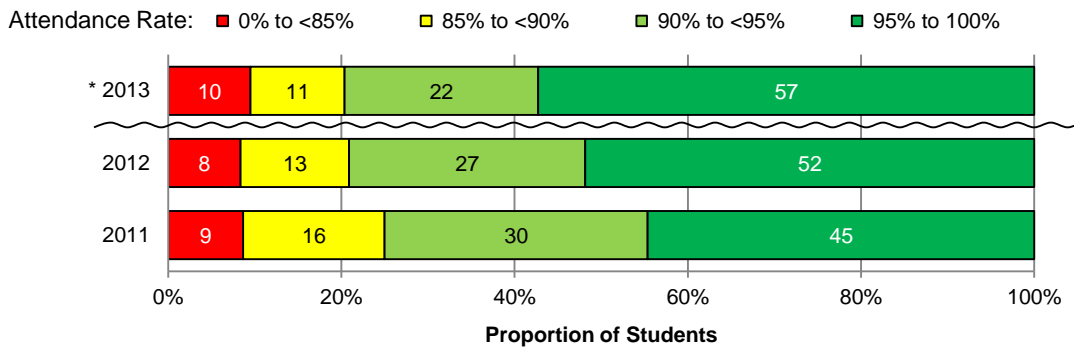
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	95%	93%	93%	93%	94%	92%					
2012	94%	92%	95%	94%	93%	93%	93%					
2013	94%	93%	93%	95%	92%	92%	95%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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

# Performance of our students

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.

## 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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## 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.

### Closing the Gap %:

	2012	2013	IMPROVEMENT AT KIN KORA	QLD GAP 2013
<b>Year 3</b>				
Reading	27	-3	<b>+30</b>	58
Writing	37	4	<b>+33</b>	58
Numeracy	38	27	<b>+11</b>	53
<b>Year 5</b>				
Writing	42	13	<b>+29</b>	59
Numeracy	68	47	<b>+21</b>	58

### Attendance:

The rate of attendance for indigenous students in 2013 equals 92.4%.

The rate of attendance for non-indigenous students in 2013 equals 93.7%.

Therefore the gap is 1.3%.