

Kin Kora State School

Queensland State School Reporting

2014 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 2014, 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 2014

The Kin Kora State School 2014 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 2014: Attendance, Achievement, Attitude

In 2014 we:

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

Continued with an explicit improvement agenda targeting reading and reading comprehension. Reading results for 2014 indicate improvements from 2013-2014 in years three and five, with the school also exceeding systemic aspirations. We also increased the number of students achieving in the top two achievement bands in years three and five.

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

Continued focus on high expectations for teacher's content knowledge and pedagogy and student's attendance, achievement and 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 2014 was 92.5%.

Continued strategies to ensure no gap in attendance for indigenous students. The gap in 2014 was 2.0% with an attendance rate of 90.5%.

Continued to place attention on the analysis and utilisation of systemic and school data to ensure that student needs are identified and targeted.

Focused on improvement for all students: Individual aspirational learning plans were developed for every student to ensure every child had aspirational targets and the required teaching and learning 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. Introduction of a Performance Tracker in Term 4 for Year 1 – 7 to measure student's reading and writing gains and highlight high yield strategies.

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

Embedded Aboriginal and Torres Strait Islander Perspectives into curriculum delivery.

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

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.

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.

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. 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 in 2014. With the introduction of the Flying Start initiative, students from Prep through to Year 6 will only be eligible to enrol from 2015.

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 four years, the school has undergone major refurbishments with the upgrading of 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 within the Gladstone community and as a result, drew enrolments from a range of locations. Currently, the school is enrolment managed.

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	835	436	399	89%
2013	873	450	423	94%
2014	918	463	455	92%

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 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 11% 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	21	19
Year 4 – Year 7 Primary	25	27	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	54	38	78
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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

Extra curricula activities

School Environmental Management Program - run by Enviro Captains from PREP – Year 7
 School excursions, including Year 6/7 camp
 Instrumental Music Program – Woodwind, Brass, Percussion and Strings
 Eisteddfod
 Combined Schools' Musical - biannually
 UNSW Competitions
 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. Activexpressions are utilised for learning and assessment tasks and students and staff also have access to FLIP videos, data projectors, digital cameras and document viewers. These tools are utilised to enhance classroom programs, develop individual skills and allow students to create and publish work in innovative and interesting formats. Linking to online tutorials has also been a focus for staff and students with several students enrolling in the Brisbane School of Distance Education to improve literacy and numeracy skills and extension opportunities.

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

Social Climate

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

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

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

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

The 2014 School Opinion Survey indicated that Kin Kora State School rates above the state average and like schools in all areas relating to School Climate:

95.8% of parents stated this is a good school.

96% of parents stated that their child feels safe at this school.

96.8% of parents would recommend this school to others.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	96%	94%
this is a good school (S2035)	96%	100%	95%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	100%	96%
their child's learning needs are being met at this school* (S2003)	100%	96%	93%
their child is making good progress at this school* (S2004)	100%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	96%	92%
teachers at this school motivate their child to learn* (S2007)	89%	100%	94%
teachers at this school treat students fairly* (S2008)	92%	93%	93%
they can talk to their child's teachers about their concerns* (S2009)	89%	100%	99%
this school works with them to support their child's learning* (S2010)	89%	100%	91%
this school takes parents' opinions seriously* (S2011)	88%	100%	93%
student behaviour is well managed at this school* (S2012)	86%	96%	89%
this school looks for ways to improve* (S2013)	93%	100%	97%
this school is well maintained* (S2014)	86%	89%	91%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	95%	96%
they like being at their school* (S2036)	98%	94%	94%
they feel safe at their school* (S2037)	91%	97%	92%
their teachers motivate them to learn* (S2038)	97%	94%	97%
their teachers expect them to do their best* (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	96%	89%	96%
teachers treat students fairly at their school* (S2041)	81%	90%	97%
they can talk to their teachers about their concerns* (S2042)	87%	88%	93%
their school takes students' opinions seriously* (S2043)	93%	94%	92%
student behaviour is well managed at their school* (S2044)	86%	84%	87%
their school looks for ways to improve* (S2045)	97%	98%	97%
their school is well maintained* (S2046)	97%	91%	96%
their school gives them opportunities to do interesting things* (S2047)	95%	90%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		98%	100%
they receive useful feedback about their work at their school (S2071)		92%	98%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		94%	90%
staff are well supported at their school (S2075)		90%	95%
their school takes staff opinions seriously (S2076)		96%	100%
their school looks for ways to improve (S2077)		98%	100%
their school is well maintained (S2078)		60%	72%
their school gives them opportunities to do interesting things (S2079)		90%	95%

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

'Agree' represents the 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.

The 2014 School Opinion Survey indicated that student, staff and parent satisfaction remained very high. Of particular note, the high percentage of staff, 100%, enjoy working at Kin Kora State School, 98% of parents indicating that their child likes this school and 94% of students stating that they like being at this school.

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

Volunteer reading mentors

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

Under 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. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	290,474	6,680
2012-2013	271,705	6,818
2013-2014	290,702	192,961

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

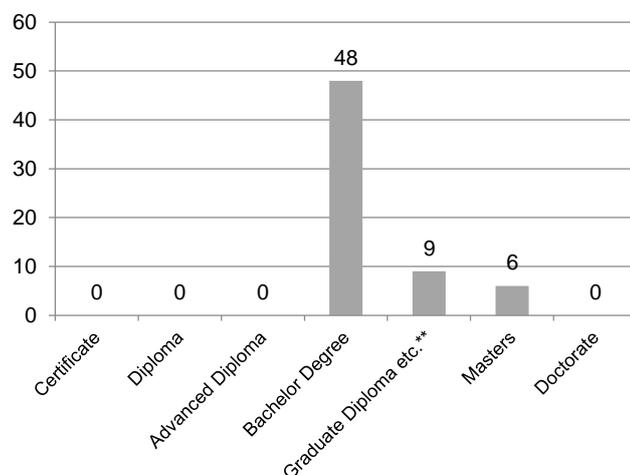
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	63	29	<5
Full-time equivalents	53	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	48
Graduate Diploma etc.**	9
Masters	6
Doctorate	0
Total	63



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$33 158.90.

The major professional development initiatives are as follows:

- Coaching and mentoring
- Reading development
- Curriculum enhancement
- First aid
- Leadership training

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	94%	92%

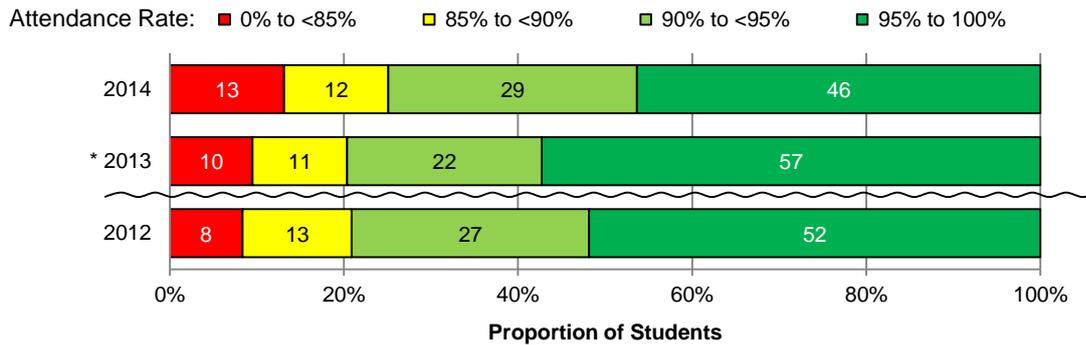
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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
2012	94%	92%	95%	94%	93%	93%	93%					
2013	94%	93%	93%	95%	92%	92%	95%					
2014	91%	92%	94%	93%	95%	92%	92%					

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 in OneSchool at the commencement of the school day and after the second lunch break.

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.

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/>.

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

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Sector Government
 Non-government

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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.

Closing the Gap %:

	2013	2014	IMPROVEMENT AT KIN KORA	QLD GAP 2014
Year 3				
Reading	-3	55	-58	68
Writing	4	89	-85	51
Numeracy	27	69	-42	59
Year 5				
Reading	21	14	+7	67
Writing	13	13	0	56
Numeracy	47	21	+26	61

Yr 3 Reading:

In 2014, the gap at Kin Kora State School was 55.

In 2014, the reading gap for all Queensland schools was 68 and for Central Queensland schools, 58.

Yr 3 Numeracy:

In 2014, the gap at Kin Kora State School was 69.

In 2014, the numeracy gap for all Queensland schools was 59 and for Central Queensland schools, 48.

Yr 5 Reading:

In 2014, the gap at Kin Kora State School was 14.

In 2014, the reading gap for all Queensland schools was 67 and for Central Queensland schools, 54.

Yr 5 Numeracy:

In 2014, the gap at Kin Kora State School was 21.

In 2014, the gap for all Queensland schools was 61 and for Central Queensland schools, 43.

Attendance:

The rate of attendance for indigenous students in 2014 equals 90.5%.

The rate of attendance for non-indigenous students in 2014 equals 92.5%.

Therefore the gap is 2.0%.

