

Kin Kora State School

*School Annual Report and Operational
Plan*

2004 – 2005



Statement Of Purpose	<p>The purpose of education at Kin Kora State School is influenced by the strategic direction of QSE 2010 and is to meet the needs of different students pursuing high levels of educational attainment.</p> <p>This will be achieved by</p> <ul style="list-style-type: none"> • Creating a safe, tolerant and disciplined environment for students • Preparing young people to be active reflective Australian citizens • Developing the skills and desire for lifelong learning in students • Supporting students to become active in community, economic and political life • Building student confidence in their relationships with other cultures in Australia and abroad
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Values	<p>Each activity carried out at Kin Kora State School reflects the values that</p> <p>What we do promotes the best interest for Kin Kora students</p> <p>What we do is the very best we can do</p> <p>We accept personal and professional accountability for everything we do at Kin Kora</p>
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Vision	<p>Students at Kin Kora State School will achieve quality learning outcomes.</p> <p>Kin Kora State School promotes the academic, sporting and cultural performance of all students.</p> <p>All activity at Kin Kora State School will support quality teaching for the development of quality learning to achieve quality outcomes.</p>
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Context

Kin Kora has an enrolment of approximately 690 students in the primary section and 100 students in the preschool.

The Kin Kora school community is relatively stable. 91.7% of our year 7 students commenced their schooling at Kin Kora preschool. A&TSI students represent 9% of the school population. Attendance is generally good and unexplained absences are low.

Several committees operate within the school.

School staff is relatively stable with few transfer requests. No requests for transfers were made in 2004 for the 2005 school year.

Classrooms operate in single class cohort and a single teacher with some innovative teaching strategies across and between classes. Teachers plan in year level groups but a range of interactive grouping strategies promote other planning formats.

The curriculum is structured across Key Learning Areas but planning is developing on an integrated approach across four key unit organisers per year level.

Student welfare is supported by a range of interagency structures.

This School Annual Report and Operational Plan (with Budget and Annual Financial Return) was developed in consultation with the school community.

School Profile

Location and Characteristics

Kin Kora School opened in 1982. It is situated on a hilly location on the corner of Hibiscus Avenue and Sun Valley Road. The school is a 6.6 ha site.

A day-care centre across the road from the school provides before and after school care. PCYC and other day-care centres collect and deliver children to the school each day.

The school buildings are all low, dual teaching space buildings, most with wheelchair access. There are 7 modular buildings. Parking for the delivery and collection of children is a significant problem. The school is bound by narrow streets with little parking. Staff parking is within the grounds.

A principal's residence is located in the grounds. Many teachers access departmental housing.

School facilities

Computers are in all classrooms. A computer room with a bank of 16 computers was built in 1998. The room is fully air-conditioned. The school has a technology program for Years 1-7. The school has Internet access through

The fully airconditioned double space Library was completed in 1997.

A Music Block was completed in 1997. The school boasts a concert band, a stage band and a string ensemble. Some children are members of the Gladstone Combined Schools Band and the Combined Strings. Specialist instrumental music teachers visit the school each week to teach percussion, brass, woodwind and strings.

The Preschool has two units offering full day programs. The Preschool buildings are on the same grounds as the rest of the school but are slightly removed.

Facilities include a sports oval, two basketball courts, two tennis courts, two cricket nets and several play forts and sand pits.

Four Sun Shelters provide a sheltered area for children to eat and play.

The school is now fully airconditioned under the Cooler Schols program in 2004.

School Community Features

The school community is relatively stable. 91.7% of our year 7 students commenced their schooling at Kin Kora preschool.

A&TSI students represent 9% of the school population. An ASSPA committee takes an active role in the life of the school. Several committees operate within the school including a Safety House committee, a WH&S committee and a Tuckshop committee.

A School Nurse, the Dental Van and the Life Education Van visit the school.

Student Welfare

Kin Kora has an enrolment of approximately 650 students in the primary section and 100 students in the preschool.

Attendance is generally good and unexplained absences are low.

A Guidance Officer and a Psychologist are rostered for school visits. A range of AVT's visit as required.

Students are responsible for their own behaviour with a focus on positive student interaction.

A proactive Behaviour Program operates to develop self-esteem and social skills and to assist students who are experiencing a range of problems. Parent involvement is actively encouraged.

A Special Education Class supports ascertained students.

Educational Program

The school runs on a split-lunch timetable.

Assessment is ongoing. Computerised reports are sent home each semester.

School Programs exist for all curriculum areas. These are reviewed and updated regularly.

Financial Resources

The school had a global budget of \$800,000 comprising funds from grant allocation, parent contributions, P&C fundraising activities, Indigenous Education Strategic Initiatives Program, Aboriginal Student Support and Parent Awareness Program. Committee structures manage the budget.

Staff Welfare

A Professional Development Committee meets to approve payment of Professional Development activities for all staff. Staff participation is strong.

A staff room in the Administration Block is for all staff. An active Social Committee organizes a range of activities for staff.

Staffing

Staff of the school consists of 26 FTE Class Teachers and 2 preschool teachers, 2 Support Teacher - Learning, Difficulties, 1 Physical Education Teacher, 1 Music Teacher, 1 Librarian, 2 x 0.5 Reading Recovery Teachers, 0.5 NCT/CCT Teacher, 1 X 0.4 Intervention Teacher, 1 x 0.6 LOTE Teacher, 1 Principal, 2 Deputy Principals, 1 Registrar, 1 AOT, 2 AAEP, 1 groundsman, 2 permanent teacher aides, and 2 part time ISIEP Teacher Aides and 2 LSPSS Teacher Aides

The school allocates at least 10% of the general budget to professional development. Support is given to staff wishing to implement innovative practices.

Staff provide supervision for BLM Education students from Central Queensland University.

Several students access Special Teacher Aide time. These includes students with Ascertained levels as well as NESB children.

School Governance

The P&C meets monthly. The role P&C includes the dissemination of information to the school community, organising a range of fundraising activities and being a part of school committees.

Key Issues for 2005

ICT

- Classroom and School use Multimedia technology
- Integration of learning technology in units
- Effective use of SMS modules

Supportive School Environment

- To empower students to take responsibility for their actions through 'You Can Do It.'
- Developing a consistent management approach.

Resources

- The effective use of existing resources to impact on learning and teaching.

Individual Needs

- Meet individual needs of every student through the provision of an improved learning environment and access to support personnel.

Assessment & Reporting

- Benchmarking
- The provision of regular, consistent, timely, formal and informal progress reports.
- Development of multimedia student portfolios

Effective Learning and Teaching

- Provision of excellence in education through excellent teaching.
- Focus on pedagogy with emphasis on the teaching of higher level thinking skills.

Grounds

- Maintain, expand and develop existing grounds.
- Develop the school grounds as a pleasant, functional resource for the use by all members of our school community.

Professional Development

- Professional development will continue to be made available to all staff to enhance teaching and learning.

LEARNING OBJECTIVE: Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

Learning Outcome LE1: Improved learning outcomes for the diverse range of students in Education Queensland.

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
LE 1.1: Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, Number.	80% Reading 85% Writing 82% Number	86.2 % Reading 85.5% Writing 88.5% Number	Corporate Data Warehouse – Year 2 Net		<ul style="list-style-type: none"> ❖ Implement the Framework for Students at Educational Risk. ❖ Provide an array of services and educational programs for students with disabilities and special needs. ❖ Implement learning programs that integrate inclusive structures, processes and practices to support the learning of all students. ❖ Provide alternative education environments that cater for the differing learning needs of students. <ul style="list-style-type: none"> • Rosella Park • Special Education Class • Extended Learning Program ❖ Maintain an outcome focus on literacy by benchmarking cohort performance and focussing on continuous improvement. ❖ Review and progress the Implementation the Reading Framework ❖ Maintain Oracy Too program in lower primary years ❖ Maintain Perceptual Motor Program in P to 3. ❖ Progressively map students in year 4-7 on outcome achievements particularly in literacy ❖ Map cohort performance for continued improvement ❖ Implement professional development activities on the teaching of number.
LE 1.2 Percentage of students achieving national Year 5 reading and writing benchmarks	85% <i>Reading/Viewing</i>	Writing: 617 Reading: 630 ATSI Writing: 610 Reading: 602	Corporate Data Warehouse – Year 5 Test	Writing: 615 Reading: 595 ATSI: Writing:597 Reading:568	
LE 1.5 Schools have targeted intervention strategies to improve learning outcomes for all students.	All schools	Strategies exist	School information	Extensive strategies support early intervention including Reading Recovery (Report Attached)	
LE1.6 Percentage of students achieving national Year 7 reading benchmarks		Writing: 710 Reading: 705 ATSI Writing:675 Reading:650	Corporate Data Warehouse – Year 7 Test	Writing: 708 Reading: 693 ATSI Writing: 664 Reading: 635	
LE1.7 Percentage of students achieving national Year 3 reading benchmarks		79% Reading/Viewing 85% Writing	Corporate Data Warehouse – Year 3 Test	Writing: 533 Reading: 542 ATSI Writing: 495 Reading: 489	
LES1.8 Improved performance in Number across all year levels		Year 7: 710 Year 5: 620 Year 3: 568	Corporate Data Warehouse	Year 7: 704 Year 5: 615 Year 3: 556	

LEARNING OBJECTIVE: Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

Learning Outcome LE 2: A learning framework with improved integration of curriculum, pedagogy, assessment and reporting that engages the diverse range of students in:

- **Intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural networked societies**
- **Early childhood programs that provide them with the foundations for success as lifelong learners**
- **Experiences that develop competence in using, and confidence in applying, technologies in learning.**

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
LE 2.1: Percentages of students and of parents and caregivers satisfied that they are getting a good education at school.	80% (students) 80% (parents)	91% (students) 83% (parents)	Corporate Data Warehouse – School Opinion Survey	88.1% (students) 82.1% (parents) Integrated units plans have been developed for each level containing 4 key units per level. Comprehensive inservice occurred on the productive pedagogy framework. Planning is screened with the elements of productive pedagogy. Professional discussion indicates that productive pedagogy is having an impact on classroom practice.	<ul style="list-style-type: none"> ❖ Provide intellectually challenging learning experiences and assessment strategies for all students by ensuring teaching and learning reflect the four dimensions of Productive Pedagogies. <ul style="list-style-type: none"> ○ Peer Mentoring ○ Elements in planning ○ Staff newsletters – immersion in elements ❖ Implement KLA strategies that enable students to demonstrate understanding and skills at a level appropriate to their development. ❖ The outcomes achieved as a result of the integrated units will be tracked and mapped to ensure consistency. ❖ All strands in these plans will be adequately covered and resourced.
LE 2.2 Percentage of students satisfied with the way computers are used for learning. Percentage of parents satisfied that the school is developing computer skills,	70% (students)	82% (students) 85% (parents)	Corporate Data Warehouse – School Opinion Survey	77% (parents) 67.7% (students) 86% of the school is connected to the school network. All students can access computers in the technology lab. Full time teacher aide assistance is available in the technology lab.	<ul style="list-style-type: none"> ❖ Increase the extent to which students' work demonstrates competence and confidence in using technology for learning by expanding the integration of ICT in learning frameworks. <ul style="list-style-type: none"> ○ Student ICT drivers preferred foundation benchmark ❖ Students in year 6 and 7 will develop a multi-media portfolio to demonstrate increased computer competencies mapped towards the preferred future benchmarks.

LEARNING OBJECTIVE: Implement a learning framework to prepare students for living in complex, multicultural, networked societies.

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Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
LE 2.3 Kin Kora has a shared philosophy and an integrated learning program enacted across early childhood years.	All primary schools	Shared philosophy and integrated learning program exists	School information	<ul style="list-style-type: none"> • Perceptual Motor program has been established in lower primary years • Oracy Too program has been developed in the preschool years. • Speech Facilitator service to students has been increased by 52%. • P-3 policy has been developed to support integrated learning • Integrated unit plans have been developed to support an integrated learning program 	<ul style="list-style-type: none"> ❖ Implement responsive early education programs for an early years curriculum. <ul style="list-style-type: none"> ○ Maintain Oracy Too programs in the P-3 areas for identified students. ○ Maintain increased level of speech facilitation. ❖ Implement P-3 Policy including transition in preparation for the prep year in 2005. ❖ Integrate an outcomes approach using key school organisers to develop continuous improvement and increased learning outcomes. ❖ Implement a range of effective staff practices to support unit implementation. ❖ Continue to implement perceptual motor program in lower primary years.
LE 2.4 Kin Kora has curriculum planning that integrates curriculum, pedagogy, assessment and reporting in response to student and community needs.	All schools	Curriculum planning exists	School information	<ul style="list-style-type: none"> • All teachers in all year levels have participated in developing a template for integrated planning. • All classrooms have implemented integrated units. • HOC has been selected. 	<ul style="list-style-type: none"> ❖ Assessment & Reporting <ul style="list-style-type: none"> ○ Maintain diagnostic net folders for years P-3 students ○ Maintain student portfolios for all P-7 students. ○ Investigate / implement profiles using benchmarks ❖ Implement ICT Learning Agreement ❖ Productive Pedagogy will impact on planning and teaching practice. ❖ Progress the implementation of the Reading Framework to focus on continued reading improvement. ❖ In partnership with LDC and CQU, establish a practicum to provide a comprehensive mentoring program with Middle School emphasis.
LE2.5 Kin Kora supports all targeted students in the achievement of student outcomes			School information		<ul style="list-style-type: none"> ❖ Support A&TSI students with intensive classroom intervention. ❖ In partnership with DEST, maintain the intensive and individual tutoring program for identified children.

SCHOOLS OBJECTIVE: Create learning communities that meet diverse student and community needs.

Schools Outcome SC1: Schools have innovative and distinctive responses to community and student needs.

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
SC1.1 Schools have a clear educational rationale responsive to community needs, for their distinctive approach to improving learning outcomes	All schools	Clear rationale exists	School information	<ul style="list-style-type: none"> • School Literacy and Curriculum Plan are operational. • IEP plans are developed and managed. • Individual support plans for students appraised for learning difficulties are developed, implemented and reviewed twice yearly. 	<ul style="list-style-type: none"> ❖ Continue to progress the Kora Literacy Strategy Action Plan. ❖ Review Curriculum Plan. ❖ Continue to develop, implement and review Individual Support Plans (ISP) and Individual Education Plans (IEP) ❖ Align Assessment and Reporting processes with Individual Plans. ❖ Develop ISP (Behaviour) for specific need students. ❖ Develop innovative and distinctive approaches to schooling, based on clear rationale. This will create an exciting school environment for all and continue to promote - Kin Kora and Proud of It – as an ethos. ❖ Implement Partners for Success to promote partnerships between schools and indigenous communities including Lewis Parter, A&TSI Aides / liaison personnel, Aboriginal Tutoring Assistance Scheme Tutors, Police Liaison Officers ❖ Implement strategies as a result of clear data driven decision-making processes including Maths afternoons, Writing workshops, Spelling workshops, In-residence style learning activities, building a positive and exciting school and classroom environment.
SC 1.2 Schools have strategies to implement Middle Phase of Schooling State Action Plan	All schools	Strategies exist	Parent workshops Staff Discussions & Conversations Professional Development	<ul style="list-style-type: none"> • Leadership positions have been established for upper primary students. • 	<ul style="list-style-type: none"> ❖ Inservice all teachers in year 4-7 on Action Plan ❖ Develop Kin Kora State School Middle Schooling Action Plan ❖ Develop an extensive student leadership regime including consultation and mentoring for students in year 4-7 ❖ Develop support infrastructure to improve communication between Kin Kora and feeder high schools.

SCHOOLS OBJECTIVE: Create learning communities that meet diverse student and community needs.

Schools Outcome SC2: Schools have productive partnerships with their community and with business, industry and other government agencies.

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
SC2.1 Kin Kora has strategies to increase community access to school facilities and the further enhancement of schools as hubs for community activities	All schools	Strategies exist	Community use of school facilities Number of parents accessing school driven workshops Number of activities held outside of school hours	<ul style="list-style-type: none"> Community has access to tennis court and grounds facilities. Further strategies need to be investigated to increase community access and involvement with the school. Special days celebrate the special community that is Kin Kora State School including Grandparents Days, International Teacher Days, Volunteers Days, Open Nights, Carols by Torchlight, ASSPA community break-up, and Teacher Aide days, Bookweek, School Discos. 	<ul style="list-style-type: none"> Expand community partnerships to provide supportive learning environments including Rosella Learning Centre, QAL, Waterwatch, Rangers from QWPS, Reading Programs Special Weeks eg Grandparents Week, Education Week. Initiate strategies for school communities to participate in professional dialogue including FLIP implementation, monitoring and review. Develop Kin Kora State School as a community asset by implementing a range of community based activities. P&C activities will include a range of community-based activities including Open Days, Carols, Sausage Sizzles, and Volunteer Days.
SC2.2 School based management provides support for effective decision making processes		EO2 status	School information	<ul style="list-style-type: none"> Consultation has occurred within the school community to establish a functional LCC. HOC selected for 2005 	<ul style="list-style-type: none"> Implement the most appropriate school based management options including a Local Consultative Committee, School Council and P&C. Develop school facilities to support student activities

SCHOOLS OBJECTIVE: Create learning communities that meet diverse student and community needs.

Schools Outcome SC3: Schools provide safe, tolerant and disciplined learning environments.

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
SC3.1 Percentage of parent/caregivers satisfied that the school is a good school.	88%	92.5% of parents will be satisfied that Kin Kora is a good school.	Corporate Data Warehouse – School Opinion Survey	96.2% of parents as satisfied that Kin Kora is a good school.	<ul style="list-style-type: none"> ❖ Promote Kin Kora State School as a site of excellence in technology and literacy <ul style="list-style-type: none"> ○ Brochures, signage, newspapers, newsletters, parades ○ Public displays ○ Celebrate excellence ❖ Develop niche market strategies that promote distinctiveness. <ul style="list-style-type: none"> ○ Promote an exciting school environment ○ We are Kin Kora and Proud of It. ○ Prepare uniform for 2005 ○ Chess strategy 2006 ○ Enhance current student leadership program for students in year 4-7. ❖ Workplace Health and Safety Officer will manage all compliance issues
SC3.2 Percentage of parent/care givers satisfied with school behaviour and discipline		82% parents will be satisfied with discipline. 75% of parents will be satisfied with student behaviour.	School information	Comprehensive behaviour intervention programs including behaviour recovery. 72.7% parents are satisfied with school discipline. 58.8% of parents are satisfied with student behaviour.	<ul style="list-style-type: none"> ❖ Continue to develop proactive behaviour programs including ISP (Behaviour) Implement effective behaviour management strategies including Behaviour Recovery, Brain Gym, Behaviour Committee – fortnightly monitoring and reporting on outcomes, proactive use of Behaviour Psychologist (Social Skills program), Rosella Centre, Games Room, Life Ed, EDL, Chess

Schools Outcome SC4: Schools have increased enrolments

SC4.1 Number of students enrolled in state schools.	487 000 forecast (71%)	Enrolment goals 2003 Year 1-7 720 Preschool 100	Corporate Data Warehouse Enrolment data from SMS		<ul style="list-style-type: none"> ❖ Develop an Enrolment Management Plan to manage enrolment patterns in the future. Implement Enrolment Management 2004.
SC 4.3 Percentage of students continuing schooling across key junctures - Year 7 to Year 8,	91% (Yrs 7- 8)	95% (Yrs 7-8)	Corporate Data Warehouse	97.2% of year 7 students progress to state schools. Kin Kora and Toolooa State High have developed a strong alliance.	<ul style="list-style-type: none"> ❖ Implement year 7/8 teacher networks with local high schools to support Middle Schooling strategies ❖ Develop a Transition program with exist SEC resources to support high needs students as they interface with the secondary curriculum.

Schools Outcome SC5: Schools have effective resource management and accountability practices

SC5.1 Percentage of staff satisfied that they have access to resources to do their job. Percentage of parents satisfied that Kin Kora is well equipped school.		83% (staff) 72% (parents)		81.8% (staff) 67% (parents)	<ul style="list-style-type: none"> ❖ Resource management meets all compliance requirements. ❖ Resource management is responsive to school based priorities
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WORKFORCE OJECTIVE: Ensure the workforce has the capacity and flexibility to deliver the objectives of QSE-2010.

Workforce Outcome WO1: The workforce has the capability and flexibility to deliver the objectives of QSE–2010 with teachers involved in learning and development opportunities to ensure continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice.

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
WO1.2: Percentage of general component of school grant budget or equivalent expended on learning and development for school staff	10% budget or equivalent	10% budget or equivalent	School budget	<ul style="list-style-type: none"> 16% of school budget was allocated to professional development. 	<ul style="list-style-type: none"> ❖ Coordinate strategies for the development of workforce learning capabilities. <ul style="list-style-type: none"> ○ Support acting and promotional opportunities to map out succession training. ○ Use workforce planning to identify trends and specific development areas on a 5 year rolling basis. ○ Conduct a range of workshop opportunities for staff involvement to develop the preferred future ICT benchmarks. ❖ Implement strategies to enhance to role of significant adults in the learning environment. <ul style="list-style-type: none"> ○ Implement parent workshops using ISIEP support structures. ○ Develop Positive Parenting Program using Guidance Office expertise. ○ Use School Newsletter as a medium for discussing parenting strategies. ○ Implement Support A Reader, Support A Writer and Support A Maths learner for parents ○ Conduct a range of workshop opportunities for parent involvement to develop the preferred future ICT benchmarks ○ Celebrate teacher achievements through rewards and recognition strategies including IT Day.
WO1.3: Percentage of workforce engaged in learning and development opportunities		95%	School information	12.2% of staff participate in network activities frequently or very often. 39% of staff participate in network activities sometimes. 48.8% of staff participate rarely or never in network activities.	
WO1.4: Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	80%	82.5%	Corporate Data Warehouse – School Staff Survey Use item SO25 until planned modifications are made to survey	22% of staff participate in conference or seminars frequently and often. 52% of staff participate in conference or seminars sometimes. 26% of staff participate in conferences or seminars rarely or never. 16.3% of staff participate in coaching or mentor activities frequently or often. 37.2% of staff participate in coaching or mentor activities sometimes. 56.5% of staff rarely or never participate in mentoring activities.	

WORKFORCE OJECTIVE: Ensure the workforce has the capacity and flexibility to deliver the objectives of QSE-2010.

Workforce Outcome WO2: Leadership drives educational reform, supports productive relationships and promotes innovation.

Performance indicator	EQ target 2005	School target 2005	Evidence source	2004 Report	2005 Strategies
WO2.1: Percentage of school workforce satisfied with their professional competencies and opportunities to engage in educational reform.	New target with 2003 data as baseline		Corporate Data Warehouse – School Opinion Survey	69.5% of staff are satisfied with their knowledge and skills in developing sustainable community partnerships. 88.4% of staff are satisfied with their knowledge and skills in inclusive practices. 78.6% are satisfied with the knowledge and skills in curriculum and pedagogy. 79.1% of staff are satisfied with their knowledge and skills in assessment and reporting. 70.4% of staff are satisfied with their knowledge and skills in supporting initiatives for improvement in the school.	<ul style="list-style-type: none"> ❖ Implement programs and networks than strengthen the quality of leadership. <ul style="list-style-type: none"> ○ Develop individual and small group leadership networks based on a range of identified cohorts including (executive team, admin teams, senior teacher networks) ❖ Develop strategies to revitalise and extend the skills of the Kin Kora staff by providing individual learning opportunities based on identified professional needs ❖ Implement IDEAS process for strategic renewal. ❖ Develop programs that strengthen workforce skills in resource management. ❖ Develop strategies that include the development of school networks using key teachers in reading. ❖ Kin Kora State School will lead the District Induction Program 2004.

	Xpata workshops for teachers	\$2383
	Xpata subscription	\$440
	Middle School workshops	\$2583
	Middle School workshops catering	\$220
	Indigenous Education Workshop	\$55
	C&K Conferenc	\$109
Wotton, Coward and Richardson	Brain Gym	\$300
	MIS Training	
All teachers	Non Violent Crisis Intervention	\$458
Hartmann	LOTE	\$

