


Kin Kora State School – School Annual Report

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Principal's foreword

What a wonderful year 2008 proved to be for our school. There is a noticeable feeling of pride within the Kin Kora school community. This is promoted to our students at every opportunity.

Our results in the 2008 parent opinion survey continued to improve and exceed the state and like schools. Parents were mostly satisfied with

- The quality of teaching at Kin Kora;
- The continued growth of literacy and numeracy skills;
- The interest the school takes in their children;
- That staff are approachable when they need to talk about their children;
- That the school makes you feel welcome;
- The progress of their children.

On the National front we continued to achieve a number of Distinction and Credit Awards in the National English and Mathematics and Science Assessment program. On the State Awards, our students continued to exceed the peers. The results are detailed elsewhere in this document.

Our Wilderness Program initiative continued to expand during 2008 targeting specific student skills. The 8 week course culminates in a two night camp at Facing Island where students put the skills developed into practice.

Our Annual Grandparents Day continued to exceed expectations with hundreds of Grandparents visiting their grandchildren in the classrooms to strengthen the family bond of our school.

2008 saw major grounds and facilities developments including the construction of a new senior play area, the concreting of lunch areas, the expansion of lunch furniture for students and the first stage of our progression towards MOE – Managed Operating Environment for schools.

Bob Brandis
(Principal)

2008 School Annual Report



Future outlook

Without a doubt, the single most significant project for 2009 will be the continued progression towards MOE. 2008 saw the single biggest purchase of computer hardware in our school history. We anticipate that EQ will progress the school's Local Area Network to a satisfactory standard.

The school has progressed through the DNIP (Data Network Infrastructure Project) which has identified the development areas for upgrade which will connect all classrooms to the school network, EQ's network and the internet.

The curriculum focus for 2008 will be developed around the QCAR initiatives. Assessment and Reporting structures will be developed to support the implementation of the newly adopted state wide school report card system. The student portfolio will continue to be available for parents.

Kin Kora will expand the school's Wilderness Program to develop student leadership capacity.

Kin Kora will continue to promote student involvement in Australian and National English, Maths and Science assessment activities, particularly for gifted students.

School Profile

Kin Kora is staffed by 54 teaching staff.

The Leadership Team comprises a Principal, 2 Deputy Principals, a Head of Curriculum and a Business Service Manager.

Specialists teaching staff include 2 Learning Support staff, 1 Special Education teacher, 1 PE teacher, 1 Music teacher, 1 Library teacher, 1 LOTE teacher.

Kin Kora shares the services of, Speech Pathologist, Behaviour Recovery Team and a Guidance Officer.

2008 Student Enrolments								
	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
2008	105	101	66	99	104	98	94	105
2007	99	59	100	107	98	93	106	97

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.

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

Student welfare is supported by a range of interagency structures.

Curriculum offerings

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

You Can Do It – A supportive Behaviour Management program with the main purpose to provide all children with the foundations for achievement and social and emotional well being in school home and eventually the world of tomorrow

Learning Support – Kin Kora has structured Learning Support and Special Education provisions to maximize support for all students with specific learning needs.

Oracy Program – All prep and early years students will receive a comprehensive assessment of speech and oracy needs to determine the best methods of supporting students learning needs.

Perceptual Motor program – Year 1 students participate in a perceptual motor development program designed to improve fine and gross motor skill development.

Buddy classes – A component of the school leadership program includes buddy classes where students from upper school forms a working relationship with students in lower classes.

Student Leadership Program - Class captains are elected each term and take on the role of welcoming new students, writing class reports and accepting specific student responsibilities.

Student prefects are elected annually and support a specific year level for student activities. Prefects run junior parades.

House captains have a specific leadership responsibility for all school based sporting activities.

School captains and vice captains undertake specific leadership activities for the school. Captains issue school awards at school parades.

The Wilderness Program is offered to specific students for specific learning goals. The program features a strong emphasis on personal leadership, emotional and social resilience. The program involves undertaking a range of activities from building shelters, cooking, camping safety and sustainable fishing activities.

Computers are used to support integrated units of work. Each classroom has a small bank of computers. A computer room is staffed by a full time teacher aide who assists each class with computer activities. The room has a bank of 16 computers.

Students access the internet though the school web site which is designed to be a student-friendly interface. Each of the units is supported by a range of internet activities and web sites.

Social climate

	2008 Results		State Average
	Level of satisfaction	Rating	Rating
Parents – My child is safe at school	100%	3.33	3.00
Parent – My child is treated fairly	81.1%	3.15	2.98
Parents - Satisfaction with student behaviour	69.7%	2.76	2.48
Parents – Satisfaction with discipline	75.7%	2.94	2.66
Parents – My child is happy to go to this school	100%	3.55	3.19

Involving parents in their child's education.

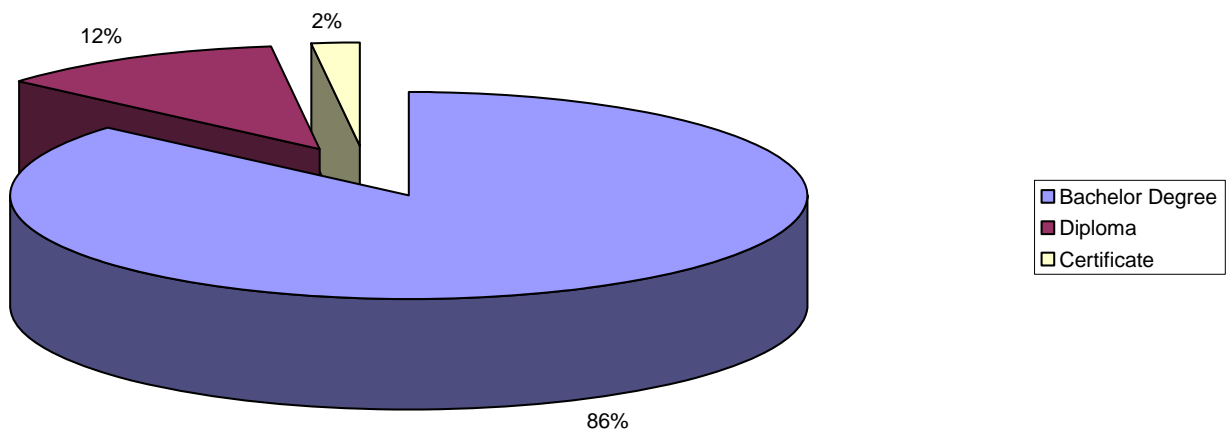
Parents participate in the school as classroom helpers after successfully completing a school based induction program and receiving a blue card. 81 parents completed the program during 2008. P&C meeting is held every third Wednesday at the school. At the P&C meeting all issues of school curriculum and school performance are outlined.

A parent fundraising committee actively supports all school activities.

The school tuckshop is managed by paid convenors and is staffed by parent volunteers. Parents participate in school excursions as helpers. Parent helpers attend year 7 camp for the week as assistants.

Qualifications of Staff

Qualifications of Teachers



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2007 was **\$9,987.14**

The major professional development initiatives are as follows:

- First Aid Training of staff (\$872)
- One School Staff Training (\$3656)
- Prep Triple P Staff Training (\$100)
- ECTA Workshop/Prep Talk (\$182)
- Staff Internal PD (\$1462)
- Admin Staff – Strong Foundations (\$200)
- Principal Business Meetings (\$333)
- RE Workshop (\$100)
- QCAR Workshops/Conferences (\$250)
- Kin Kora Curriculum Koffee Klub – (\$1061)
- Flu Vaccinations (\$520)
- Ed Centre Membership (\$525)
- Required Staff training - Budget, WH&S etc (\$725)

The involvement of the teaching staff in professional development activities during 2008 was **94 %**.

Average staff attendance

For permanent and temporary staff and school leaders the staff attendance rate was **96%** in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, **91 %** of staff were retained by the school for the entire 2008 school year.

Student attendance

The average attendance rate as a percentage in 2007 was 94 %.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	Percentage of students not requiring additional support
Reading	84%
Writing	95%
Number	91%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests.

		Yr 3	Yr 5	Yr 7
Reading	Average score for the school	382	460	532
	Average score for Queensland	371.1	466.1	528.1
	Percentage of students at the school above the national benchmark	2008 92 %	92%	91%
Writing	Average score for the school	404	476	525
	Average score for Queensland	391.8	468.9	522.7
	Percentage of students at the school above the national benchmark	2008 94%	94%	87%
Numeracy	Average score for the school	372	458	547
	Average score for Queensland	367.9	458.2	539
	Percentage of students at the school above the national benchmark	2008 96%	92%	95%

Key Student Performance Indicators 2008

Year 5		Student Surveys	Year 7	
State Average	Kin Kora		Kin Kora	State Average
3.29	3.24	That you are doing your best work	3.43	3.14
3.44	3.31	That you are getting a good education	3.43	3.20
2.94	3.11	With computer skills learnt at school	2.79	2.82
3.28	3.23	That your teacher explains things clearly to you	3.24	3.05
3.43	3.34	That your teacher helps you do you best	3.40	3.15
3.19	3.17	That your teacher takes an interest in your learning	3.28	3.02
3.49	3.29	That you are happy to go to this school	3.48	3.08
3.46	3.24	That you are safe at school	3.19	3.09
3.04	3.14	With the school grounds	2.98	2.90
3.59	3.43	That Kin Kora is a good school	3.57	3.19

2008 School Annual Report

Key Student Performance Indicators 2008

State Average	Parent Satisfaction	School Average
2.86	Your child is making sufficient progress	3.12
3.04	Your child works well at school	3.39
2.89	The school is developing your child's numeracy skills	3.15
2.91	The school is developing your child's literacy skills	3.18
2.98	YOUR CHILD IS GETTING A GOOD EDUCATION	3.24
2.94	The school is preparing your child for the future	3.03
2.94	The quality of the teaching your child receives.	3.33
2.80	The opportunities to discuss what your child is being taught	3.12
2.91	The encouragement that the school gives to your child	3.00
2.97	The interest that the teachers takes in your child	3.24
3.00	That your child is safe at this school	3.33
3.13	That the staff are approachable	3.27
2.69	Participate in school decisions	2.91
3.11	The school makes you feel welcome	3.33
2.91	School grounds	2.94
2.83	School buildings	2.85
3.19	THAT KIN KORA IS A GOOD SCHOOL	3.39

2008 School Annual Report

Key Student Performance Indicators 2008

State Average	Staff Satisfaction	School Average
3.13	Kin Kora is a safe place to work	3.37
2.68	I am satisfied with the physical working conditions	2.60
2.55	The facilities in this school are well maintained	2.05
2.86	Kin Kora has good workplace health & safety practices	2.84
3.28	I have good working relationships with other staff	3.34
3.29	I get on well with students	3.41
2.97	I am treated with respect	3.36
3.03	This is a good place to work	3.30
3.10	I am happy working at this school	3.43
3.03	At Kin Kora, I am confident of being able to do what is expected of me	3.23
2.80	I am regarded as a valuable staff member	3.11

Key Student Performance Indicators 2008

ICT Performance Indicators

SMART
Classrooms

School ICT Index Report 2008

Kin Kora State School

Location code: 1912

School ICT Index Level¹
Not Attained

Legend

- ✓ Measure achieved
- ✗ Measure not achieved
- ✓ Measure achieved, not applied
- % School performance level
- 18th December, 2008
- N/A Measure currently not applicable
- ✗ Measure not achieved but within 10% of target
- ✗ Measure not achieved, not applied
- Source: 2008 Opinion Surveys and School ICT Census

	Enabling Teaching and Learning	Developing Professionals	Supporting Learners	Building Infrastructure
A	<p>Teachers use ICT to create flexible, innovative and intellectually challenging learning experiences for students.</p> <ul style="list-style-type: none"> ✓ 50 percent of teachers are satisfied with their own knowledge and skills in using ICT. 58% 	<p>Teachers extend their knowledge, skills and abilities in making ICT integral to learning.</p> <ul style="list-style-type: none"> ✗ 50 percent of teachers are satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning. 32% ✗ 50 percent of teachers have the ICT Certificate (Level 1 of the Smart Classrooms Professional Development Framework) or higher. 0% 	<p>The school supports teachers in making ICT integral to learning by using a wide range of individuals and organisations to deliver this support.</p> <ul style="list-style-type: none"> ✗ 50 percent of teachers agree they can access appropriate ICT to do their job well. 23% ✗ 50 percent of teachers can access appropriate ICT support/resources to do their job. 42% ✗ 50 percent of teachers are satisfied that ICT devices are well maintained. 10% 	<p>The school has attained the current ratio of student-to-Internet-enabled-device (IED)² with network connectivity.</p> <ul style="list-style-type: none"> ✗ There is one IED for every 5.0 students at the school.³ 1:7.3 ✓ 70 percent of curriculum IEDs are connected to the school Local Area Network (LAN) and the Internet. 86%
AA	<p>By using ICT to learn, students develop personal initiative and enterprise. Their learning links to other classrooms and wider communities.</p> <ul style="list-style-type: none"> ✗ 60 percent of teachers are satisfied with their own knowledge and skills in using ICT. 58% ✓ 60 percent of students are satisfied with the way they use ICT for learning at school. 71% 	<p>Teachers help the school expand ICT knowledge and skills within the local community.</p> <ul style="list-style-type: none"> ✗ 60 percent of teachers are satisfied with the opportunities to develop their knowledge and skills in making ICT integral to learning. 32% ✗ 20 percent of teachers have the ICT pedagogical Licence (Level 2 of the Smart Classrooms Professional Development Framework) or higher. 0% 	<p>Teachers support each other in making ICT integral to learning.</p> <ul style="list-style-type: none"> ✗ 60 percent of teachers agree they can access appropriate ICT to do their job well. 23% <p>The school uses efficient support mechanisms that maintain continuity of ICT services and minimise the risk of downtime.</p> <ul style="list-style-type: none"> ✗ 60 percent of teachers can access appropriate ICT support/resources to do their job. 42% ✗ 60 percent of teachers are satisfied that ICT devices are well maintained. 10% 	<p>The school has attained the current ratio of student-to-Internet-enabled-device (IED)² with network connectivity.</p> <ul style="list-style-type: none"> ✓ The school has an operational Standard Operating Environment (SOE)/MOE. YES ✓ 80 percent of curriculum IEDs are connected to the school local area network (LAN) and the Internet. 86%

2008 School Annual Report