



Kin Kin State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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## School overview

Kin Kin State School is nestled in the hills of the Sunshine Coast hinterland. We are an enthusiastic school dedicated to students enjoying and valuing a meaningful educational experience. Students, parents, staff and local community members collectively provide an environment reflective of the Kin Kin district. Our hinterland school supports students developing values and skills to become responsible learners and citizens. We inspire our students to;

- have a passion for learning,
- be creative and innovative,
- have a healthy lifestyle,
- live with and embrace the environment,
- produce work digitally

## School progress towards its goals in 2018

In 2018, Writing was our main priority. The strategic agenda was built on four key improvement strategies:

**1. Support the alignment of the Australian Curriculum, local curriculum responses and implementation across the school through developing a whole-school curriculum plan.**

- a. This priority was addressed in 2018. However, it is an ongoing process as we continually refine and enhance the plan to suit the context, including meeting the needs of our current learners.
- b. The school's Leadership Team met regularly throughout each term, to ensure the plan was aligned to the Australian Curriculum while addressing local curriculum responses.
- c. The school's Leadership Team clarified and confirmed, the planned intended curriculum was being delivered to meet expectations.

**2. Extend teacher capacity through engaging teachers in formalised cycles of teacher observation and feedback which align with the school's explicit improvement agenda. Identify opportunities for professional learning and engagement within and beyond the school.**

- a. The ground-work for this priority was established in 2017 and was progressed through 2018.
- b. Teachers were engaged in a formalised observation and feedback cycles focused on the Guided Writing phase within the Gradual Release of Responsibility Model for teaching Writing.
- c. Teachers regularly participated in regional-based professional development focused on deepening the knowledge and implementation of the Australian Curriculum and the Gradual Release of Responsibility Model for teaching Writing.

**3. Enhance student learning outcomes by building the consistency of teaching practice across the school. Identify, share and implement high-yield teaching strategies that impact upon student learning.**

- a. The ground-work for this priority was established in 2016 and was progressed through 2017.
- b. In 2017, the teaching staff adopted the 'Reading Link' program to be implemented in 2018. It is a targeted intervention program for our learners demonstrating limited progress in their reading learning development.

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4. Maximise the impact of the improvement agenda on successful teaching and learning by reviewing the targeted use of resources. Regularly monitor the effectiveness of human and financial resource allocations in driving school performance.

- a. The ground-work for this priority was established in 2016 and was progressed through 2017.

Importantly, more in-depth details on the progress of all four priorities can be made available through specific school-based documentation. Please contact the office – 5485 4168.

## Future outlook

In 2019, due to sustained growth performance in Reading, the school will have Writing as its main priority.

**The main target for 2019 will be for 80% of students achieving a – C or above in English across all levels of learning.**

Crafting and executing the strategic agenda for this new priority will be founded on what worked when for Reading. The four key improvement strategies will be sustained.

**1. Support the alignment of the Australian Curriculum, local curriculum responses and implementation across the school through developing a whole-school curriculum plan.**

a. Develop a shared understanding and commitment to developing writing stamina with reference to the general capabilities in the Australian Curriculum and across all Key Learning areas.

**2. Extend teacher capacity through engaging teachers in formalised cycles of teacher observation and feedback which align with the school's explicit improvement agenda. Identify opportunities for professional learning and engagement within and beyond the school.**

a. Embed a shared pedagogical practice understanding of the Gradual Release of Responsibility Model for Writing - Modelled Writing; Shared Writing; Guided Writing; Independent Writing.

**3. Enhance student learning outcomes by building the consistency of teaching practice across the school. Identify, share and implement high-yield teaching strategies that impact upon student learning.**

a. Implement an evidence-based intervention program to support learners in developing writing fundamentals – Reading Link

**4. Maximise the impact of the improvement agenda on successful teaching and learning by reviewing the targeted use of resources. Regularly monitor the effectiveness of human and financial resource allocations in driving school performance.**

a. Utilise the departmental 'Inquiry Cycle' to review the school's signature program (kitchen garden) to identify opportunities for refinements and enhancements.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	64	62	62
Girls	33	31	27
Boys	31	31	35
Indigenous	1	2	4
Enrolment continuity (Feb. – Nov.)	91%	87%	90%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

Kin Kin State School is nestled in the heart of the Noosa Hinterland. A world-renowned health retreat is a major part of the community, as well as old rural traditions. It is also a place where families come to escape the *'hustle & bustle'* of major metropolitan areas. The student body comprises a mix of community influences, including from abroad, though they all share the same passion – all students should belong to a safe, caring and happy learning environment.

### Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	17	20	20
Year 4 – Year 6	15	24	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

Focused teaching occurs in the eight Key Learning Areas and at times supported by key specialists' lessons. We provide Instrumental Music and Indonesian from Prep to Year 6. All students also engage in lessons, throughout each term, with our Kitchen and Garden Specialists. This approach supports active school community participation in events that recognise, address and/or acknowledge significant issues within our society and wider community, including; Harmony Day, NAIDOC, World Environment Day and local festivals.

### Co-curricular activities

At Kin Kin State School we believe that student participation in extracurricular activities promotes greater achievements in the curriculum program offered for engagement by all students. In 2018, our students were provided with the opportunity to engage in:

- Pomona King of the Mountain
- Kup Murri
- NAIDOC Week
- Year 6 Canberra Trip
- ANZAC Day at Kin Kin village
- Maths Challenge with local schools
- Art Expo evening
- Noosa District High Transition Program
- Arts in the Garden
- Noosa 'Slow Food' activities.
- Kin Kin Horse Ride
- Noosa Council Mobile Library services
- Sporting Schools Program
- AFL 'Auskick'

- Various excursions and camp to local areas of significance e.g. Cooloola Berries
- District Sports
- Bike-On – (Bike Safety) Local Noosa Business
- Qld Lifesavers
- Kids Teaching Kids
- Chess Club
- Student Council

## How information and communication technologies are used to assist learning

Information and Communication Technologies are embedded in curriculum delivery, through all stages of learning for all students. From interaction with quality online resources for concept development to creating multimodal texts with still and video images, students are exposed to and engage with ICT in authentic learning tasks. Teachers also continue to involve themselves with Professional Development opportunities that enhance and enrich their own personal digital pedagogies.

## Social climate

### Overview

The school values key stakeholder opinions. Accordingly, we endeavour to appropriately respond to address concerns and issues raised from administered opinion surveys. Generally speaking in 2018 our key stakeholders have demonstrated an increase in confidence for the school achieving its social and product mission. The tables below present opinions from all key stakeholders.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	94%	90%
• this is a good school (S2035)	86%	94%	100%
• their child likes being at this school* (S2001)	100%	94%	100%
• their child feels safe at this school* (S2002)	100%	94%	95%
• their child's learning needs are being met at this school* (S2003)	86%	94%	95%
• their child is making good progress at this school* (S2004)	86%	94%	95%
• teachers at this school expect their child to do his or her best* (S2005)	100%	94%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	94%	90%
• teachers at this school motivate their child to learn* (S2007)	100%	94%	90%
• teachers at this school treat students fairly* (S2008)	71%	94%	90%
• they can talk to their child's teachers about their concerns* (S2009)	67%	94%	100%
• this school works with them to support their child's learning* (S2010)	67%	94%	100%
• this school takes parents' opinions seriously* (S2011)	67%	94%	100%
• student behaviour is well managed at this school* (S2012)	83%	94%	90%
• this school looks for ways to improve* (S2013)	83%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school is well maintained* (S2014)	83%	100%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	96%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	96%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	96%
• teachers treat students fairly at their school* (S2041)	89%	96%	96%
• they can talk to their teachers about their concerns* (S2042)	89%	100%	100%
• their school takes students' opinions seriously* (S2043)	93%	91%	100%
• student behaviour is well managed at their school* (S2044)	89%	91%	96%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	96%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	93%	100%	96%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	93%	100%	100%
• they receive useful feedback about their work at their school (S2071)	93%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	93%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	86%	100%	91%
• their school takes staff opinions seriously (S2076)	93%	91%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	91%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	100%

Percentage of school staff who agree# that:	2016	2017	2018
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\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

A significant demonstration of how much the school values parent and community engagement is the fact we became an Independent Public School in 2015. This eventuated from strong parent and community involvement in all aspects of the school. They assist in classroom activities, sporting carnivals, excursions, camps and support for our kitchen and garden lessons on Friday's.

## Respectful relationships education programs

The school has developed and implemented a program focusing on appropriate, respectful and healthy relationships. It is a flexible approach respondent the needs with each class or whole school when appropriate. The program is guided by 'Kids Matter' to ensure all students belong to a safe, caring and happy learning environment.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	5	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

The school remains strongly focused on implementing sustainable practices and adopting low-carbon emission technologies. This focus is supported within the delivered curriculum so life and learning are connected. We envisage the more familiar the school community becomes with these practices and technologies the less environmental footprint we produce.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	18,202	4,892	18,046
Water (kL)			1,534

Note:

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

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

## How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	7	7	<5
Full-time equivalents	4	3	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	6
Diploma	
Certificate	

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 10,222.

The major professional development initiatives are as follows:

- Pre-Post Moderation English and Mathematics with the Gympie Alliance
- James Global Consultancy
- DoE Curriculum Roadshow
- Early Start PD
- Inspiring Leaders
- Kitchen Garden PD

The proportion of the teaching staff involved in professional development activities during 2018 was **100%**

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

### Proportion of staff retained from the previous school year

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	98%

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland State Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	DW	95%	87%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	92%	90%	93%
Year 1	89%	91%	87%
Year 2	92%	90%	91%
Year 3	93%	92%	84%
Year 4	93%	96%	85%
Year 5	86%	93%	95%
Year 6	95%	93%	94%

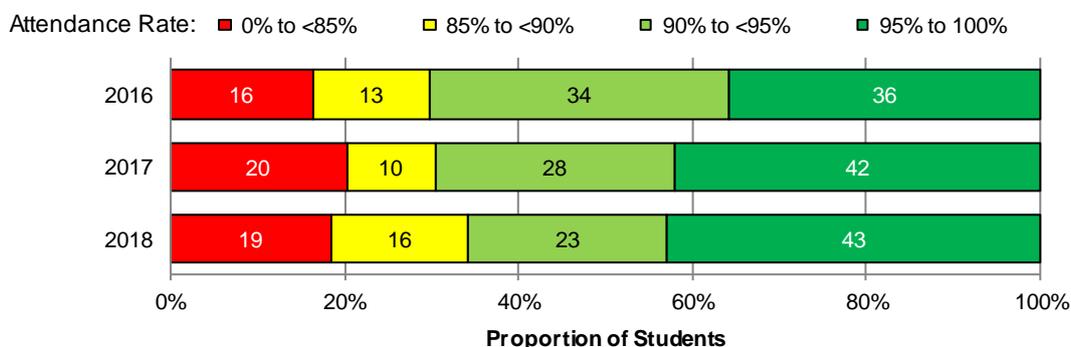
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Kin Kin State School student attendance rolls are accurately marked through the One School electronic roll marking application using a clearly outlined code by all classroom teachers under the supervision of the school principal. Kin Kin State School attendance rolls are marked twice in each school day (at the beginning of the school day and at the beginning of the afternoon learning session) to ensure student attendance is maintained for the duration of the whole school day.

Unexplained absences and prolonged absences result in the school principal or the school administration team, contacting parents/guardians to discuss the student absence from the school environment. Administration staff at Kin Kin State School will consult with North Coast Regional Office personnel regarding correct procedures to follow and implement in circumstances where intervention, due to student absence, is required.

Key strategies to increase attendance include;

- regular updates at P&C Meetings around student attendance data

- Parent meetings for below target attendance
- Staff review attendance termly
- referral to community support agencies for families in need
- promotion of positive aspects of attendance in the newsletter

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.