



Kin Kin State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 community dedicated to students enjoying and valuing a meaningful schooling experience. Students, parents, staff and local community members collectively provide a learning environment reflective of the local community that supports students developing values and skills to become responsible learners and citizens. We inspire students to have a passion for learning, be creative and innovative, have a healthy lifestyle, live with and embrace the environment, and think and work digitally.

Principal's Foreword

Introduction

This Annual Report contains relevant information impacting on our school community and learning environment. The information is segmented into distinct sections though importantly all sections are interrelated in the school's overall performance. Generally speaking, the school continued to demonstrate improvement in performance measures though we also recognise the performance highlights a need to respond to specific matters.

School Progress towards its goals in 2017

In 2017, Reading was our main priority. The strategic agenda for this priority was crafted 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 2016. 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 meet regularly throughout each term, within and beyond the school, to ensure the plan was aligned to the Australian Curriculum while addressing local curriculum responses.
 - c. The school's Leadership Team clarified and confirmed, with all teachers for all key learning areas, 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 2016 and was progressed through 2017.
 - b. Teachers were engaged in a formalised observation and feedback cycles focused on the Guided Reading phase within the Gradual Release of Responsibility Model for teaching Reading.
 - 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 Reading.
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.



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 2018, due to sustained growth performance in Reading, the school will have Writing as its main priority. Crafting and executing the strategic agenda for this new priority will be founded on what worked when for Reading. Therefore, 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.

The main target for 2018 will be for 75% of students achieving A – C in Writing.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	65	30	35	2	96%
2016	64	33	31	1	91%
2017	62	31	31	2	87%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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. Therefore, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	17	20
Year 4 – Year 6	13	15	24

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 French 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. Such events like Harmony Day, NAIDOC, World Environment Day and local festivals.

Co-curricular Activities

Kin Kin State School provides unique opportunities to allow children to develop personal talents, interests and special skills. Programs that provide 'high achievement' opportunities exist in leadership, sports, the Arts and academic studies. We provide opportunities for our students to be a part of Rock Band, Choir, Student Council and Kids Teaching Kids.

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 issued raised from administered opinion surveys. Generally speaking with retrospect to 2016, in 2017 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

Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	94%
this is a good school (S2035)	100%	86%	94%
their child likes being at this school* (S2001)	100%	100%	94%
their child feels safe at this school* (S2002)	100%	100%	94%
their child's learning needs are being met at this school* (S2003)	100%	86%	94%
their child is making good progress at this school* (S2004)	100%	86%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	86%	94%
teachers at this school motivate their child to learn* (S2007)	100%	100%	94%
teachers at this school treat students fairly* (S2008)	100%	71%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	67%	94%
this school works with them to support their child's learning* (S2010)	100%	67%	94%
this school takes parents' opinions seriously* (S2011)	100%	67%	94%



Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	100%	83%	94%
this school looks for ways to improve* (S2013)	100%	83%	100%
this school is well maintained* (S2014)	100%	83%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	95%	100%	100%
they like being at their school* (S2036)	90%	100%	100%
they feel safe at their school* (S2037)	90%	96%	100%
their teachers motivate them to learn* (S2038)	95%	100%	100%
their teachers expect them to do their best* (S2039)	90%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	86%	93%	100%
teachers treat students fairly at their school* (S2041)	86%	89%	96%
they can talk to their teachers about their concerns* (S2042)	85%	89%	100%
their school takes students' opinions seriously* (S2043)	76%	93%	91%
student behaviour is well managed at their school* (S2044)	80%	89%	91%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	90%	96%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	93%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	93%	100%
they feel that their school is a safe place in which to work (S2070)	100%	93%	100%
they receive useful feedback about their work at their school (S2071)	100%	93%	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)	100%	93%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	86%	100%
their school takes staff opinions seriously (S2076)	100%	93%	91%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	93%	91%

* 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 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	1	2	5
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	5,650	
2015-2016	18,202	
2016-2017	4,892	

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.

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 <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

Sector:

Government

Non-government

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	7	<5
Full-time Equivalents	4	3	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	1
Bachelor degree	6
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**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 2017 were \$31,263.

The major professional development initiatives are as follows:

- Leadership Team: The Principal and the two full-time class teachers, gathering once a week to collaboratively implement the explicit improvement agenda towards enhancing student in outcomes in reading.
- Regional Partnerships: productive partnerships with NCR to compliment and support the Leadership Team.
- Observation and Feedback Cycle for class teachers.
- Coach for Principal
- Principal participation at State and regional conferences
- Principal participation in DET Principals as Strategic Leaders
- Curriculum Planning Days

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	DW	95%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

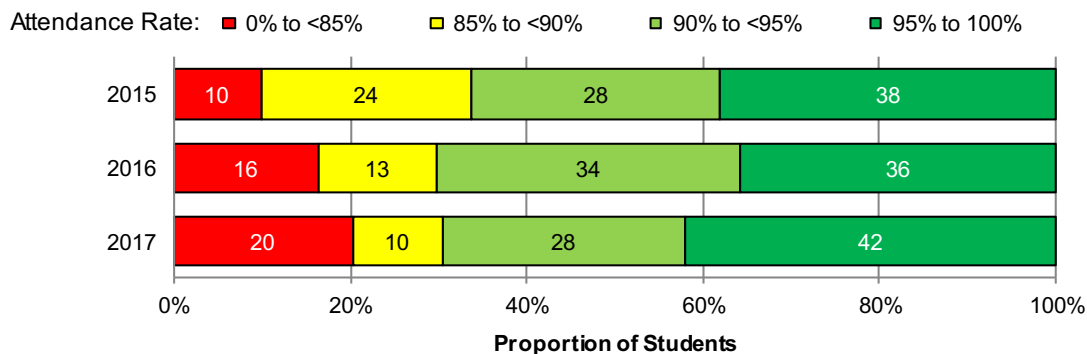
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	83%	94%	93%	94%	87%	95%	92%						
2016	92%	89%	92%	93%	93%	86%	95%						
2017	90%	91%	90%	92%	96%	93%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.



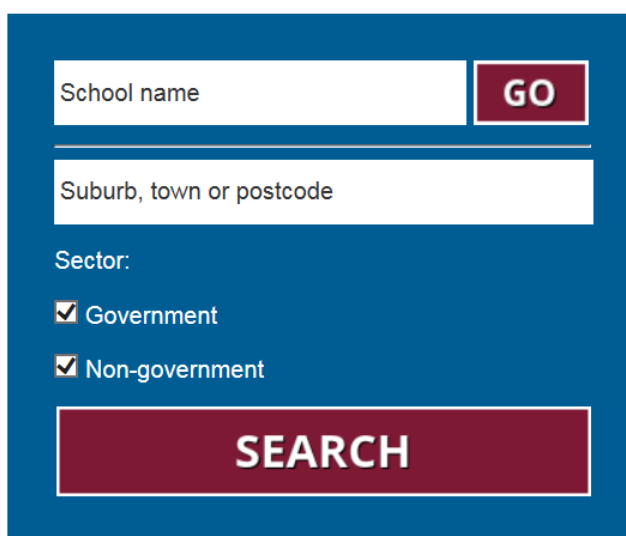
The school values the importance of regular attendance in achieving high student outcomes therefore we organise parent meetings to discuss recurring non-attendance and how it impacts on their child's learning development. We are also working with families of students whom do not attend school on a regular basis, due to significant health conditions, on how we can still work together to deliver quality education.

NAPLAN

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.