

# Kin Kin State School

## Executive Summary





## Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Kin Kin State School** from **5 to 6 August 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Sandra Perrett

Internal reviewer, SIU (review chair)

David Cramb

Peer reviewer



## 1.2 School context

<b>Location:</b>	Main St, Kin Kin
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1916
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	68
<b>Indigenous enrolment percentage:</b>	3 per cent
<b>Students with disability enrolment percentage:</b>	10.9 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1017
<b>Year principal appointed:</b>	Term 2, 2019 – acting
<b>Day 8 staffing teacher full-time equivalent (FTE):</b>	4.81
<b>Significant partner schools:</b>	Small Schools Cluster, Noosa District State High School
<b>Significant community partnerships:</b>	Slow Food Noosa, Landcare, Bunnings Warehouse, Kin Kin Antics, Kin Kin Community Group, Noosa Shire Council, Broadcroft Design, Hello Honey, University of the Sunshine Coast (USC), The Plot – Landscaping & Gardening
<b>Significant school programs:</b>	Stephanie Alexander Kitchen Garden (SAKG), Kin Kin Kid's Kookaburra Kafe, Inspiring Leaders

### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, three teachers, guidance officer, three teacher aides, Business Manager (BM), garden specialist, 31 students and 8 parents.

Community and business groups:

- Parents and Citizens' Association (P&C) president and secretary and school council members.

Partner schools and other educational providers:

- Principal of Noosa District State High School.

Government and departmental representatives:

- Deputy Mayor of Noosa Shire Council and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2019	Strategic Plan 2016-2019
Investing for Success 2019	School Data Profile (Semester 1, 2019)
Headline Indicators (April 2019 release)	School budget overview
OneSchool	Curriculum planning documents
Professional learning plan 2019	Whole School Curriculum Plan
School pedagogical framework	School newsletters and website
Skinny pedagogical framework	Responsible Behaviour Plan for Students
School Opinion Survey	Kin Kin Assessment and Target Schedule
'Kin Kin Way' OneNote File	KKSS Whole-School Plan
School-based curriculum, assessment and reporting framework	Parent and Community Engagement Framework





## 2. Executive summary

### 2.1 Key findings

**School staff work together collaboratively and are focused on the needs of students.**

All staff are fully committed to providing a caring and nurturing educational environment that focuses on student learning. The school projects a positive culture with a caring and supportive learning environment. Interactions between staff members, students, parents and community members are polite and inclusive. Staff and community members speak highly of the school and consistently recognise its strong community-based support.

**The principal expresses a commitment to implementing curriculum relating to learning areas aligned to the Australian Curriculum (AC).**

Classroom teachers participate in the regionally organised pre-moderation days and meet regularly to engage in curriculum focus discussions to ensure alignment occurs across year levels. Specialist teachers and classroom teachers collaborate, identifying ways that the different learning areas can be integrated to further enhance teaching and learning. Parents indicate that the school has recently developed a clearer focus on curriculum under the direction of the principal.

**The principal places a high priority on understanding and addressing the learning needs of all students.**

The principal and classroom teachers identify the need to use available human and financial resources to address the learning needs of students in the school. A review of the allocation of resources to ensure they are targeted to maximise the impact of the improvement agenda on successful teaching and learning is yet to occur. The development of the budget is currently based on historical figures and local priorities. The principal identifies the need to review budgetary allocations to ensure sufficient funds are aligned to the Explicit Improvement Agenda (EIA).

**The school staff are united in their commitment to improving teaching and learning, with a focus on writing.**

The EIA is 'Writing within the AC' and it is clearly identified in the Annual Implementation Plan (AIP). The leadership team identifies that they are using processes and strategies from the reading EIA to begin working in the writing space. School staff have visited other schools to examine their writing improvement agenda to guide and inform future actions. The school is yet to develop a writing framework that outlines how to teach writing within the AC.

**The principal encourages the use of research-based teaching practices and looks for ways to model the identified teaching practices.**

Classroom teachers develop individual student learning goals for reading, writing and mathematics. Student ability to articulate their individual progress towards achieving their goals is emerging. The principal recognises the value of regular and timely feedback to



assist students to make further learning progress. Classroom teachers' knowledge and use of feedback as a high-yield strategy is emerging.

**The principal and classroom teachers identify the importance of using observation and feedback processes to deepen teacher knowledge and skills.**

Collegial engagement processes are in operation to encourage professional teacher dialogue and sharing of practice. Teachers have participated in a process of collegial analysis of practice through video recording and discussing their lessons. The principal has identified the importance of continuing this process through face-to-face observation. The school is yet to develop a collegial engagement framework.

**All members of the teaching team express the belief that all students can learn, irrespective of their rate of learning or the stage they are at.**

Classroom teachers recognise the importance of understanding where students are in their learning to identify the starting points for teaching. Teachers and teacher aides work together to provide appropriate learning opportunities and the necessary support. The majority of students identify that their teachers engage and challenge them.

**A significant community activity is the 'Kin Kin Kid's Kookaburra Kafe' operated in partnership with the kitchen garden program.**

The garden provides a creative and attractive physical environment and has been a driver in linking community and business involvement in the school. Many parents and community members visit the school for lunch as part of the eight cafes conducted each term. The program is supported by the community through donations from local businesses, farms and parents. Parents and staff agree that the garden and adjoining kitchen are an integral component in the school's programs.





## 2.2 Key improvement strategies

Systematically monitor and evaluate the effectiveness of human and financial resource allocations, prioritising the EIA and improvements to student learning in relation to the AC.

Develop a writing framework outlining how to teach writing within the AC.

Further develop the skills and knowledge of teaching staff to effectively use a range of research-based, high-yield teaching strategies, including learning goals and student feedback.

Continue to refine observation, feedback and coaching processes, aligned to the EIA, including the development of a collegial engagement framework.