



Kindon State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Situated on the Gore Highway between Goondiwindi (80km) and Millmerran (60km), Kindon State School is a one teacher school providing a multigrade co-educational education from Prep to Year Six for students from this largely farming and grazing area. Our curriculum for Prep to Year Six, focuses on all Curriculum Areas of the Australian Curriculum through Literacy and Numeracy programs as well as integrated studies units. We share a fun approach to learning with a 'students' interests' directed approach to teaching and learning activities. Staff endeavour to keep up with the latest pedagogies and use innovative and distinctive strategies and resources that reflect the needs of the students and provide these students with the latest in technologies, pedagogical practices and experiences whilst continuing to focus on literacy and numeracy. The Whole School Curriculum Framework is the driving force behind all planning and teaching at Kindon State School. Kindon State School students are very proud of their achievements in academic and extra-curricular competitions. All students are valued and are integral members of "Team Kindon." All staff are dedicated to the academic progress and personal wellbeing of each individual student, and all students behavioural, and learning needs are catered for.

School progress towards its goals in 2018

Kindon State School's improvement Agenda for 2019 included:

- Short term data cycling every (10 weeks) to review student data to adjust curriculum, resources, pedagogy and measure distance travelled by all students.
- strong focus on school performance and pedagogy across all Key Learning Area's (KLA's).
- A whole school approach to coaching and feedback in order to achieve/measure capacity growth, data informed decision making and curriculum alignment.
- A high focus and priority on establishing learning goals tailored specifically to each student (Purposeful use of data DDSW).
- Commit to our 'Whole School Curriculum Plan' to guide best practice through implementation of 'The Nine Domains of School Improvement Agenda'.

All of these goals were achieved during 2018.

Future outlook

Our Explicit Improvement Agenda for 2019

Literacy

- Provide Professional Development in the teaching of reading for all staff.
- Provide Professional Learning in phonics (SSP) for all staff – June 17th 2019.
- Model and observe explicit instruction of reading lessons across all year levels through Observations and Feedback (Term 3)
- Implement whole school timetabled reading lessons/groups. (Term 1)
- Continue the delivery of phonological and phonemic awareness: Prep-Year 2: Magic words, SSP, letter/sound relationship, Year 3-6 Sound Waves (ongoing).

- Use the Literacy Continuum to track and monitor student progress and identify areas of weakness (ongoing)
- Use the Literacy Continuum and the alignment of reading levels to determine the lesson focus for reading lessons for individual students. (ongoing)
- Targeted intervention for students below regional benchmarks (ongoing).
- Deliver differentiated teaching and learning of reading. (ongoing)
- Celebrate success with students and parents (ongoing).

I4S Strategies aligned with 2019 Explicit Improvement Agenda

- Enhance teacher and teacher aide capacity in the teaching of reading through the implementation of a coaching and feedback cycle.
- Students on individual programs supported through extra teacher aide hours.
- Implement C2C Small School Curriculum Framework
- Track student achievement, responding with planned curriculum programs and adjustments to affect individual improvement.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	6	6	4
Girls	2	2	2
Boys	4	4	2
Indigenous			
Enrolment continuity (Feb. – Nov.)	56%	100%	100%

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

The students attending Kindon State School all reside on nearby properties. The relationship amongst the students and their families is close, as they are all neighbours on their properties and have socialised most of their lives. The school has multi-aged classes due to the size of the school. All grade levels are differentiated within the curriculum as we pride ourselves on individual quality teaching. All of the students arrive at school via private transport and on average, the families live 30km from school. The school community play a very active role in the school and support the students in all that they do. They unequivocally place a high value on

education and work together to provide many extra resources and experiences for the students. There are no Indigenous students currently enrolled at the school, nor any English an Additional Language/Dialect students (EALD).

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	6	6	4
Year 4 – Year 6			
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

Our Approach to Curriculum Delivery Our Approach to Curriculum Delivery: Every week on Thursday, Kindon State School integrates with Yelarbon State School to extend curriculum offerings across:

- LOTE – French conversation and language is offered from Years 2 to 6.
- Physical Education –specialist coaching across Rugby League, Tennis, Track and Field Athletics, Cricket and Basketball.

Co-curricular activities

- Sports program included in our HPE Learning Area, incorporating visiting coaching specialists across track, field and ball games undertaken at Small School Sports.
- Differentiation for all students within the daily teaching and learning program.
- Student-directed learning broad curriculum requirements.
- Multi-aged classes, benefiting students with learning needs as well as extending students working above their year level.
- Art program, teaching art techniques and art elements.
- Playgroup Program offered to local children from 0 – 4 years, Wednesday mornings.
- Arts Council Programs when travelling in the area or when available at Millmerran or Goondiwindi.
- Swimming Program (Term 1 and 4) - leading up to Small Schools' Swimming Carnival.
- Eisteddfod – as part of Goondiwindi and District Eisteddfod.
- Gardening– with School Garden and fresh produce Program.
- Woodworking – with a visiting specialist teacher.

How information and communication technologies are used to assist learning

- Integration of ICTs within all curriculum areas.

- Science, Technology, Engineering and Mathematics (STEM) Coding and Robotics whole school implementation.

Social climate

Overview

The overall social climate of the school is very positive, with involvement of 100% of families at the P&C meetings, and 100% of families attending school events. The staff and students have constructive relationships that enhance the teaching and learning experiences at Kindon State School. Staff members and all community members are well respected and place a high regard for all school movements. All families express the belief that their children feel safe at school and are treated fairly. Staff and community members are committed to our schools direction and value quality education experiences and opportunities for our students.

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%	100%	DW
• this is a good school (S2035)	100%	100%	DW
• their child likes being at this school* (S2001)	100%	100%	DW
• their child feels safe at this school* (S2002)	100%	100%	DW
• their child's learning needs are being met at this school* (S2003)	100%	100%	DW
• their child is making good progress at this school* (S2004)	75%	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	67%	DW
• teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
• teachers at this school treat students fairly* (S2008)	100%	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
• this school works with them to support their child's learning* (S2010)	100%	100%	DW
• this school takes parents' opinions seriously* (S2011)	100%	67%	DW
• student behaviour is well managed at this school* (S2012)	100%	100%	DW
• this school looks for ways to improve* (S2013)	100%	67%	DW
• this school is well maintained* (S2014)	100%	67%	DW

* 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%	DW	
• they like being at their school* (S2036)	100%	DW	

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

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
• they receive useful feedback about their work at their school (S2071)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• 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%	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.

Parent and community engagement

The parents at Kindon State School are heavily involved in their children's education with the delivery of curriculum, extra-curricular activities and the general running of the school. We are proud of our 'Open door policy' where parents are always welcome. Parents within the community are seen as important role models in the student's lives and are encouraged to share their knowledge and expertise in a range of areas when participating in relevant learning experiences. Parents are encouraged to communicate with the school through emails, phone calls, informal/formal meetings and general discussions whenever required.

Respectful relationships education programs

All students attending Kindon State School are frequently exposed to lifelong learning strategies and a positive sense of self. Our whole school community are strong advocates in ensuring our next generation have the core values in life that are essential. We facilitate the explicit teaching of behaviour through the 'You Can Do It' program that presents students with resiliency, confidence, and persistence to treat everybody fairly and equally.

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	0	0	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

Kindon State School has 31 solar panel installed on the school roof which have generated 3 933.1 kWh of electricity in the 12 months to June 2017, saving 3 565.5 kgs of carbon dioxide. The rainwater tank capturing rain water on from the COLA will be used to maintain the grass used by students in their play. Garden waste will go into a compost bin for the vegetable garden when it is replanted in spring. The water from the roof of the Playgroup Shed is harvested for use on the vegetable garden beds. The natural light and wind through the windows is used more often than air conditioning in summer. All students and staff have made very conscious efforts in lowering our carbon footprint at Kindon. Our electricity bills are monitored and we have seen a decrease in the price of the bills. Due to price increases to support the Carbon Tax, we have seen very little actual decrease in electricity costs. All of the school light bulbs are energy efficient in order to remain conscious of our Carbon Footprint. As a school community we endeavour to do as much as possible at our Small School to assist in the lowering of Australia's carbon footprint.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)		6,488	
Water (kL)			

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.

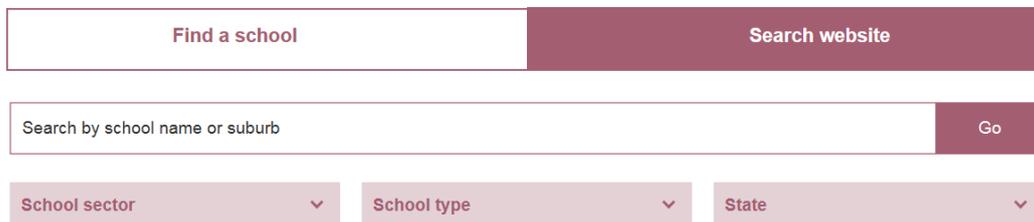
School funding

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.



Find a school Search website

Search by school name or suburb Go

School sector School type State

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



View School Profile

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



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	2	4	0
Full-time equivalents	1	1	0

*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.*	
Bachelor degree	2
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 \$4 167

The major professional development initiatives are as follows:

- Productive Pedagogies
- First Aid
- Queensland Association of State Schools Principals Leadership Conference.
- The Big 6 – Desley Konza
- Regional Development Days
- Warwick Administrator’s Road Tour - WART

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

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 17% 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	94%	97%	100%
Attendance rate for Indigenous** students at this school	69%		

* 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

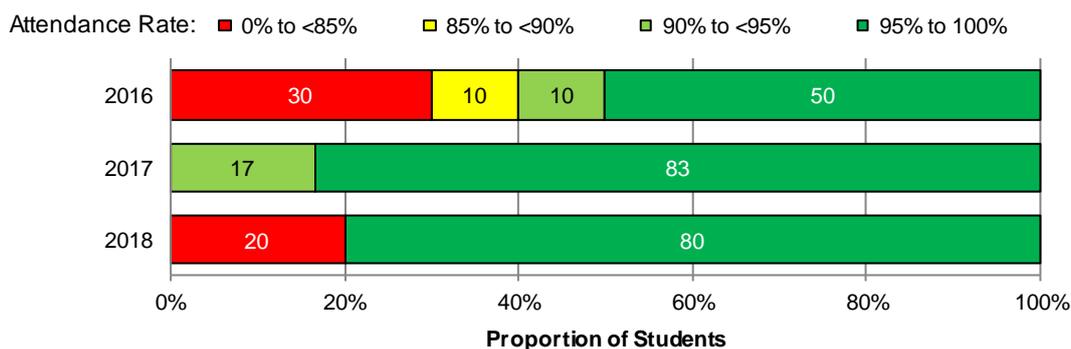
Year level	2016	2017	2018
Prep		DW	DW
Year 1	DW		DW
Year 2	DW		
Year 3	DW	DW	
Year 4	92%		DW
Year 5	100%	96%	
Year 6	DW	96%	98%

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.

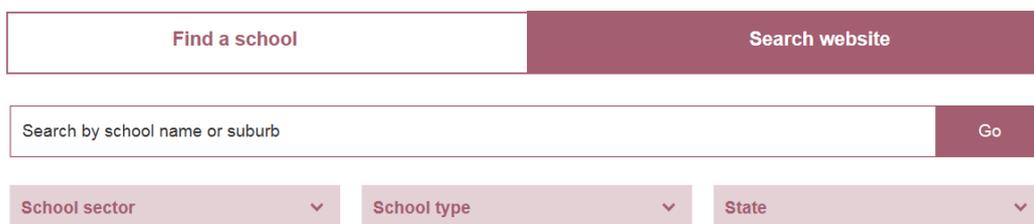
- Rolls are marked twice daily at 9am and 1.45pm and recorded on OneSchool.
- If students are absent, the school phones the parents before 10am if a reason has not been given.

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.