

# Kairi State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

Kairi is a school that prides itself on the relationships between students, teachers and the community. Our achievements are a result of consultation and co-operation between all stakeholders. All projects are undertaken with student interest and progress as our main goal. We believe that over the course of last year, we have achieved a higher level of community involvement and student outcomes, as can be seen by our results in our school survey and tests. This report highlights these achievements and reflects our commitment to providing the best education for our students.

### School progress towards its goals in 2015

Our focus during the past year has been on improving the literacy and numeracy of all students. It is clear from our data that students are showing progress in both school based and systemic assessments. Students in years 3 and 5 have shown improvements in NAPLAN performance and school based standardised testing has shown every child making gains in reading, spelling, comprehension and maths. All goals set for 2015 were successfully achieved.

### Future outlook

During 2016 the school will continue to focus on improving the literacy and numeracy of all students through the integration of ICT's within all key learning areas. Our teachers will focus on using explicit instruction and will be involved in mentoring and coaching to improve the delivery of education and their teaching practice. Some ability grouping will occur in Literacy, Numeracy and Spelling & Grammar to better address individual needs.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	85	45	40	9	90%
2014	94	43	51	18	80%
2015	91	38	53	8	89%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

Our student body consists of local students from the surrounding areas of Atherton, Tolga and Walkamin. Approximately 8% of our students identify as Aboriginal and Torres Strait Islander. Many of our students are from families who have been in the area for many generations. The student body is somewhat transient and most new students move to the area as a result of life-style choices by their families, or the conscious choice to attend a smaller school. We have had a similar student population for the past 5 years with very little fluctuation. Over the last 3 years, there has been an increase in enrolments in the lower year levels, especially prep.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	25	25	24
Year 4 – Year 7 Primary	17	16	10
Year 7 Secondary – Year 10			
Year 11 – Year 12			

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

We use foundational learning programs in English and maths to teach spelling, phonemics and numeracy. Extension and enrichment programs and activities are designed and implemented for high academic achievers. All students achieving at a high level are identified for individual programming. These learning provisions are created by teachers in conjunction with Support Teachers Literacy and Numeracy. Provisions can include working at a higher level in an advanced class, working on advanced work in the student's own class or acceleration to a higher year level.

### Extra curricula activities

- dancing, acting and music performance practice for the Christmas concert.
- leadership skills for the upper school students.
- camps.
- excursions.
- Athletics
- Book Club (once a month).
- International Competitions and Assessments for Schools (ICAS) tests.
- Gifted and Talented workshops.
- District sports trials: rugby league, touch football, soccer, netball, cricket, hockey and athletics.
- Year six - seven transition program with Atherton State High School.
- Earth Smart activities - recycling, gardening and school ground beautification

### How Information and Communication Technologies are used to improve learning

Computers are located in every classroom and the library to assist student learning. ICT's and computers are integrated into our curriculum programs. Students have opportunities to use digital technologies for a variety of subjects. The school also has software to support student learning in literacy and numeracy. Kairi has an interactive whiteboard in every classroom and data collection devices in one classroom. iPads are used throughout the school. The purchase of these technologies is made possible by support from the P&C Association.

## Social Climate

Kairi State School strives to assist students achieve high personal standards and academic excellence in all endeavours. We have established a supportive, safe environment in which the school and community work together to provide the best possible education for all students and allow them every opportunity to succeed. Kairi State School prides itself on the family oriented, caring environment. The school maintains high expectations from students in regards to behaviour and rarely do we deal with major issues. Social skilling occurs in every classroom both incidentally and formally with lessons based on You Can Do It. The school has the services of a Chaplain who works closely with parents, teachers and students two days per week.

## Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	97%	100%	95%
this is a good school (S2035)	97%	93%	90%
their child likes being at this school (S2001)	100%	100%	95%
their child feels safe at this school (S2002)	100%	93%	90%
their child's learning needs are being met at this school (S2003)	97%	100%	86%
their child is making good progress at this school (S2004)	90%	100%	90%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	100%	95%
teachers at this school motivate their child to learn (S2007)	97%	100%	100%
teachers at this school treat students fairly (S2008)	97%	71%	90%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	90%
this school works with them to support their child's learning (S2010)	97%	100%	90%
this school takes parents' opinions seriously (S2011)	97%	92%	89%
student behaviour is well managed at this school (S2012)	90%	79%	90%
this school looks for ways to improve (S2013)	97%	93%	90%
this school is well maintained (S2014)	93%	93%	90%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	100%	95%
they like being at their school (S2036)	100%	100%	95%
they feel safe at their school (S2037)	91%	100%	100%
their teachers motivate them to learn (S2038)	95%	100%	95%
their teachers expect them to do their best (S2039)	100%	100%	95%
their teachers provide them with useful feedback about their school work (S2040)	95%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	77%	93%	86%
they can talk to their teachers about their concerns (S2042)	100%	93%	81%
their school takes students' opinions seriously (S2043)	86%	97%	86%
student behaviour is well managed at their school (S2044)	91%	93%	81%
their school looks for ways to improve (S2045)	95%	100%	100%
their school is well maintained (S2046)	100%	100%	81%
their school gives them opportunities to do interesting things (S2047)	91%	100%	90%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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)	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%	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%

# '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

During 2015 our school has involved parents in their child's education in the following ways:

- Parent volunteers helping with school activities such as:
- Class reading, art, excursions and camps;
- Attending Culminating activities;
- Providing training for sports;
- Running information and training sessions for students in their area of expertise;
- Held regular parent teacher interviews for all students, especially those who require additional support.

## Reducing the school's environmental footprint

It is obvious from the data below, that our measures to reduce our environmental footprint are being rewarded. All members of our community are encouraged to be water and electricity wise. We are constantly checking lights, power and taps to ensure we save when-ever possible. With our increase in enrolments, there is a corresponding increase in the resources being used.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	40,201	594
2013-2014	38,606	1,186
2014-2015	38,852	679

\*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.

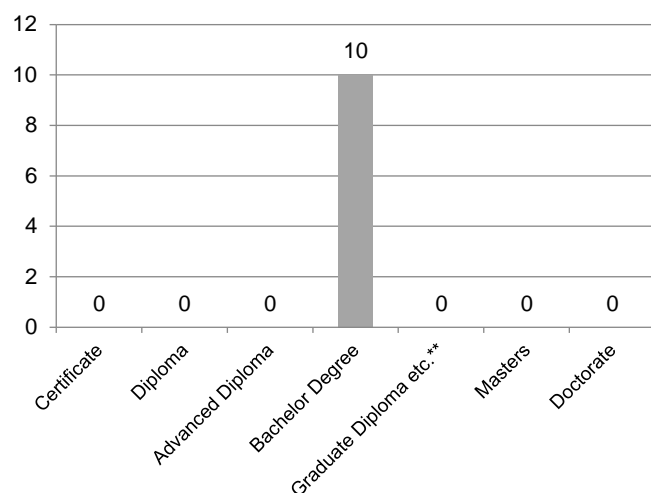
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	6	5	0
Full-time equivalents	5	3	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>10</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$12,358.00.

The major professional development initiatives are as follows:

Senior First Aid, Explicit Teaching, Coaching and Mentoring, and Differentiation

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

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

From the end of the previous school year, 79% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income 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 says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	94%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

### Student attendance rate for each year level (shown as a percentage)

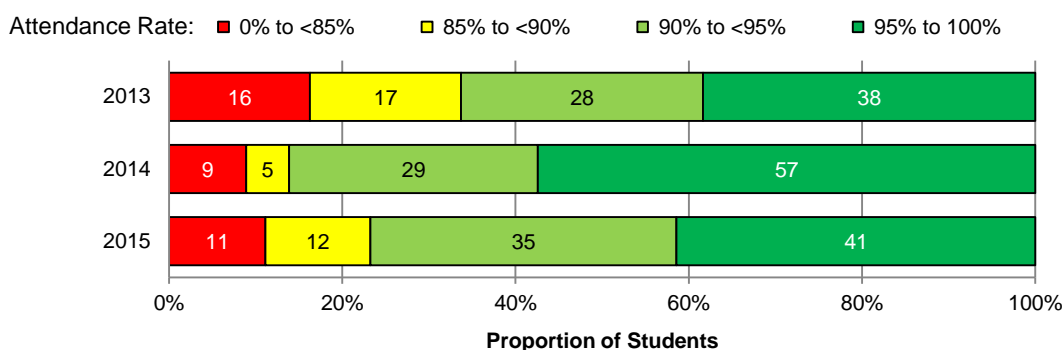
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	87%	90%	90%	87%	95%	96%	96%	93%					
2014	93%	94%	93%	94%	93%	95%	94%	96%					
2015	92%	90%	90%	95%	92%	90%	96%						

\*From 2013, the methodology used for calculating attendance rates effectively counts 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 DET 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.



Where a student is absent, parents are asked to inform the class teacher of office by phone call or note. If the school does not receive notification, a parent will be contacted by phone to explain the absence of their child. Teachers mark the class role in the morning before 9.30 am and then in the last session of the day prior to 2.30 pm. Parents are regularly informed of the impact absences have on student outcomes via newsletters and other publications around the school. Parents are provided with an attendance letter twice per year stating their child's level of attendance.

**National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.**

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

School name

Suburb, town or postcode

Sector:

Government

Non-government

Where it says '**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.