Principal’s foreword

Introduction

2011 marked 100 years since the establishment of Kairi School. It was celebrated by approximately 2000 people over the June long weekend. Such a success was made possible by a small number of dedicated school and community members. The celebration of our centenary was the focus of much of our work over the year and will certainly be remembered for a long time to come.

Of special note was the opening of our new resource centre. Our Building the Educational Revolution project moved passed the numerous issues that were encountered, and was completed the Friday before our centenary. The centre was used as the major display area and provided a quiet, comfortable area for visitors to relax and reminisce.

During semester 2, the school conducted our Quadrennial School Review and financial audit. Both of these processes were very successful and informative with the school meeting systemic requirements and exceeding our goals in public perceptions. The community was very supportive in the School Review and is keen to support us over the next four years to achieve our improvement targets.

As in previous years, our successes throughout this year, ride on the back of the dedication of all staff members and the wonderful support afforded by our parents and wider community.

School progress towards its goals in 2011

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 5 and 7 have shown improvements in NAPLAN performance and school based standardised testing has shown every child making gains in reading, spelling, comprehension and maths.

Our other priorities for 2011 were the integration of ICT’s, familiarisation by staff with the new Australian Curriculum and building public confidence in Kairi State School. Our staff spent this year familiarising themselves with interactive whiteboards and other various ICT devices. Terms three and four saw staff meetings and professional development devoted to the Australian Curriculum.

Throughout 2011, the school publicised its achievements and conducted our Quadrennial School Review.

Future outlook

During 2012 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. Curriculum to the Classroom units of work in the subjects of English, Mathematics and Science will be taught as Kairi implements the Australian Curriculum.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>72</td>
<td>37</td>
<td>35</td>
<td>97%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Our student body consists of local students from the surrounding areas of Atherton, Tolga and Walkamin. Approximately 10% of our students identify as Aboriginal and Torres Strait Islander. The majority of our students are from families who have been in the area for many generations. The student body is not very transient and most new students move to the area as a result of lifestyle 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.5</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>23</td>
</tr>
<tr>
<td>All Classes</td>
<td>22</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>3</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings.

- The Australian Curriculum is offered in English, Mathematics and Science in all year levels using Curriculum to the Classroom materials.
- We use foundational learning programs in English and maths to teach spelling, phonemics and numeracy.
- Extension and enrichment 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

- athletics fitness and training.
- netball, football and soccer practice.
- dancing, acting and music performance practice for the Christmas concert.
- leadership skills for the upper school students.
- District Super 8 cricket competitions.
- camps.
- excursions.
- Arts Council (once per term).
- Book Club (once a month).
- International Competitions and Assessments for Schools (ICAS) tests.
- Gifted and Talented workshops.
- CSIRO Lab on Legs science program.
- District sports trials: rugby league, touch football, soccer, netball, cricket, hockey and athletics.
- Agricultural Science Days for year seven.
- year seven - eight transition program with Atherton State High School.
- Earth Smart activities - recycling, gardening and school ground beautification

How Information and Communication Technologies are used to assist learning

Computers are located in every classroom and the library to assist student learning; in total there are 20 computers for our 72 students. ICT’s and computers are integrated into our curriculum programs. Students have opportunities to be involved in producing clay-mations, computer generated drawings, conducting web-searches, word processing, stop motion movies and multimodal texts.

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. An interactive tablet is available for student use. 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 and has seen many generations of the same families return over the years. 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 Values Education.
Our school at a glance

Parent, student and teacher satisfaction with the school

Kairi is very proud of our results in the parent, student and teacher surveys. We have consistently been achieving high means across all performance areas. This year in both the parent and student surveys our results are above state averages and in some areas, are above like schools.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>85%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>73%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Kairi School is actively involved with the Atherton Cluster of Schools (ACE) which has prioritised Middle Schooling and public education as major initiatives in the coming years. The cluster consists of Kairi, Tolga, Yungaburra, Atherton Primary and High, Tinaroo Environmental Education Centre, Walkamin, Irvinebank and Herberton schools.

Kairi School actively involves and invites the community in many different ways throughout the year. During 2008 our community has been involved through:

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;
- Conducting fund raising activities to support school initiative and ICT purchases;
- Running the school tuckshop on a twice weekly basis with a focus on Healthy Choices
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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 whenever possible.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (Kw H)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>27,767</td>
<td>554</td>
</tr>
<tr>
<td>2010</td>
<td>30,444</td>
<td>1,393</td>
</tr>
</tbody>
</table>

% change 10 - 11 -9% -60%
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>3</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $7,439. The major professional development initiatives are as follows:

- Australian Curriculum,
- ICT integration in curriculum,
- PAT Testing,
- One School purchasing and requisitions,
- Science and Agriculture,
- Coaching,
- Emms and Jmms,
- Gifted and Talented,
- Art and Literacy.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 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/](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' textbox.

Find a school

Search by school name

[GO]

Search by suburb, town or postcode

[GO]

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>92%</td>
<td>93%</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

[Bar chart showing attendance distribution]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Kairi did not have any incidences to deal with during 2011 in regards to non-attendance. 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 new sletters and other publications around the school.

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/](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' textbox.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select ‘GO’.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Indigenous students at Kairi are doing well in their studies. During 2011, Aboriginal and Torres Strait Islanders in year 3 showed a negative gap in Reading only with a positive gap in both writing and numeracy.