



Kairi State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

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Department of Education and Training

Contact Information

Postal address:	PO Box 24 Kairi 4872
Phone:	(07) 4089 3777
Fax:	(07) 4089 3700
Email:	principal@kairiss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Mr Matthew Andrews (Principal)

School Overview

On behalf of the entire Kairi community, welcome to our school.

Kairi State School opened its doors in 1911. In those days, the school was a small hut situated on the road known now as Tinaroo Falls Dam Road.

Today, Kairi is a small, well-resourced school providing high quality education to the children of Kairi and the surrounding area.

The staff, students and community are extremely proud of our school. Kairi State School offers a unique learning environment with a combination of small classes operating in large, open, air-conditioned classrooms.

We specialise in providing an individualised curriculum to each student that is backed by our teams high expectations of delivering a rigorous education. This is then underpinned by a positive, safe and nurturing environment that is provided for your child.

Our school grounds are also well maintained and our beautiful outdoor areas are enjoyed by all.

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 surveys 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 2016

During 2016 the school continued to focus on improving the literacy and numeracy of all students through the integration of ICT's within all key learning areas. It was great to see the implementation of a number of laptops and iPads around the school.

Our teachers focused on using explicit instruction and were mentored and coached in order to improve the delivery of education and improve their teaching practice. Some ability grouping occurred in Literacy, Numeracy and Spelling & Grammar to better address individual needs.

Future Outlook

In 2017 our Explicit Improvement Agenda has been geared around the improvement of writing.

That means that as a team we have had to lead a schoolwide approach to the improvement of writing by using the following strategies. As the principal I have committed extra financial resources for intensive professional development workshops for my teachers and teacher aides to ensure that their knowledge of writing is strong. We will be running workshops for parents around how they can help their children at home be better writers with quick, easy and fun activities at home as well as building their knowledge around what a good writer looks like. Specific awards will be given out at assembly that will acknowledge those students who are giving their all and improving their writing. Special mentions will be made in our newsletter around writing improvement and we will publish great examples of writing from our students in a number of newsletters. Above all else, we as a staff are committed to providing a positive vibe around writing and making it an enjoyable experience for our students.

2017 will also be a year in which our students will begin to delve deep into the world of coding via the use of ICT's. It is an exciting addition to our curriculum here at Kairi.

The other major piece of work that will be carried out in 2017 will be an upgrade/refurbishment of external features around the school. This year will see new air-conditioners installed throughout the school, a new large mural painted in the assembly area, new and improved gardens around the school, classroom upgrades, new school signs and a new and improved large under cover area under E block.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	94	43	51	18	80%
2015*	91	38	53	8	89%
2016	72	28	44	6	90%

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 2016, 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

Overview

Our student body consists of local students from the surrounding areas of Atherton, Tolga and Tinaroo. 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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	24	24
Year 4 – Year 7	16	22	26
Year 8 – 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.

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.



Co-curricular 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 Assist 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.

Social Climate

Overview

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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	95%	90%
this is a good school (S2035)	93%	90%	90%
their child likes being at this school* (S2001)	100%	95%	100%
their child feels safe at this school* (S2002)	93%	90%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%	80%
their child is making good progress at this school* (S2004)	100%	90%	100%
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)	100%	95%	80%
teachers at this school motivate their child to learn* (S2007)	100%	100%	80%
teachers at this school treat students fairly* (S2008)	71%	90%	90%
they can talk to their child's teachers about their concerns* (S2009)	93%	90%	80%
this school works with them to support their child's learning* (S2010)	100%	90%	80%
this school takes parents' opinions seriously* (S2011)	92%	89%	80%
student behaviour is well managed at this school* (S2012)	79%	90%	80%
this school looks for ways to improve* (S2013)	93%	90%	90%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school is well maintained* (S2014)	93%	90%	80%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	95%	100%
they like being at their school* (S2036)	100%	95%	96%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	95%	96%
their teachers expect them to do their best* (S2039)	100%	95%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	93%
teachers treat students fairly at their school* (S2041)	93%	86%	93%
they can talk to their teachers about their concerns* (S2042)	93%	81%	96%
their school takes students' opinions seriously* (S2043)	97%	86%	100%
student behaviour is well managed at their school* (S2044)	93%	81%	96%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	81%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	90%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	88%
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%

* 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

During 2016 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.
- Regular newsletters
- Workshops for parents
- P&C meetings and events

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs have been targeted to teach or students lifelong lessons around how to be respectful citizens in our community.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	1	0	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.

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	38,606	1,186
2014-2015	38,852	679
2015-2016	40,570	564

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

GO

Sector:

Government

Non-government

SEARCH

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	6	6	0
Full-time Equivalent	4	4	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
Certificate	4

*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 2016 were \$4,800

The major professional development initiatives are as follows:

- Numeracy workshops
- Reading/Writing workshops
- Explicit teaching training
- ICP training
- Student support training
- ICT training
- OneSchool/Finance training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	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 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	92%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	87%

*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 2016 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
2014	93%	94%	93%	94%	93%	95%	94%	96%					
2015	92%	90%	90%	95%	92%	90%	96%						
2016	95%	94%	96%	93%	91%	94%	91%						

*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 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 by 10am, a SMS text will automatically be sent to the parents of the 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.

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

Sector:

Government

Non-government

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