KAIRI
STATE SCHOOL

Kairi State School

ANNUAL REPORT
2018
Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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

School progress towards its goals in 2018

In 2018 our school focussed primarily on providing rich feedback to our students. Staff were provided training around feedback, in particular the area of writing. Students were also given their own personal learning goals in which feedback was provided.

One of the challenges we as a staff came across was that there were a number of students who were finding the idea of extra effort/challenges to be a punishment rather than a chance to grow and improve. We also found that a number of students would be quite harsh on themselves post feedback.

Our 2018 outlook then took a little shift towards Carol Dweck's work and as a teaching team we begun learning about the brain and in particular growth mindsets. The purpose of this was to gain a better understanding of how we can assist children to develop a stronger learning culture that embraces feedback. This work is still ongoing and will continue into next year.

Future outlook

In 2019 we will be looking to focus on:

-   Growth Mindset culture in the school community. Looking to slowly improve the way in which we think about learning.

-   Problem based mathematics. Developing mathematical skills that connect real life learning, collaboration and STEM into math lessons.

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

Enrolment category	2016	2017	2018
Total	72	72	85
Girls	28	29	45
Boys	44	43	40
Indigenous	6	5	22
Enrolment continuity (Feb. – Nov.)	90%	89%	86%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	24	26	21
Year 4 – Year 6	26	21	15
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

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

- Camps.
- Excursions.
- Athletics
- Book Club (once a month).

- 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

- Readers cup

- Robotics club

- Cooking

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.

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. 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

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)	90%	94%	91%
• this is a good school (S2035)	90%	94%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	80%	94%	91%
• their child is making good progress at this school* (S2004)	100%	88%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	94%	90%
• teachers at this school motivate their child to learn* (S2007)	80%	94%	91%
• teachers at this school treat students fairly* (S2008)	90%	94%	91%
• they can talk to their child's teachers about their concerns* (S2009)	80%	94%	91%
• this school works with them to support their child's learning* (S2010)	80%	94%	100%
• this school takes parents' opinions seriously* (S2011)	80%	94%	90%
• student behaviour is well managed at this school* (S2012)	80%	94%	91%
• this school looks for ways to improve* (S2013)	90%	94%	91%
• this school is well maintained* (S2014)	80%	100%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	92%	100%
• they like being at their school* (S2036)	96%	93%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	96%	87%	92%
• their teachers expect them to do their best* (S2039)	100%	93%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	100%	92%
• teachers treat students fairly at their school* (S2041)	93%	100%	91%
• they can talk to their teachers about their concerns* (S2042)	96%	100%	92%
• their school takes students' opinions seriously* (S2043)	100%	93%	90%
• student behaviour is well managed at their school* (S2044)	96%	100%	91%
• their school looks for ways to improve* (S2045)	100%	100%	92%
• their school is well maintained* (S2046)	100%	100%	91%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	92%

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)	88%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	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%	86%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

Percentage of school staff who agree# that:	2016	2017	2018

* 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 2018 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 education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

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	3
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	40,570	39,537	41,100
Water (kL)	564	349	177

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.
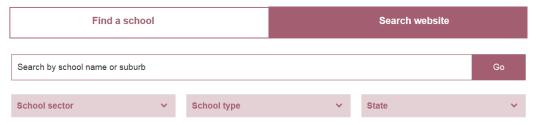
School funding

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.
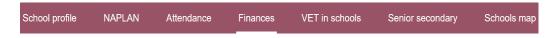
How to access our income details

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	8	7	0
Full-time equivalents	6	5	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	6
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 $2,800

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
- Growth Mindset

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Description	2016	2017	2018
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, 82% 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	93%	92%	91%
Attendance rate for Indigenous** students at this school	87%	84%	92%

* 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	95%	93%	96%
Year 1	94%	93%	89%
Year 2	96%	92%	92%
Year 3	93%	93%	90%
Year 4	91%	91%	92%
Year 5	94%	92%	91%
Year 6	91%	93%	90%

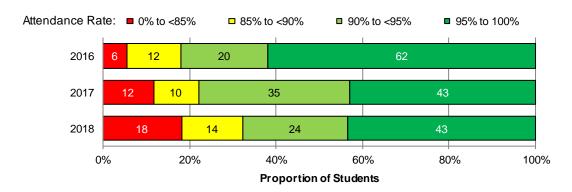| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	6	12	20	62
2017	12	10	35	43
2018	18	14	24	43

0%   20%   40%   60%   80%   100%

Proportion of Students

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.

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.
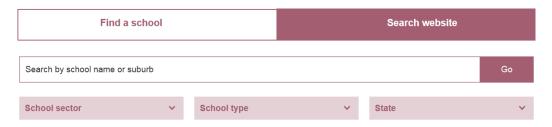
Where a student is absent, parents are asked to inform the class teacher of office by phone call or note. If the school does not receive notification by 10am, a SMS text will automatically be sent to the parents of the child. Teachers mark the class role in the morning before 9.30 am and then in the 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 NAPLAN tests are available via the *My School* website.

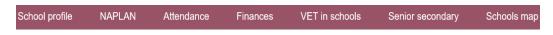### *How to access our NAPLAN results*

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.

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 'NAPLAN' to access the school NAPLAN information.

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

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.