

# Kia-Ora State School

## Queensland State School Reporting

### 2014 School Annual Report



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## Principal's foreword

### Introduction

This document reports on the characteristics of Kia Ora SS and contains information regarding the school context, staff information, professional development undertaken, key student outcomes, student attendance rates, the National Assessment Program and results of Student, Parent and Staff satisfaction with the quality of education offered here at Kia Ora SS.

### School progress towards its goals in 2014

All students made progress in the improvement of their learning outcomes in Literacy and Numeracy through an extra focus on Literacy and Numeracy Pedagogy, Resources and Early Intervention. The use of ICT's was further embedded across the KLA's. Many opportunities were provided for parents to become involved in their child's education as well as the broader community as outside providers of the curriculum and through the volunteer scheme and social events.

### Future outlook

Key areas for improvement in 2015 include; implementing the School Wide Positive Behaviour Support Program. Focusing on the explicit teaching of reading. Further integrating technology across the KLA's by purchasing more Ipads. Providing students with learning opportunities outside of the school context.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 6

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	48	29	19	98%
2013	62	36	26	95%
2014	80	45	35	93%

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

### Characteristics of the student body:

Kia Ora SS is composed of three multi-age classes and promotes a family atmosphere. Thus the school is able to provide individual attention and learning at the child's ability level. The students have a rural background with families living on acreage – some working the land and others working in nearby Gympie and enjoying the rural lifestyle. The children are from English speaking backgrounds.

### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	23	18	23
Year 4 – Year 7 Primary		22	27
Year 7 Secondary – Year 10			
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

As well as the mandatory Key Learning Areas of the Queensland Curriculum, staff at Kia Ora SS focus on the social and emotional well-being of students and the preparation in this area of the students for adult life. Students are explicitly taught a weekly social skills through the SWPBS program as well as a Social and Emotional Learning lesson through the You Can Do It program. Students in years 2-6 are also grouped according to their academic abilities in English for the delivery of the Spelling Mastery program and Cars and Stars ( a reading comprehension program). Kia Ora SS offers a range of school based physical activities once per week as a part of the Sporting Schools program.

### Extra curricula activities

During 2014 students participated in the following:

- CSIRO Activities
- Athletics Carnivals – Hosted Interhouse with Wolvi, participated in the Cooloola Athletics Carnival.
- Yr 5-7 spent a week camping at the Columboola Environmental Education Centre and visiting early historical sites to further embed History concepts
- School End of Year Concerts
- Gympie Eisteddfod - Choir –Second Place
- Wappa Falls Observatory,
- Big Boing – indoor trampolining centre
- Smart Steps program with University – Gympie Campus
- Providers for Sports and local community groups were encouraged e.g. AFL, NRL, Hockey

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

The student: computer ratio lies at 1:3 at present with the replacement of 6 computers during the year. The number of computers in the P-2 room was increased by 4. 25 I pads were purchased and appropriate Curriculum aps installed for student use. Kia Ora SS has an agreed emphasis on the use of computers throughout the school. Computers are integrated across all Learning Areas. All students ( including Preps) regularly access software programs such as Photostory, Microsoft Word, Paint. Excel and Movie Maker for presentation of assessment items as well as for use in daily learning. Children receive and return work through email. Older students study courses through The Learning Place. Teaching staff integrate the use of computers into all aspects of planning, delivery, assessment and reporting.

## Social Climate

At Kia Ora SS students learn in a safe secure environment. Students can learn and socialise in a happy and friendly atmosphere. The multi-age structure fosters the family-like environment as the older and younger students regularly play and learn together. Students are encouraged to be self-motivated and to “Give their best.” Students learn to work independently as well as in smaller and larger groups. Our highly successful Behaviour Management Program encourages responsibility by the student for their behaviour and rewards appropriate behaviour standards. The School Opinion Survey revealed that both Parents and Students are extremely happy to our school community.

### Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	94%	95%	100%
this is a good school (S2035)	100%	95%	100%
their child likes being at this school* (S2001)	94%	95%	100%
their child feels safe at this school* (S2002)	94%	100%	100%
their child's learning needs are being met at this school* (S2003)	94%	100%	100%
their child is making good progress at this school* (S2004)	100%	95%	100%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school expect their child to do his or her best* (S2005)	100%	95%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	83%
teachers at this school motivate their child to learn* (S2007)	94%	95%	100%
teachers at this school treat students fairly* (S2008)	89%	100%	83%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	83%
this school works with them to support their child's learning* (S2010)	94%	100%	100%
this school takes parents' opinions seriously* (S2011)	94%	95%	100%
student behaviour is well managed at this school* (S2012)	89%	100%	83%
this school looks for ways to improve* (S2013)	94%	95%	100%
this school is well maintained* (S2014)	94%	95%	83%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	95%	100%	
they like being at their school* (S2036)	84%	95%	
they feel safe at their school* (S2037)	100%	100%	
their teachers motivate them to learn* (S2038)	100%	100%	
their teachers expect them to do their best* (S2039)	100%	100%	
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	
teachers treat students fairly at their school* (S2041)	89%	100%	
they can talk to their teachers about their concerns* (S2042)	89%	100%	
their school takes students' opinions seriously* (S2043)	78%	100%	
student behaviour is well managed at their school* (S2044)	95%	100%	
their school looks for ways to improve* (S2045)	100%	100%	
their school is well maintained* (S2046)	89%	100%	
their school gives them opportunities to do interesting things* (S2047)	100%	100%	

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	82%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		75%	91%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

Many parents are involved in the education of the students at Kia Ora SS and are encouraged to be so. Apart from monthly P&C meetings and tuckshop, many parents volunteer to spend time in the classroom. The school has the Ready Reader program in place as well as volunteers who work in the office and library. Often parents can be seen playing with the children during recess and are present in large numbers at school events.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. During 2014 Kia Ora SS attempted to reduce its environmental footprint. Gardens were kept covered with mulch and the development of the waterless garden continued. Education in the areas of Reduce, Reuse, and Recycle were once again delivered by Ellie from Cleanaway. The solar panels continued to feed power into the grid to reduce electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	16,966	0
2012-2013	20,061	0
2013-2014	22,347	0

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	5	6	0

Full-time equivalents

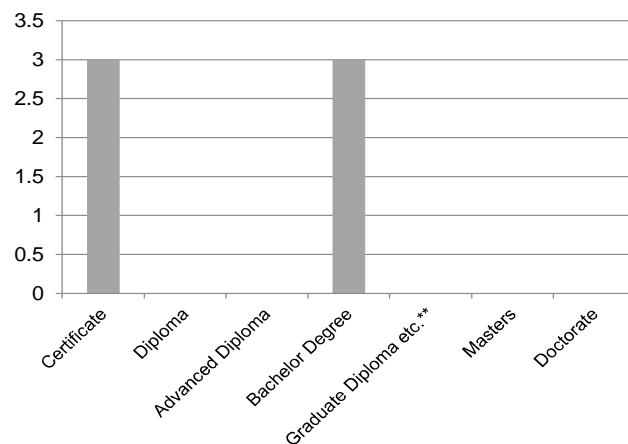
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### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	
Advanced Diploma	
Bachelor Degree	3
Graduate Diploma etc.**	
Masters	
Doctorate	
<b>Total</b>	<b>6</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 2014 were \$7,900

The major professional development initiatives are as follows:

- Literacy – The explicit Teaching of Reading
- Literacy – Seven Steps to Writing Success
- Numeracy – First Steps in Numeracy
- Data Analysis – Analysing NAPLAN data trends and analysis

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	99%	98%

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

From the end of the previous school year, 48% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	93%	92%

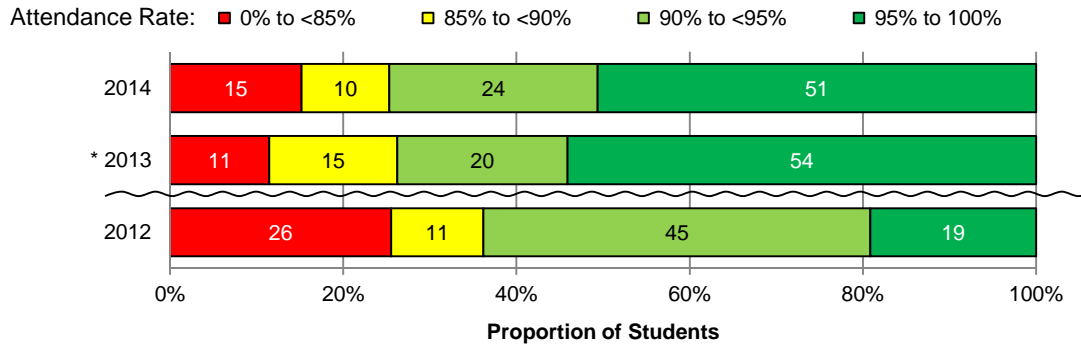
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	89%	87%	89%	92%	89%	94%	88%					
2013	93%	93%	92%	93%	95%	92%	94%					
2014	89%	94%	93%	93%	92%	95%	94%					

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

At Kia Ora State School rolls are marked twice daily. Students who are absent for three or more days receive a call from the school office to clarify the reason for the absence.

### 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/>.

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## Achievement – Closing the Gap

At Kia Ora State School we are committed to closing the gap between our 6 indigenous and non-indigenous students. The strong commitment to embedding indigenous perspectives and supporting our young indigenous students in literacy and numeracy is evidenced in NAPLAN improvement.

Closing the Gap funding is creating significant teaching support time for identified Indigenous students who require support to improve their reading and numeracy. Individual learning plans have been developed for all indigenous students.

In 2014 NAPLAN data <5 students sat the Year 3 test and 5 tests in total. Data is withheld to ensure confidentiality.

The attendance rate for our indigenous students is 94.2% which is above the attendance rate of non-indigenous students.