

# Kia-Ora State School

## Queensland State School Reporting

### 2015 School Annual Report



Postal address	2754 Anderleigh Road Kia Ora 4570
Phone	(07) 5486 5229
Fax	(07) 5486 5432
Email	principal@kiaorass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Damian Olsen – Principal Kia Ora State School

## 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 at Kia Ora SS.

### School progress towards its goals in 2015

All students made steady 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

## 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	62	36	26	4	95%
2014	80	45	35	5	93%
2015	58	34	24	6	81%

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:**

Kia Ora SS is composed of three multi-age classes and promotes a family atmosphere. As a result 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 all from English speaking backgrounds.

**Average class sizes**

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	18	23	17
Year 4 – Year 7 Primary	22	27	17
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	0	1
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

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 State School, participated in the Cooloola Athletics Carnival.
- Yr 4-6 went to Canberra for a week in August.
- 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 improve 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 apps 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	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	95%	100%	100%
this is a good school (S2035)	95%	100%	100%
their child likes being at this school (S2001)	95%	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)	100%	100%	75%
their child is making good progress at this school (S2004)	95%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	95%	83%	75%
teachers at this school motivate their child to learn (S2007)	95%	100%	75%
teachers at this school treat students fairly (S2008)	100%	83%	75%
they can talk to their child's teachers about their concerns (S2009)	100%	83%	100%
this school works with them to support their child's learning (S2010)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	95%	100%	100%
student behaviour is well managed at this school (S2012)	100%	83%	75%
this school looks for ways to improve (S2013)	95%	100%	100%
this school is well maintained (S2014)	95%	83%	75%

Performance measure	2013	2014	2015
Percentage of students who agree <sup>#</sup> that:			
they are getting a good education at school (S2048)	100%		95%
they like being at their school (S2036)	95%		91%
they feel safe at their school (S2037)	100%		86%
their teachers motivate them to learn (S2038)	100%		86%
their teachers expect them to do their best (S2039)	100%		91%
their teachers provide them with useful feedback about their school work (S2040)	100%		73%
teachers treat students fairly at their school (S2041)	100%		86%
they can talk to their teachers about their concerns (S2042)	100%		77%
their school takes students' opinions seriously (S2043)	100%		64%
student behaviour is well managed at their school (S2044)	100%		82%
their school looks for ways to improve (S2045)	100%		91%
their school is well maintained (S2046)	100%		82%
their school gives them opportunities to do interesting things (S2047)	100%		91%

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%	82%	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)	75%	91%	91%

# '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

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 2015 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
2012-2013	20,061	0
2013-2014	22,347	0
2014-2015	8,242	

\*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.

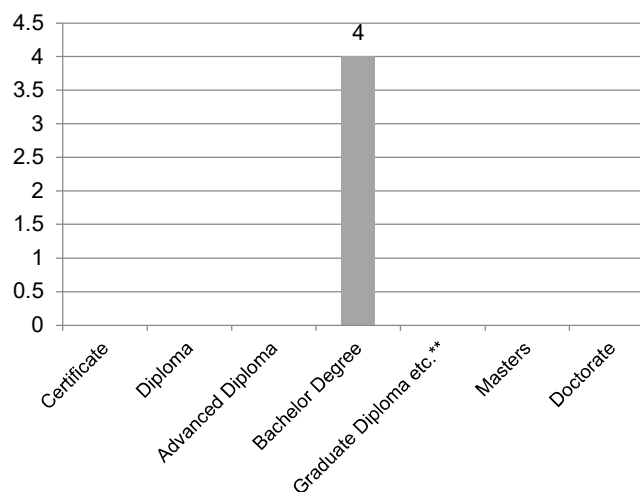
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	4	8	0
Full-time equivalents	4	4	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	4
Graduate Diploma etc.**	
Masters	
Doctorate	
<b>Total</b>	<b>4</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 \$ 8,200

The major professional development initiatives are as follows:

School wide Positive Behaviour Support, The Explicit Teaching of Reading, SSP Phonics, Functions of Behaviour, Daily Rapid Reading.

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.	99%	98%	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 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).	93%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	95%	94%	97%

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%.

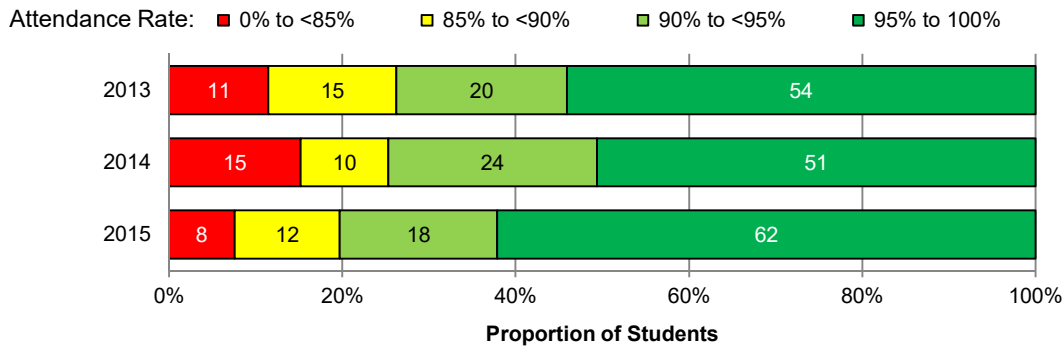
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	93%	92%	93%	95%	92%	94%					
2014	84%	89%	94%	93%	93%	92%	95%	94%					
2015	96%	93%	95%	93%	94%	93%	96%						

\*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.

### 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

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.