



Kia-Ora State School

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Established in 1921, Kia Ora State School is a multigrade co-educational State School situated near Gympie. Our Early Education Classroom is P to 3; the other class is a Yrs 4 to 7 composite. Our curriculum focuses on literacy and numeracy, with the remaining subjects delivered as integrated units of study. High standards are expected from our students. Our distinctive curriculum features include the 'You Can Do It' program for the students' social and emotional wellbeing and computer technology program. Our sustainability program is also a high priority. Our aim is to develop optimal techniques to challenge and extend each student in a caring, supportive classroom, cater for individual differences and maximise the talents and future opportunities for our students. The progress of every student is closely monitored and early intervention is provided when required. Many parents are satisfied that their child is happy to go to this school and are satisfied that their child is treated fairly. The wider community supports the school and we provide many opportunities for their involvement.

## Principals Forward

### 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 2016

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

Strategy – Regional Support			
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice reading pedagogy (Sally Rankin)			Principal
Seek support of Region for HOD-RS service to lead local school cluster focused on developing best practice mathematics pedagogy. (Rob PW)		Semester 1 and 2, 2017	Principal
Strategy – Principal Leadership and Performance			
Actions	Targets	Timelines	Responsible Officer/s
Use I4S funding to support Reading e.g. DRR; Reading Link; Teacher aide support; Teacher planning; Resource purchase			As above
Analyse and share collated school data-sets (reading data , NAPLAN, Diagnostic assessment)		Term 1 onwards	As above
Explore cohort data through data conversations with teaching team		Semester 1 & 2	As above
Audit current reading pedagogy and framework		Term 1	As above
Promote awareness of the reading improvement agenda to the broader school community	Parent SOS Data	Term 1 & Ongoing	As above
Strategy – Teaching Quality			

Actions	Targets	Timelines	Responsible Officer/s
Access HOD – RS to <u>create and provide opportunities for professional learning within the Australian Curriculum around reading</u>	All Staff understand where reading is embedded within the Australian Curriculum and within the Achievement Standard of English/Mathematics  DPP – all staff have identified an aspect of reading to develop  All staff understand assessment tools and their purpose	Semester 1 and 2	As above
Enhance teacher knowledge of Australian Curriculum Mathematics through deepening knowledge of Achievement Standards and Curriculum Intent		Semester 1 and 2	As above
Support teacher deep understanding of the Australian curriculum to adopt and adapt the C2C materials to suit the school context.		Semester 1 and 2	
Implement focussed conversations with staff on implementing a Balanced Reading Program (includes Gradual Release Model)		Term 1 Ongoing	As above
Through communication with staff embed a shared understanding of reading procedures and comprehension strategies (modelled, shared, guided and independent; Sheena Cameron)		Semester 1 ongoing	As above
Support teachers understanding of Data Literacy (Assessment of learning, for learning and as learning) in order to monitor and track reading improvement		Term 1 ongoing	As above
Provide opportunities for teachers to engage with Instructional (Learning) Rounds to sharpen consistency of practice		Semester 1 & 2	As above
Use peer observation, feedback, differentiating coaching and learning communities to improve teaching practices		Ongoing	As above
Align DPP for staff to the reading strategy	100% staff achieving reading goal as identified in DPP by end of year	DPP Meeting – Semester 1 and 2	As above
Timetable regular meetings with teaching staff to provide professional learning on the use and purpose of data with a clear focus on reading in order to analyse data and address strengths and weaknesses that are occurring within each cohort to differentiate teaching and inform the teaching and learning program aligned to the curriculum. Assessment tools include (diagnostic tool (benchmark); standardised assessment (PAT-R/NAPLAN); summative C2C reading assessment to map performance against the standard)	Term meetings for every teacher around tracking reading progress and the alignment to curriculum planning  80% Students achieving A-C in English Achieving similar to like schools for National Mean in Reading	Ongoing	As above
Provide opportunities for teachers to engage with moderation within and across schools for Summative Assessment of English e.g. consistency of A-E Data	Twice a year internal moderation Twice a year cluster moderation	Term 2 & Term 4	
<b>Strategy – Successful learners</b>			
Actions	Targets	Timelines	Responsible Officer/s
Provide challenging learning opportunities for students to demonstrate their potential through quality opportunities in reading		Ongoing	Principal
Analyse student data regularly to inform improvement, guide teaching practices and prompt early intervention	I4S funding support	2 Planning Meetings per term – Pre and Post	Principal and Teachers

Implement, monitor and review attendance and attainment strategies for continuous improvement	All students achieving 94% attendance	Ongoing	Principal
Expand opportunities for all students to reach their potential – students achieving in U2B	Student achievement 80% or better in A / B data	Semester 1 Semester 2	Principal / Staff
Expand opportunities for OOHC students/ ATSI students to reach their potential.	Student achievement 80% or better in A - C	Semester 1 Semester 2	Principal / Staff

### Strategy – School performance

Actions	Targets	Timelines	Responsible Officer/s
Collect and triangulate Reading data (identified within School Data Plan) to monitor performance and review practice and strategy outcomes. Share triangulation with whole staff.		Ongoing	Principal
Analyse data at an individual and cohort level to monitor performance and inform practice through teacher planning meetings		Termly	Principal

### Strategy – Local decision making

Actions	Targets	Timelines	Responsible Officer/s
Communicate reading improvement of students to parents through individualised reading goals	Parent SOS DATA	Term 1 ongoing	Principal, all staff
Celebrate reading progress within the wider community through Newsletters, Facebook, school signage, celebration letters and parade	100% of parents aware of reading as the EIA		Principal, all staff
Celebrate expert teaching team and the reading progress through scheduled meetings for the sole purpose of recognising individual cohort reading improvement	Reading level trackers	Term 4	Principal, all staff
Collaborate with local school clusters to share practice and promote learning	100% attendance at cluster PD opportunities	2 per term	Principal/Delegated staff

# Our School at a Glance

## School Profile

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

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	80	45	35	5	93%
<b>2015*</b>	58	34	24	6	81%
<b>2016</b>	60	30	30	7	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

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 owning farms and others working in nearby Gympie and enjoying a rural lifestyle.

### 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	23	22	21
Year 4 – Year 7	27	22	19
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

Kia Ora State School offers a challenging and future orientated curriculum that focuses on preparing students to be effective learners. Our Curriculum framework reflects the Australian Curriculum standards and is delivered through quality teaching and challenging units of work across the key learning areas. As well as focusing on the mandatory curriculum areas of the Australian Curriculum staff at Kia Ora State School focus on the social and emotional well-being of students. Students are

explicitly taught a social skill of the week through the PBL program. Students in years 2-6 are grouped academically based on their abilities for the delivery of Cars and Stars and Spelling Mastery.

### Co-curricular Activities

- Yr 5-6 went to Tallebudgera Beach School for a week in November.
- 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

ICTs play an important part in daily life at Kia Ora State School. Most classrooms use digital technologies such as Interactive Touchscreens, and the like on a regular basis. Many teachers use a range of ICTs e.g. laptops, desktops, iPads etc., within their class programs. The school is committed to the ongoing development of digital pedagogical skills for all teachers and support staff. Wi-fi access points have been installed in every classroom across the school.

## Social Climate

### Overview

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

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	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)	100%	75%	100%
their child is making good progress at this school* (S2004)	100%	100%	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)	83%	75%	100%
teachers at this school motivate their child to learn* (S2007)	100%	75%	100%
teachers at this school treat students fairly* (S2008)	83%	75%	100%
they can talk to their child's teachers about their concerns* (S2009)	83%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	83%	75%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	83%	75%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)		95%	100%
they like being at their school* (S2036)		91%	94%
they feel safe at their school* (S2037)		86%	94%
their teachers motivate them to learn* (S2038)		86%	100%
their teachers expect them to do their best* (S2039)		91%	100%
their teachers provide them with useful feedback about their school work* (S2040)		73%	94%
teachers treat students fairly at their school* (S2041)		86%	100%
they can talk to their teachers about their concerns* (S2042)		77%	88%
their school takes students' opinions seriously* (S2043)		64%	83%
student behaviour is well managed at their school* (S2044)		82%	72%
their school looks for ways to improve* (S2045)		91%	100%
their school is well maintained* (S2046)		82%	94%
their school gives them opportunities to do interesting things* (S2047)		91%	94%

### 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)	82%	100%	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)	91%	91%	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



Many parents re involved in the education of students at Kia Ora State School. Apart from assisting in the tuckshop or helping read to students before school many parents also assist in the highly successful Kia Ora Trail Bike Ride which is held annually.

### Respectful relationships programs

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

### 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	0	1	2
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

Kia Ora makes a significant effort to minimise our effect on the local and broader environments through participation in activities and educational endeavours that target the general topic of sustainability. The new Australian Curriculum is full of work units that have elements of sustainability built into them – across all year levels. Our waste management programs are an integral part of our day to day operations (compost, litter reduction, etc.).

Our solar panels help to reduce electricity usage and water usage has declined significantly over the past 12 months. We have had students involved in a number of environmentally-focussed programs for many years.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	22,347	0
2014-2015	8,242	
2015-2016	26,701	

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

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Sector:

Government

Non-government

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	4	8	0
Full-time Equivalents	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	

\*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 \$8,000

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Reading Professional Development
- SSP Phonics

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.	98%	97%	98%

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

\*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%.

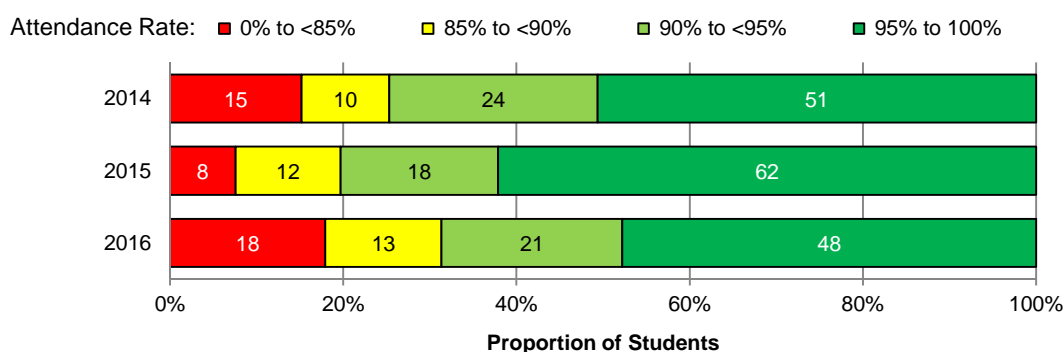
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	89%	94%	93%	93%	92%	95%	94%					
2015	96%	93%	95%	93%	94%	93%	96%						
2016	90%	95%	90%	94%	94%	95%	92%						

\*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.

Student attendance is highly important and is seen as a valuable factor for improved student achievement. The school has set a target for an attendance rate of 95%. Students should be within the 92-100% range of attendance.

Any student below this range is closely monitored by both classroom teacher and the school attendance officer. Every child's attendance is monitored every week. Roll marking occurs twice a day: 9:00am and 1:40pm. Any student with two or more day's absence the classroom teacher contacts parent via phone, note or in person. If no reply - teacher notifies office – office phones parents. All attempts and communication is recorded in Oneschool. After the office attempt is unsuccessful the school uses formal letters and external agencies to support improving attendance.

## 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.

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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.

