



Kia-Ora State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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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.

### **School progress towards its goals in 2018**

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**

Improvement strategy from report	Actions to address improvement strategy
<p><b>1. Collaboratively build a school vision supported by clear expectations and approaches that identify the high expectations for staff members and students.</b></p>	<p><b>1. Engage staff in a collaborative “school visioning” process that ensures consistency of practice in Australian Curriculum – English</b></p> <p>A] Principal to lead staff meeting to unpack the review report. Staff members to assist each other to identify commendations and the findings leading to improvement strategies.</p> <p>B] Collaboratively use the report to build a list/characteristics of what will be evident in 12 months in each classroom for English (Reading) Include measures for improved student outcomes.</p> <p>C] Document the ideas, processes and work together to review the draft action plan.</p> <p>D] Establish a list of success criteria and each person’s role (Principal, teachers, parents, students) within it.</p> <p>E] Start the ‘map’ that will be used to track and monitor the improvements. Pinpoint what the actions will look like in classrooms at 3, 6, 9 mth stages</p> <p>F] Implement survey to gather baseline information to be used to measure throughout the process. Survey would focus on data and delivery of Australian Curriculum delivery</p> <p>G] Engage with P&amp;C to build an understanding of the improvement agenda and what this will mean for students and teachers. Provide information in the newsletter.</p> <hr/> <p><b>2. Build Capability of Staff to deliver and plan for the Australian Curriculum with a sharp and narrow focus on English (Reading)</b></p> <ul style="list-style-type: none"> <li>• A) Principal to engage HOD-RS (Rachael Pelling) to provide professional learning to staff to deepen understanding of anchor charts and their relationship to the AC.</li> <li>• B) Provide professional learning support for teachers inclusive of SWD teacher to plan for diverse learners through differentiated curriculum planning.</li> <li>• C) Provide staff with knowledge and understanding of how the Kia Ora State School Teaching and Learning program is aligned to the QCARF.</li> <li>• D) Principal to enable through financial management to release teachers to attend pre-moderation and post moderation as part of the Gympie Small Schools Cluster.</li> <li>• E) Principal to provide through financial management ½ day planning for each teacher.</li> <li>• F) Principal to work with Teacher to discuss term unit, differentiation for diverse learners and unit alignment with QCARF.</li> <li>• G) Teachers to engage in walk throughs to monitor curriculum delivery using Sharratt’s five questions.</li> </ul>

<p><b>2. Develop school systems and processes including roles, responsibilities and accountability of staff members to support the diverse learning of the full range of students</b></p>	<p><b>1. Identify roles and responsibilities for staff, students, and Principal to enable clear expectations to deliver T&amp;L program and data collection and analysis.</b></p> <p>A) Unpack role statements</p> <p>B) Collaboratively develop roles and responsibilities for all stakeholders regarding curriculum planning, data analysis &amp; collections, intervention support, student expectations for bookwork, teacher feedback</p> <p>C) Establish expectations for delivery of T&amp;L programs in accordance with QCARF framework eg timelines, to provide students with the required curriculum, provision of planning to Principal, reporting to parents/carers, assess and moderate using standards.</p>
	<p><b>2. Building Staff Capability to understand the purpose of data collection and analysis to support the diverse learning of students</b></p> <p>A) Principal to provide teachers an opportunity once per term to collect reading data.</p> <p>B) Allocate time (two days- one for PM Benchmarking another for strategy analysis) ) for teachers to critically analyse reading data to plot “next steps” for student improvement using the LC clusters.</p> <p>C) Engage HOD to assist in Identifying strategies for reading improvement using literacy continua.</p> <p>D) Staff meeting once per term to collectively analyse and interpret data and map students across the whole school (Week 6 of every term).</p> <p>E) Teachers and teacher aides to build data literacy through triangulation of data sets.</p>

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	60	62	56
Girls	30	28	28
Boys	30	34	28
Indigenous	7	6	7
Enrolment continuity (Feb. – Nov.)	90%	95%	77%

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

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	21	24	19
Year 4 – Year 6	19	17	20
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

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

- Years 5 \* & 6 participated in the Canberra camp for a week.
- Reward Excursions
- School End of Year Concerts and excursions
- Sports Days including Athletics and Cross Country
- 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

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)	100%	100%	33%
• this is a good school (S2035)	100%	100%	33%
• 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%	100%	33%
• their child is making good progress at this school* (S2004)	100%	100%	33%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	67%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	33%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
• teachers at this school treat students fairly* (S2008)	100%	67%	33%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	67%
• this school works with them to support their child's learning* (S2010)	100%	83%	33%
• this school takes parents' opinions seriously* (S2011)	100%	67%	0%
• student behaviour is well managed at this school* (S2012)	100%	100%	0%
• this school looks for ways to improve* (S2013)	100%	83%	33%
• this school is well maintained* (S2014)	100%	83%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	96%	93%
• they like being at their school* (S2036)	94%	96%	100%
• they feel safe at their school* (S2037)	94%	96%	93%
• their teachers motivate them to learn* (S2038)	100%	100%	97%
• their teachers expect them to do their best* (S2039)	100%	100%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	88%	90%
• teachers treat students fairly at their school* (S2041)	100%	75%	93%
• they can talk to their teachers about their concerns* (S2042)	88%	96%	90%
• their school takes students' opinions seriously* (S2043)	83%	87%	97%
• student behaviour is well managed at their school* (S2044)	72%	79%	77%
• their school looks for ways to improve* (S2045)	100%	96%	97%
• their school is well maintained* (S2046)	94%	83%	93%
• their school gives them opportunities to do interesting things* (S2047)	94%	91%	93%

Percentage of students who agree# that:	2016	2017	2018
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\* 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.

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)	100%	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)	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

Parents are involved in the education of students here 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. We have a very active P&C Association.

## 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	2	5	2
Long suspensions – 11 to 20 days	0	0	1
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

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	26,701	13,035	32,304
Water (kL)			

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

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	3	10	<5
Full-time equivalents	4	5	<5

\*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	3
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 \$11,687

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Daily Rapid Reading
- Gympie Small School's Cluster moderation pre and post in English and Mathematics
- PM Benchmarking PD

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	96%

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

From the end of the previous school year, 73% 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%	93%	92%
Attendance rate for Indigenous** students at this school	92%	96%	90%

\* 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

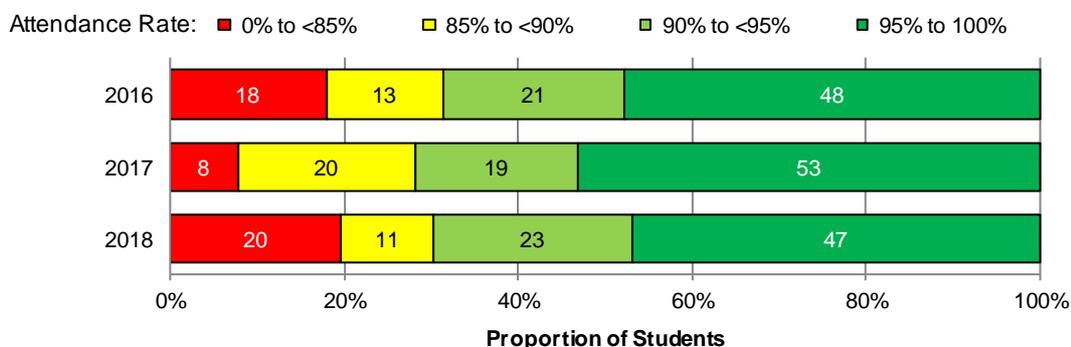
Year level	2016	2017	2018	Year level	2016	2017	2018
Prep	90%	91%	85%	Year 7			
Year 1	95%	94%	90%	Year 8			
Year 2	90%	86%	96%	Year 9			
Year 3	94%	92%	91%	Year 10			
Year 4	94%	95%	91%	Year 11			
Year 5	95%	94%	96%	Year 12			
Year 6	92%	95%	91%				

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



## 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.

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.

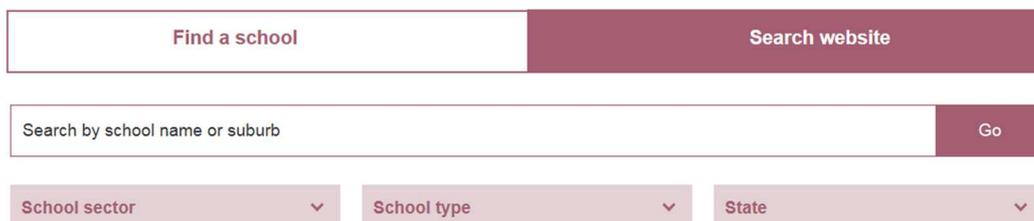
Any student below this range is closely monitored by both classroom teacher and the school attendance officer. Every child's attendance is monitored every week Roll marking occurs twice a day: 9:00am and 1:40pm. Any student with two or more day's absence the classroom teacher contacts parent via phone, 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 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.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



#### 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.