Kia-Ora State School (1707)

Queensland State School Reporting

2012 School Annual Report

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Principal's foreword

Introduction

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 2012

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

During 2013 the school priorities will be:
Implementation of Australian Curriculum.
Further improvement in Literacy and Numeracy outcomes for each individual student
Early and continuing intervention for identified students
Focus on improvement in Spelling, Comprehension and Maths Investigations outcomes through consistent whole school pedagogy.
Provision of Professional Development of staff in line with the school direction.
Further improvement of school physical environment e.g. grounds, computers and play equipment.
Creation of opportunities for students to participate in interschool educational and social activities.

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012:   Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	36	22	14	82%
2011	44	30	14	91%
2012	48	29	19	98%

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

Characteristics of the student body:

Kia Ora SS is composed of two 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 and there are not any Special Needs children enrolled.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	22	22	23
Year 4 – Year 7	17	17	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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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.
Kia Ora SS offers after school physical activities on Thursday afternoon for the children for two hours.
Providers from the wider community including businesses and parents also provide lessons in the various skills they possess.

Extra curricula activities

During 2012 students participated in the following:
CSIRO Activities
Athletics Carnivals with other small schools
Upper school spent a week visiting Stradbroke Island.
Football Gala Days with District Schools
Visits to the Theatre
Visits to Arts Council Performances.
School Concerts
Gympie Eisteddfod - Choir - Second place.
Visits from outside Providers for Sports and local community groups were encouraged.

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.
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. Units of work as well as assessment items involve the use of computers by the students.
Academic Reporting, Student Behaviour, Curriculum plans, Intervention Plans and student results are all stored on One School. All staff and school records are held digitally e.g. timesheets and finance.

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 that they belong to our school community.

Parent, student and staff satisfaction with the school

Parents noted a high degree of satisfaction with the education that their child is receiving at school and with the school itself. The vast majority of the staff were very satisfied with the access provided to professional development and morale was high. However students were not as satisfied that they were getting a good education at the school warranting further investigation as to the reasoning for this result.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012#
their child is getting a good education at school	94.4%
this is a good school	100.0%
their child likes being at this school*	94.4%
their child feels safe at this school*	94.4%
their child's learning needs are being met at this school*	94.4%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.2%
teachers at this school motivate their child to learn*	94.1%
teachers at this school treat students fairly*	88.9%
they can talk to their child's teachers about their concerns*	94.4%
this school works with them to support their child's learning*	94.4%
this school takes parents' opinions seriously*	93.8%
student behaviour is well managed at this school*	88.9%
this school looks for ways to improve*	94.4%
this school is well maintained*	94.4%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012#
they are getting a good education at school	95.0%
they like being at their school*	84.2%
they feel safe at their school*	100.0%
their teachers motivate them to learn*	100.0%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	100.0%
teachers treat students fairly at their school*	88.9%
they can talk to their teachers about their concerns*	89.5%
their school takes students' opinions seriously*	77.8%

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student behaviour is well managed at their school*	94.7%
their school looks for ways to improve*	100.0%
their school is well maintained*	88.9%
their school gives them opportunities to do interesting things*	100.0%

Performance measure *(Nationally agreed items shown*)*	
Percentage of school staff who agree:	2012[#]
that they have good access to quality professional development	100.0%
with the individual staff morale items	86.7%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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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.
Some parents are directly involved in curriculum delivery (Art, knot-tying)and taking
small groups in the classroom. 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 2012 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.

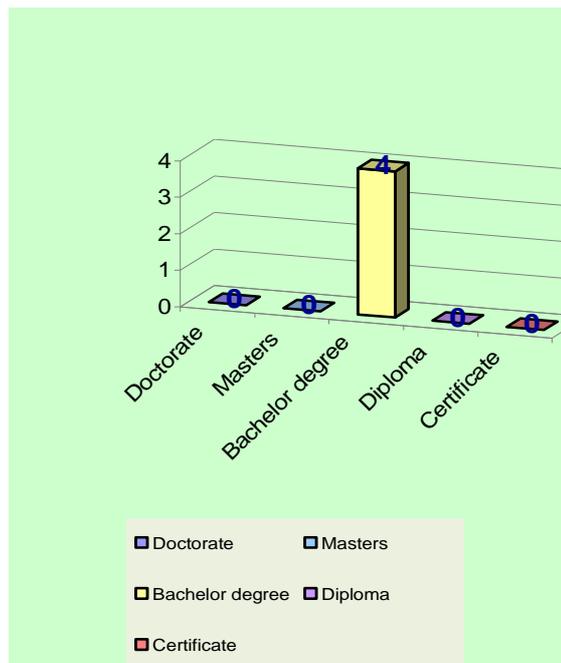|	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	12,960	0
2010-2011	13,326	0
2011-2012	16,966	0

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time equivalents	3	2.5	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	4
Diploma	0
Certificate	0

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $

The major professional development initiatives are as follows:
- Code of Conduct,
- Student Protection
- Australian Curriculum and C2C
- ICT's - Whiteboard
- One School
- First Aid, Principals Conference, School Cleaning, Workplace Health and Safety

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Our staff profile

- Financial Administration

The proportion of the teaching staff involved in professional development activities during 2012 was 100%..

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Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	94.1%	97.8%	95.2%

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 2012 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.**

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 web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
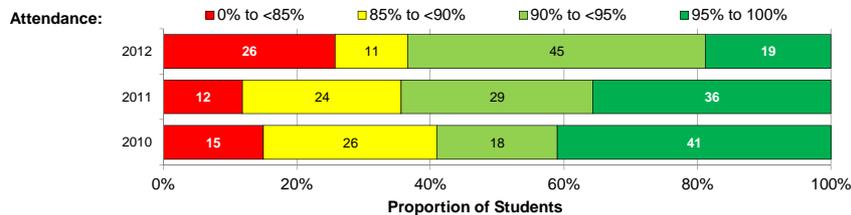
Key student outcomes .

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	89%	92%	88%	98%	93%	93%	93%
2011	94%	87%	91%	92%	91%	95%	96%
2012	89%	87%	89%	92%	89%	94%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

Attendance: ■ 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%
2012	26	11	45	19
2011	12	24	29	36
2010	15	26	18	41

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 SS non-attendance and roll marking is managed in line with these policies. Rolls are marked twice daily

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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.**

Where it says '**Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**.

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Achievement – Closing the Gap

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