

# Triennial School Review and School Planning Overview

## Structure and Process

Our Triennial School Review and School Planning Overview reflect the three school related goals of *Queensland State Education - 2010; Learning, Schools and Workforce*.

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## Review Team

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Staff:	Di Doctor Belinda Harris Melanie Williamson Ann-Marie Tomasetig Keith Kruyssen
Community:	Darryl Dilger Elaine Phillips Rowena Draper Donna McLeod



Reviewing our past to direct our future

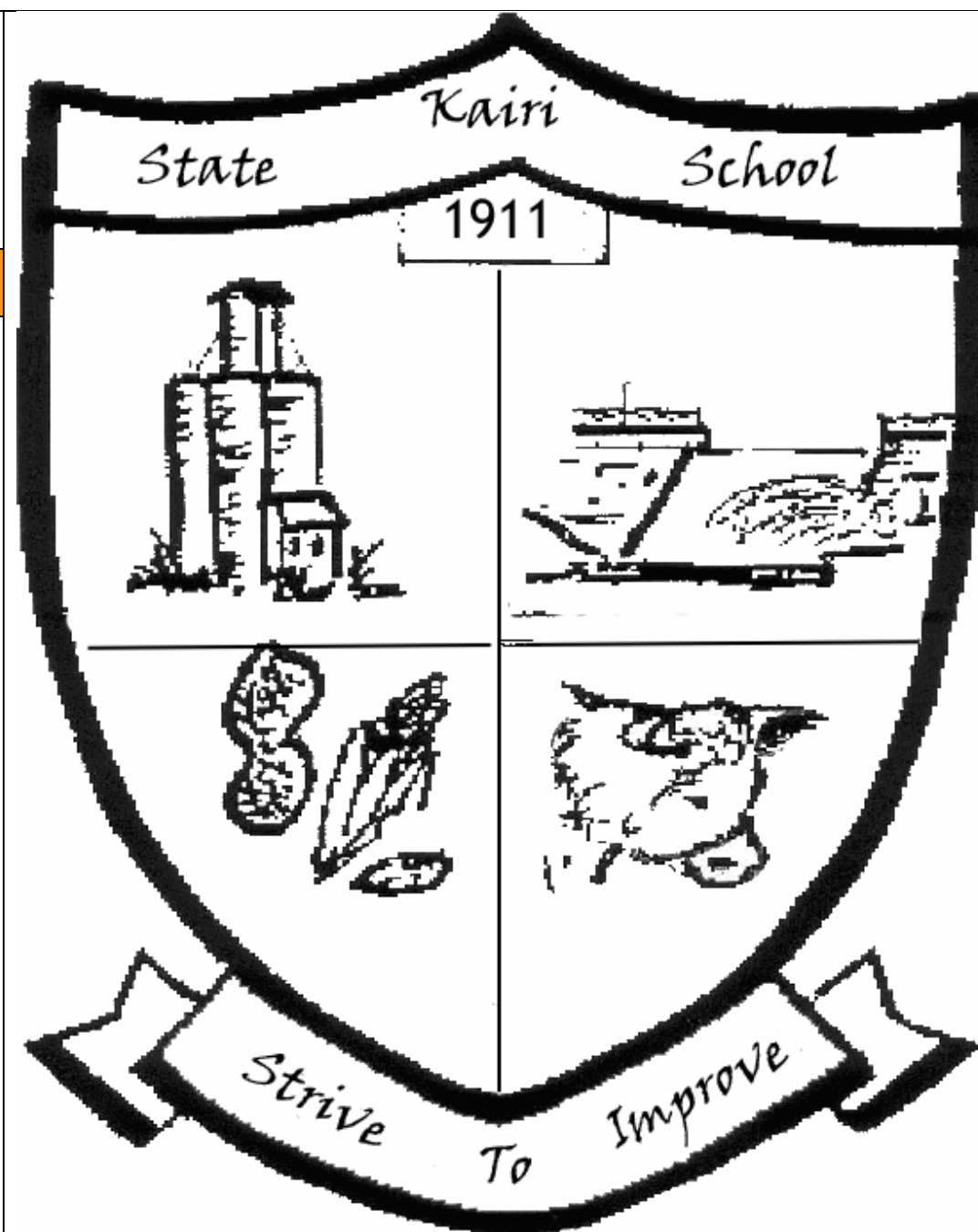
### Purpose

The Triennial School Review and Planning Overview is a brief, strategic planning and accountability document developed by the school and its community.

Its purpose is to identify and report on the strengths and weaknesses of the school during the previous three years and then set the direction for the next three based upon this data.

The Triennial School Review and Planning Overview is heavily influenced by three key documents:

- *Queensland State Education - 2010;*
- *Destination 2010;* and
- *Education Queensland's Strategic Plan.*



## Introduction

It is our hope that the collaborative result of many months of planning, reviewing and assessing by significant stakeholders helps make Kairi State School a better and more productive learning campus for all and, most importantly, the children of the school.

We have looked at the past and how the school has progressed according to the specific needs of our children and the context from which they come. This informs the direction of the next three years which will promote EQ's vision whilst accommodating local needs in an effort to provide the best possible education for our students in a continually changing society.

We would like to thank all those who have helped us reflect on and evaluate our journey over the past three years, and hope they found value in the experience. This plan gives the school a strategic direction for the next three years providing continual focus for staff and parents on the educational progression of their children, whilst accommodating Education Queensland initiatives. Most importantly it will help us foster the values and traditions of our unique school and community.

## School Context

### Social Climate

Kairi Primary School is a co-educational State School catering for children from Prep to Year Seven. Presently there are 62 students enrolled in prep to year seven and are arranged in 3 class groups as Prep/1, 2/3/4, and 5/6/7.

Kairi State School strives to assist students achieve high personal standards and academic excellence in all endeavours. We have established a supportive, safe environment in which the school and community work together to provide the best possible education for all students and allow them every opportunity to succeed.

Kairi State School prides itself on the family oriented, caring environment and has seen many generations of the same families return over the years. The school maintains high expectations from students in regards to behaviour and rarely do we deal with major issues. Social skilling occurs in every classroom both incidentally and formally with lessons based on Values Education and Protective Behaviours.

Religious Education classes are offered every Tuesday in nondenominational religious groups.

### Finance

Kairi receives, on average, \$60 000 in grants each year. Of this amount, approximately \$40 000 is committed in areas of literacy, numeracy, ATSI, ICT, wages etc. This leaves only \$20 000 for expenditure by the school to cover any other areas identified in the School Annual Review and Operational Plan.

### Extra Curricular Activities

Students at Kairi are encouraged to pursue all interests including academic, sporting, artistic and dramatic. Students pursue interests through their involvement in the Student Council.

Over the past few years there have been many students representing the school in sports ranging from athletics to tennis, soccer and hockey.

The school regularly holds community events such as Bush Dances and Theatre Restaurants, many of which are planned and implemented by the students themselves. Senior students are actively encouraged to develop leadership skills regardless of elections. Leadership skills are developed through opportunities such as peer tutoring, peer mentoring, sports training, and roles on the student council.

### Schools and Communities working together

Kairi School is actively involved with the Atherton Cluster of Education (ACE) which has prioritised Middle Schooling and public education as major initiatives in the coming years. The cluster consists of Kairi, Tolga, Yungaburra, Atherton Primary/High, Upper Barron, Irvinebank, Herberton, Walkamin schools as well as Tinaroo Environmental Education Centre.

A major focus over the next three years will be collaboratively planned units of work using the Essential and Standards. The aims are to ensure consistency across schools in regard to content and assessment, to build collegiality, and provide opportunities for students to access specialist knowledge.

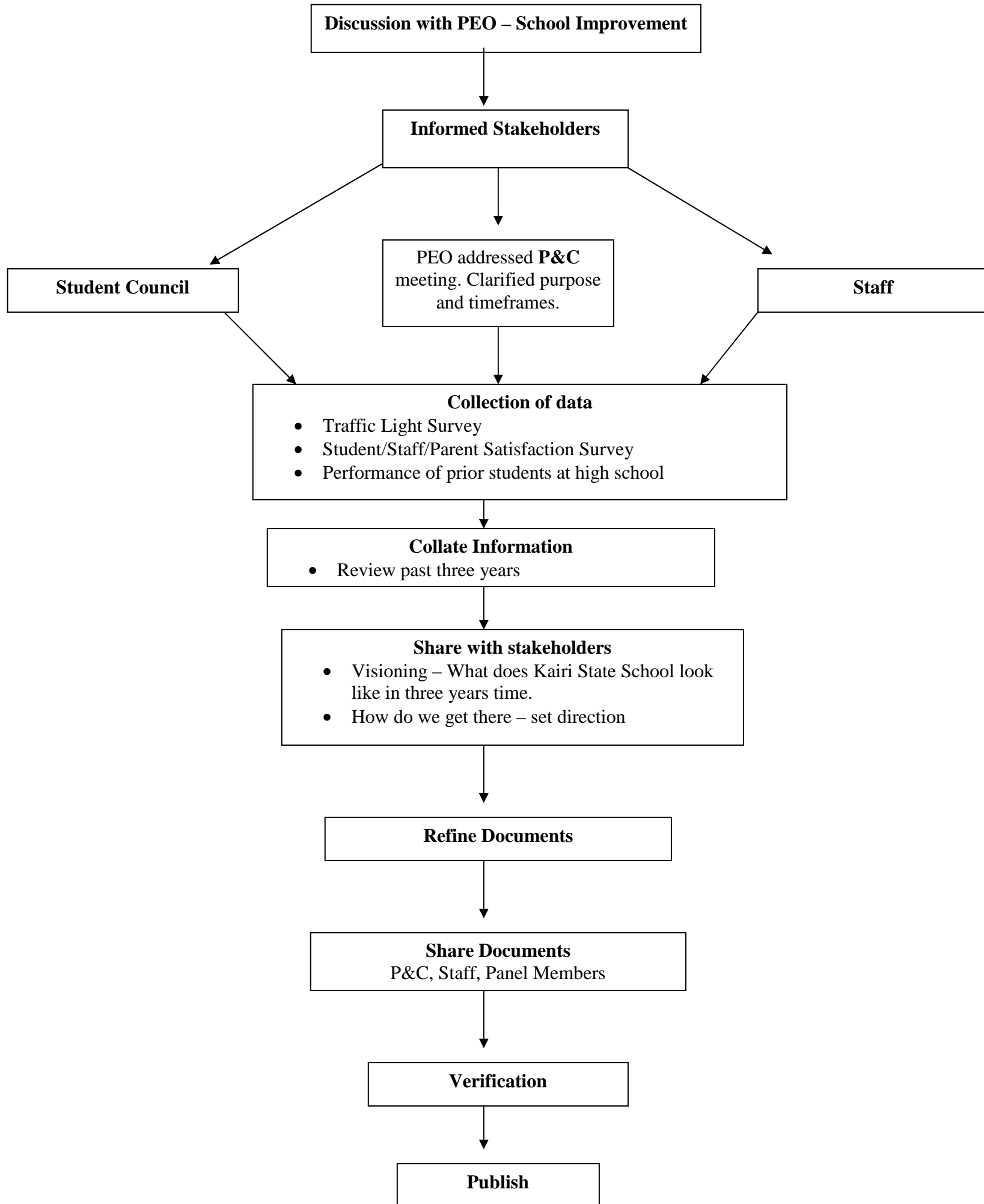
Staff Development Priorities over the next three years will be multi-literacies encompassing:

- Literacy
- Numeracy
- Technology

Kairi School actively involves and invites the community in many different ways throughout the year. Over the past three years the community has helped us

- Construct a new tuckshop with an Investing in Schools Grant
- Assisted recovery after Cyclone Larry
- Applied for and received two grants to help fix damage from the cyclone
- Taken art and craft lessons
- Listened to reading in classes every day
- Run our school tuckshop
- Donated time and equipment
- Attended Culminating activities

# Methodology



## Reviewing our past to inform our future

### Learning

In relation to State targets:

Above

Same

Below

**LE1: Improved learning outcomes for the diverse range of student in Education Queensland Schools;**

**LE2: Improved integration of curriculum, teaching and reporting through a learning framework that engages our diverse range of students.**

Performance Indicator	School Targets			Commentary																																																
	2005	2006	2007																																																	
LE1.1 Percentage of students not requiring additional support for each area of the Year 2 Diagnostic Net: Reading, Writing, Number	R-100% W-100% N-100%	R-78% W-100% N-78%	R-67% W-63% N-63%	<p>Socioeconomic factors along with a very traumatic incident in 2007 meant that support programs were interrupted and not as effective as in previous years. Early intervention remains a high priority at Kairi State School. Results indicate that the longer a student remains at Kairi State School; better results are achieved on Standardised Test. The school has identified that oral language, spelling and writing are areas that remain a concern, and strategies have been developed and are being implemented to address these issues.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="1439 976 1944 1354"> <table border="1"> <caption>Number % above NBM</caption> <thead> <tr><th>Year</th><th>2005</th><th>2006</th><th>2007</th></tr> </thead> <tbody> <tr><td>Year 3</td><td>100</td><td>90</td><td>80</td></tr> <tr><td>Year 5</td><td>85</td><td>70</td><td>75</td></tr> <tr><td>Year 7</td><td>100</td><td>80</td><td>100</td></tr> </tbody> </table> </div> <div data-bbox="2003 976 2507 1354"> <table border="1"> <caption>Writing % above NBM</caption> <thead> <tr><th>Year</th><th>2005</th><th>2006</th><th>2007</th></tr> </thead> <tbody> <tr><td>Year 3</td><td>90</td><td>100</td><td>100</td></tr> <tr><td>Year 5</td><td>100</td><td>100</td><td>100</td></tr> <tr><td>Year 7</td><td>100</td><td>100</td><td>100</td></tr> </tbody> </table> </div> <div data-bbox="1706 1375 2211 1753"> <table border="1"> <caption>Reading % above NBM</caption> <thead> <tr><th>Year</th><th>2005</th><th>2006</th><th>2007</th></tr> </thead> <tbody> <tr><td>Year 3</td><td>90</td><td>100</td><td>100</td></tr> <tr><td>Year 5</td><td>100</td><td>85</td><td>75</td></tr> <tr><td>Year 7</td><td>100</td><td>100</td><td>100</td></tr> </tbody> </table> </div> </div>	Year	2005	2006	2007	Year 3	100	90	80	Year 5	85	70	75	Year 7	100	80	100	Year	2005	2006	2007	Year 3	90	100	100	Year 5	100	100	100	Year 7	100	100	100	Year	2005	2006	2007	Year 3	90	100	100	Year 5	100	85	75	Year 7	100	100	100
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LE1.2 Percentage of students achieving national Year 5 reading benchmarks.	100%	86%	75%																																																	
LE1.5 Schools have targeted intervention strategies to improve learning outcomes for all students.	These strategies are implemented and regularly reviewed according to student results.																																																			
LE1.6 Schools have strategies to implement the Partners for Success Action Plan.	The school maintains effective communication and liaises with enrolled families.																																																			
LE2.1 Percentage of students and of parents and caregivers satisfied that they are getting a good education at school.	Students 80% Parents 94%	Students 82% Parents 86%	Students 97% Parents 87%																																																	
LE2.2 Percentage of students satisfied with the way computers are used for learning.	85%	66.70%	86.70%																																																	
LE2.3 Schools with primary classes have a shared philosophy and an integrated learning program enacted across early childhood years.	The school has developed and implemented an Early Years Action Plan. A shared philosophy exists.																																																			
LE2.4 Schools have curriculum planning that integrates curriculum, pedagogy, assessment and reporting in response to student and community needs.	The school has embedded curriculum, assessment and reporting into its practice.																																																			

## Schools

In relation to state targets:

Above

Same

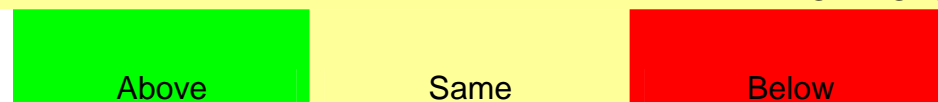
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**SC1: Schools have innovative and distinctive strategies responsive to student, parent and community needs;****SC2: Schools have productive partnerships with their parents and community, with business and industry, with other educational providers, and other government agencies;****SC3: Schools provide safe supportive and disciplined learning environments;****SC4: Schools have effective school planning and reporting processes.**

Performance Indicator	School Targets			Commentary
	2005	2006	2007	
SC1.1 Schools have a clear educational rationale responsive to community needs, for their distinctive approach to improving learning outcomes.	Rationale is revisited regularly and curriculum content is adjusted to suit needs of our students.			Kairi maintains positive relationships with parents and the wider community. Most parents are very supportive, however there is a concern that a proportion don't see their role to include playing a part in the strategic planning for the school. A small core group is relied upon to complete tasks and event management. Programs have been developed and implemented that meet the needs and interests of the school community and individual students. Community relationships are built through activities such as Theatre Restaurants, Movie Nights, Bush Dances and End of Year Functions. In all activities and events, the interests of students and student learning remain our priority. All programs are evaluated and implemented with the aim of improving a student's social, emotional and academic development on an individual bases.
SC1.2 Schools have strategies to implement the Middle Phase of Learning State Action Plan.	The school works collaboratively with Cluster schools to address these initiatives. Curriculum Initiatives are in place.			
SC2.1 Schools have strategies to increase community access to school facilities and the further enhancement of schools as hubs for community activities.	A variety of strategies ranging from culminating days, parent information sessions, community events, are utilised on a regular bases to encourage and enhance community involvement and access to the school.			
SC3.1 Percentage of parents, caregivers satisfied that the school is a good school.	100%	96.80%	93.60%	
SC4: Percentage of students continuing schooling across key junctures - Year 7 to 8.	90%	100%	100%	

## Workforce

In relation to state targets:



- WO1: A workforce that has the capability and flexibility to deliver the strategic objectives of the department through ongoing professional development opportunities:**  
**WO2: Leadership that drives educational reform, supports productive relationships and promotes innovation;**

Performance Indicator	School Target			Commentary
	2005	2006	2007	
WO1.2 Percentage of the general school grant budget or equivalent expended on learning and development for school staff.	10%	10%	10%	Kairi School values the opinions of all staff including the 3 itinerant teachers that visit the school one-two times a week and our auxiliary staff. School surveys are provided to each of these people and our permanent teachers and aides. The results of our surveys in the area of Professional Development vary according to how many of these surveys are returned and how many are completed by itinerant staff. Also affecting the results in 2006 was both permanent-part-time principals completing the surveys. Both principals did not have access to the same Professional Development opportunities due to work rosters. Kairi believes the professional development of all staff is of very high importance to the continued high level outcomes for our students and the school community.
WO1.3 Percentage of workforce engaged in learning and development opportunities.	93%	75%	82%	
WO1.4 Percentage of school workforce satisfied with access to learning opportunities that relate to school and systemic initiatives.	85%	75%	90%	
WO2.1 Percentage of workforce satisfied with their professional competencies and opportunities to engage in educational reform.	Our workforce has been satisfied with their professional competencies and opportunities to engage in Educational reform.			

### Staff Satisfaction

Year	Physical work environment	Relationships	School operations	Staff morale	Support, resources & training	Work roles	Work value & recognition	Overall
2005								
2006								
2007								

## SCHOOL PLANNING OVERVIEW 2008-2011

**Inclusive curriculum offerings based on student/parent/community values and encompassing traditional and modern tools for teaching and learning**

Success Indicators

- No essentials or standards omitted from the curriculum framework
- Pedagogical audit shows a range of teaching methods and tools are utilised
- Increase in the percentage of students at or above state means
- Curriculum Framework and teacher's planning include real-world foci, critical literacies and higher order thinking

**Collaboration between the school and community value- adds to the education of our students**

Success Indicators

- Value adding is evident for all students in a variety of data collection methods
- Overall staff, student and parent opinion data remain above state average

**Provide an education that equips students for success in an ever-changing society through critical literacies and various ways of learning**

Success Indicators

- Percentage of students achieving at or above state means is maintained or increased across years 7 and 9.
- Increase in proportion of students at high school receiving recognition for achievements

**Kairi will be regarded as a quality school**

Success Indicator

- Increase in enrolment numbers

**Kairi School is staffed with highly skilled, dedicated and caring personnel with a shared vision.**

Success Indicators

- Maintain a low level of staff absenteeism and high level of staff morale
- Improve staff satisfaction with access to and engagement in professional development

Approval:

\_\_\_\_\_  
P&C President

\_\_\_\_\_  
Principal

\_\_\_\_\_  
EDS

\_\_\_\_\_  
Dated

**APPENDIX:****Traffic Light Survey Results (Community/student/staff)****Go – Continue these:**

Area	Comment
DIPL	Working well, keep it going
Focus on children	
Condition of grounds	Grounds are beautiful
Buddy System	
Extending student learning	
Community spirit	Closeness of our school and the kids is great – always the same faces.
Professionalism	Keep up the great teaching, and looking after our kids as well as you do.
Friendliness	Teachers and staff are always helpful/approachable. School always has good vibe.
Feedback from students/community	
Maths program	
Camps	
Social functions	
Student involvement	
Focus on curriculum	Great school. Keep up the good work and continue to focus on literacy, numeracy and Kids!
Modelled behaviour by staff	Very close knit staff who support and work well together
Instrumental music	
High expectations	
Special projects/grants	
Cohesive caring staff	Dedicated staff. It is good to belong to a community where people know each other and generally work together.

**Slow Down – Consider these:**

Area	Comment
Road signs	Road signs needed on Poggioli Rd.
More excursions	Should be more excursions
More parent workshops	Parents can learn skills to help their children.
More teachers	Ed Qld need to be more flexible with cut off numbers. 3 teachers for 60 students is not enough
Consistency	
Learning about local community	
Footpath from car park to school	
Term reports/parent interviews	More feedback on children's progress during terms
Mixing with other small schools	Mix on a regular basis to encourage social skills i.e. sporting events
Parental Programs	We want you to continue offering these.
Welcoming new families	
Curriculum	What children are learning in specific areas, we have no idea what kids are learning in class
Feedback	Seek more input/feedback from parents and families regularly

**Stop – discontinue these:**

Area	Comment
Bullying	Bullying program/lessons seem to be working
A-E grading system	I am outraged that a student is considered average unless they greatly excel – bring back old system.
Tuckshop twice a week	Too much
Smart Moves	Class time should be for learning not exercise.
Triennial School Reviews	It's great to offer/invite involvement, but silly to seek more because DO want more. Look at the surveys results – parents are happy and have had their input.
Paperwork	Surveys are a waste of time, chasing parents who are generally not interested in school. Parents can be involved through P&C
3 years with one teacher	
Negativity	
Crowded curriculum	Department overburdening the curriculum, too many changes to the curriculum over a short period.
Gossip	This happens outside of school, stop discussing problems with people who are unable to help
Homework Tonight Books	Homework should be just tables and reading
Technology	Stop technology and focus on the 3 R's
Student/teacher clashes	
Departmental paperwork	
Inattention to tables and reading	
Year 5 and 6 leaders	Leadership should only be given to year 7 students. Leadership developed in too few.

### Prior student performance at Atherton High School

		Cohort at KSS	Cohort at ASHS	Academic subject Prize	Academic Excellence Award	Award of Merit	Industry and Application	Sporting - Silver	Sporting- Interhouse Placing	Sporting - Age Champion	Sports Captains	Apprenticeships/Traineeships	Full Time Employment	Full Time Enrolment at ASHS	Total Awards
2005	Year 8	8	180		1		1								2
	Year 9	7	226		1										1
	Year 10	7	195	1											
	Year 11	10	187												
	Year 12	3	136		1										1
	<b>Various Age Groups/Total students</b>	35	924					2	8	2					12
															16
	<b>Comments/Conclusions</b>	This small combined cohort excelled in interhouse sports, with some achieving very high results in the wider sporting field. The year 12 cohort was very small, with one student securing an Academic Excellence award in Modern History. 2005 cohort seemed to make a successful middle school transition from year 7 to 8.													
2006	Year 8	11	192	2	2	1									5
	Year 9	8	183		1										1
	Year 10	7	231		1										1
	Year 11	7	195												
	Year 12	10	158		1										1
	<b>Various Age Groups/Total students</b>	43	959					2	1	2					5
															13
	<b>Comments/Conclusions</b>	During 2006, the Kairi cohort continued to improve with more students being awarded recognition for academic success than during 2005. One year 8 G&T student continued to improve, with Academic Excellence in both Maths and English. This cohort of students made the most successful transition into high school with 5 academic awards, suggesting their preparation for life at high school provided for a smooth and stress-free transition.													
2007	Year 8	8	214	1	2										3
	Year 9	11	200	3	1	2									6
	Year 10	8	180	2	1										3
	Year 11	6	190		1										1
	Year 12	7	154			1									1
	<b>Various Age Groups/Total students</b>	40	938					3	1		1				5
															19
	<b>Comments/Conclusions</b>	2007 saw the Kairi cohort solidify their achievements. The year 9 cohort achieved well in 2006, but solidified their achievements this year. The year 10 cohort also exhibit improved recognition for achievements. 2007 saw the first student from Kairi secure a leadership role - a significant achievement for such a small proportion on the total student population. Once again the year 7 cohort entering high school performed well with a total of 3 awards.													
2008	<b>Achievements to date</b>														
	Year 10	11													11
	Year 11	8										2	2		6
	Year 12	5									1				5
	<b>Comments/Conclusions</b>	Kairi students are continuing their secondary education with those who have left securing either apprenticeships/traineeships or full time employment. The majority of our students are remaining in secondary education until year 12. This year also saw another student awarded a leadership role. Once again a great success for the small proportion of students. This year is the second consecutive year that an ex-Kairi student has been elected into a leadership role in a specialised area.													
				9											
	<b>Totals</b>				13	4	1	7	10	4	2	2	2		

**High Achievement in Secondary Education**

<b>Subject</b>	<b>Number of A's achieved by 31 ex students in last 5 years</b>
<b>STA -</b>	<b>7</b>
<b>CAP – Computer applications junior</b>	<b>1</b>
<b>HPE – Health and physical education</b>	<b>15</b>
<b>JPM – Practical mathematics</b>	<b>3</b>
<b>CUI – Culture and Identity</b>	<b>1</b>
<b>ITD – Industrial Technology and Design</b>	<b>7</b>
<b>SOS – Studies of society and environment</b>	<b>12</b>
<b>HEC – Home Economics</b>	<b>8</b>
<b>JMA – Junior mathematics</b>	<b>18</b>
<b>SCI – Science</b>	<b>22</b>
<b>ART – Art</b>	<b>5</b>
<b>MUS – Music</b>	<b>17</b>
<b>DMA – Drama</b>	<b>13</b>
<b>WTD – Wood Technology and Design</b>	<b>3</b>
<b>MTD – Metal technology and Design</b>	<b>6</b>
<b>ENG – English</b>	<b>9</b>
<b>BIT – Business Information and Technology</b>	<b>5</b>
<b>ATS – Academy of Traditional Sports</b>	<b>1</b>
<b>ESP - Excellence in Sport</b>	<b>3</b>
<b>COM – Computer Studies</b>	<b>4</b>
<b>BPR- Business Principles</b>	<b>1</b>
<b>AMU – Academy of Music</b>	<b>2</b>
<b>ITS – Information Technology Systems</b>	<b>1</b>
<b>AHO – Academy of Hockey</b>	<b>1</b>
<b>CHM – Chemistry</b>	<b>1</b>
<b>GEG – Geography</b>	<b>1</b>
<b>JAP – Japanese</b>	<b>3</b>
<b>GPH – Graphics</b>	<b>1</b>
<b>FOF – Focus on Food</b>	<b>2</b>
<b>ARL – Academy of Rugby League</b>	<b>2</b>
<b>ICT – Information Technology - Core</b>	<b>1</b>

**Grades of 31 ex-Kairi Students in last 5 years**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Tally</b>	176	301	373	116	8
<b>Percentage</b>	18%	31%	38%	12%	1%
<b>%Above/below average</b>	49%		38%	13%	

**Comments/Conclusions**

Kairi Students perform well in the areas of JMA(16), HPE (15), SOS (12), SCI (22), MUS (15), DMA (12).

Almost half the students in the last 5 years at Atherton High have received marks higher than average, with less than 4 students receiving marks below average.