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Principal's foreword

Introduction

Kairi is a school that prides itself on the relationships between students, teachers and the community. Our achievements are a result of consultation and co-operation between all stakeholders. All projects are undertaken with student interest and progress as our main goal. We believe that over the course of last year, we have achieved a higher level of community involvement and student outcomes, as can be seen by our results in our school survey and tests. This report highlights these achievements and reflects our commitment to providing the best education for our students.

Future outlook

During 2009 the staff at Kairi State School will be focused on continuing our work on improving student outcomes in literacy and numeracy. It is our intention to become one of the highest performing schools in our district in these areas. We will use integrated ICTs to achieve this goal. We will be challenging ourselves to extend student achievement at the higher end of the NAPLAN band scales, while supporting those who are experiencing difficulties.

Our staff profile

School Profile

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.

Curriculum offerings

- Our distinctive curriculum offerings
- Gardening Club
- Computer Club
- Leadership Development

Extra curricula activities:

- Leadership camp
- Senior School camp
- Instrumental music

How computers are used to assist learning

Computers are located in every classroom and the library to assist student learning; in total there are 18 computers for 62 students. ICTs and computers are integrated into our curriculum programs. Students have opportunities to be involved in producing clay-motions, computer generated drawings, conducting web searches and word processing.

The school also has software to support student learning in literacy and numeracy. Kairi has a data projector in every classroom, two digital cameras and a digital video camera that are used for student ICT projects, and video editing. One classroom also has an interactive whiteboard and data collection devices. Another classroom has an interactive tablet. The purchase of these technologies was made possible by the P&C Association.

Social climate

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 Combined denomination religious groups, and students who do not participate in Religious Education are given classes in Values Education.

Our staff profile

Involving parents in their child's education.

Kairi School is actively involved with the Atherton Cluster of Schools (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 and High, Upper Barron, Tinaroo Environmental Education Centre, Walkamin, Irvinebank and Herberton schools.

Kairi School actively involves and invites the community in many different ways throughout the year. During 2008 our community has been involved through:

Parent volunteers helping with school activities such as:

- Class reading, art, excursions and camps;

- Attending Culminating activities;

- Providing training for sports;

- Running information and training sessions for students in their area of expertise;

- Conducting fund raising activities to support school initiative and ICT purchases;

- Running the school tuckshop on a twice weekly basis with a focus on Healthy Choices.

Qualifications of all teachers.

All teachers have Bachelor of Education Degrees.

Our staff profile

Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2008 was \$8,326.00 .
- The major professional development initiatives are as follows:
- Literacy Training;
- First Aid;
- ICT integration and up-skilling;
- First Steps in Maths;
- Networking; and
- Collaborative planning, assessment and moderation
- The involvement of the teaching staff in professional development activities during 2008 was 82 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 96% in 2008.

Proportion of staff retained from the previous school year.

- From the end of the 2007 school year, 69 % of staff were retained by the school for the entire 2008 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 95%.

Key outcomes

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.

Domain	Measures		Yr 3	Yr 5	Yr 7
Reading	Average score for the school		338	469	457
	Average score for Queensland		371.1	466.1	528.1
	For the school the percentage of students at or above the national minimum standard.	2008	83 %	100 %	60 %
Writing	Average score for the school		331	481	495
	Average score for Queensland		391.8	468.9	522.7
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	100 %
Spelling	Average score for the school		349	477	455
	Average score for Queensland		366.7	462.0	528.0
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	100 %	80 %
Grammar and Punctuation	Average score for the school		336	479	496
	Average score for Queensland		370.4	476.6	518.0
	For the school the percentage of students at or above the national minimum standard.	2008	83 %	100 %	80 %
Numeracy	Average score for the school		380	474	481
	Average score for Queensland		367.9	458.2	539.0
	For the school the percentage of students at or above the national minimum standard.	2008	100 %	78 %	100 %

Performance of our students

Results in the Year 2 Diagnostic Net

Percentage of students not requiring additional support

Parent, student and teacher satisfaction with the school

Reading	88%
Writing	88%
Number	100%

Value added

At Kairi we emphasize the positives that come from a small school. Benefits include the very family oriented feeling that is actively encouraged. The students are involved in both peer mentoring and tutoring programs that are both formal and informal, and our student council consults all students when undertaking major initiatives and purchases.

Students are encouraged to take on leadership roles and responsibilities even though only a few receive a formal recognition of leadership. Students, staff and parents work as a team to produce the best possible education for all. Initiative and independence are qualities that are actively taught and encouraged from Prep to year 7.

Our Multi-age classrooms in the small school setting allow students to easily work at their level with appropriate support and like minded peers. Our staff ensure that children are presented with work that is challenging while allowing for individual success. Students are involved in units of work that frequently allow them to work with all teachers, rather than only their class teacher to draw on specialist skills and knowledge.

Major annual events that involve the community are planned, and implemented by students, classes and the Student Council. These events are either cultural, or drama based, drawing heavily on the Arts.

Communication and co-operation with parents and the community is vital for the school to function as well as it does. The school supports all P&C and community events by providing resources (human and technological). Students see the work and co-operation between teachers, the school and the community and are encouraged to be involved through the student council.

Performance of our students

Parent, student and teacher satisfaction with the school

Kairi is very proud of our results in the parent, student and teacher surveys.

We have consistently been achieving high means across all performance areas. This year in both the parent and student surveys our results are above state averages and in some areas, are above like schools.

95% of our parents are satisfied or very satisfied that the school is a good school.

85% of our students are satisfied that they are getting a good education from school.

100% of staff are satisfied with morale in the school. This continues to be above State results.

These results tell us that our community is very happy with what we are teaching our students at the school, and that we are doing a good job at including our community in the school and that we are happy to do this. These results reflect a very dedicated staff; both teaching and non-teaching.

The following table highlights our successes in each performance area.

Performance Area	Parents			Students		
	School Mean	State Mean	Like Schools	School Mean	State Mean	Like Schools
Student Outcomes	3.07	2.92	3.04	3.31	3.14	3.26
Curriculum	3.06	3.00	3.07	2.94	3.02	3.11
Pedagogy	3.12	2.83	3.01	3.03	2.94	3.10
Learning Climates	3.15	2.98	3.10	3.28	3.17	3.24
School Climate	3.15	2.86	3.05	2.86	2.85	3.01
School – community Relations	3.36	2.93	3.17			
Resources	3.10	2.81	2.99	3.38	2.90	3.18

School Disciplinary Absences = Zero