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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
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Principal's foreword

Introduction

Welcome to the 2011 Annual School Report. This report is a snapshot of the school's progress throughout 2011. Information contained within this report includes the school profile, curriculum offerings, parent, student and teacher satisfaction with the school, school climate, attendance rates, links to the National Assessment Program - Literacy and Numeracy results and achievement in closing the gap for Indigenous students.

I invite you to peruse the report and share our successes and future goals all of which aim to improve the educational outcomes for every student, every day in every classroom.

School progress towards its goals in 2011

Our key priorities for 2011–

Increase school and student performance in reading- 100% of students in years 3 and 7 obtained national minimum standards in reading with year 3 evidencing a significant increase in achievement in the upper 2 bands.

Readiness for National Curriculum- All primary and secondary teachers engaged with professional development and collegial awareness about the transition from the Queensland to the Australian curriculum. The preparation and commitment to the process evidenced a smooth transition in the areas of English, mathematics and science.

Staff Development and performance- All teachers engaged with developing an agreed performance plan with the principal.

Community confidence- 100% of parents believe their child is getting a good education at this school. This high level of confidence has continued for the last two years.

Student attendance- Five of the ten year levels evidenced an increase in student attendance, whilst one retained a high 2010 percentage.



Future outlook

Areas of focus in 2012 include school curriculum, teaching practice, school & community partnerships, and principal leadership & school capacity. These priorities in focus include continued improvement in reading comprehension levels of students across all year levels, aligned implementation of the Australian curriculum in the areas of English, mathematics and science, engagement of all staff with an agreed development performance plan, increased level of staff satisfaction and recognition at state level in the Showcase awards.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
57	21	36	98%

Characteristics of the student body:

Our student body consists of 30% Indigenous students. The employment prospects of families include the council and part time positions within local small businesses. The ICSEA score of 840 is reflective of our student demographics, i.e. location (rural and remote) and low socio-economic status.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	13
Year 4 – Year 10	17
Year 11 – Year 12	N/A
All Classes	14.3

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Electives in the secondary years (Music / Home Economics / Life Skills / Legal Studies / Film & T.V. / Bronze Star / Ancient Worlds)

Industrial Design - Years 5-10

Work placement - Years 9-10

RREAP- Instrumental Music

Extra curricula activities

District & Regional sporting events (swimming/ cross-country/ athletics)

Opti-Minds Challenge (Regional – the team won the 2011 regional award)

Roma Mathematics Problem Solving Challenge

Cultural activities (all year levels are involved)

Thargomindah Sports Camp - Years 4-7

Under 8's Day - (Prep- Yr3)

Careers Camp

Reading Bug

How Information and Communication Technologies are used to assist learning

We have a high ratio of computers to students (1:2). This places Quilpie State College ahead of most schools in terms of students accessing digital platforms. Computers are based in all classrooms and students in years 5-10 have their own laptop to access throughout the day for various key learning areas. All classrooms are fitted with an interactive whiteboard for teachers to engage learners across all curriculum areas. iPads have also emerged as valuable learning tools within our classrooms.

Social climate

The students, staff and visitors enjoy teaching and learning at Quilpie State College. This is a result of implemented practices that promote safe and supportive structures. The Quilpie State College resilience program continues to provide a structure for implementing a whole-school approach to improving student's resilience skills.

Parent, student and teacher satisfaction with the school

The overall satisfaction of parents, students and staff continues to improve. The most improvement being the level of satisfaction of the students. This is pleasing considering that children can be the toughest critics.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	100%
Percentage of students satisfied that they are getting a good education at school	82%
Percentage of parents/caregivers satisfied with their child's school	92%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	87%
Percentage of staff members satisfied with morale in the school	96%

Involving parents in their child's education

Parents / carers participate in regular classroom activities and attend multi-cultural luncheons prepared by the students.

G.A.M.E. provides a wonderful opportunity for parents and carers to engage with school. Parents / carers and grandparents have engaged in a variety of activities associated with the school as a result of engaging with the G.A.M.E. program.

Parent information sessions have also increased the level of involvement for parents across the school.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Students and staff have engaged in electricity saving strategies to decrease the consumption of power across the school. Children as young as five years of age are responsible for ensuring lights are switched off as staff and students leave the room. Student and staff are also engaged in a waste reduction program by decreasing the amount of deposited litter, all food waste is composted, this has resulted in a decreased in the amount of rubbish our school produces.

Environmental footprint indicators, 2010-2011

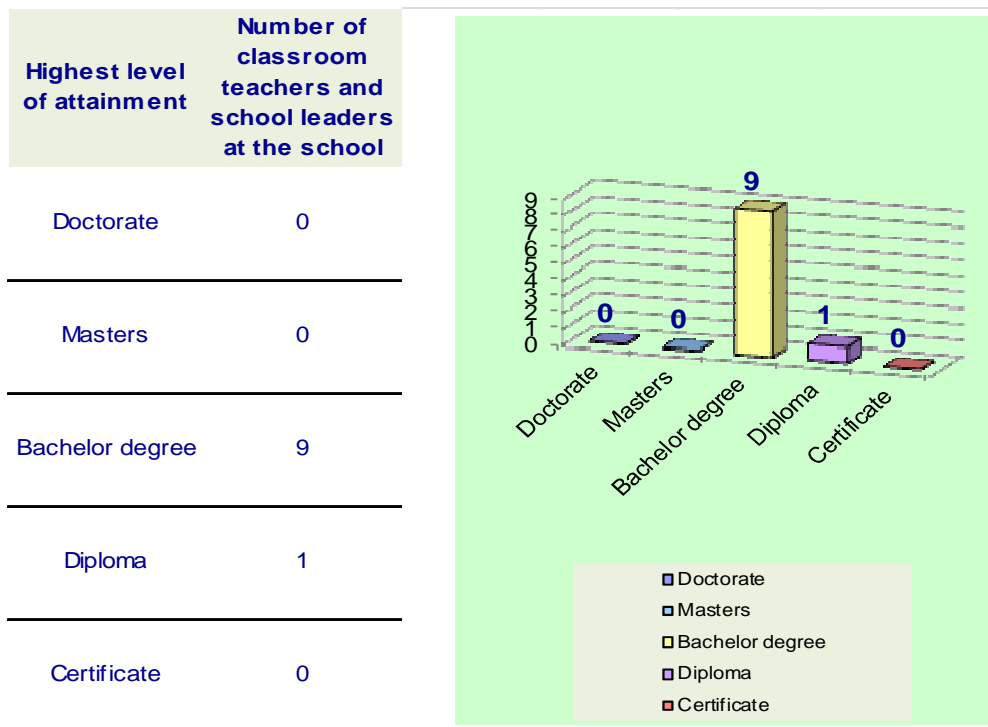
	Electricity KwH	Water KL
2011	683	0
2010	60,484	260
% change 10 -11	-99%	-100%

Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	10	<5
Full-time equivalents	9	7	<5

Qualifications of all teachers and school leaders



We currently have two teachers studying a Masters of Education via distance education.

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$18 553. The major professional development initiatives are as follows:

All primary and most secondary teachers are engaged with weekly collaborative planning.

All teachers engaged with in-school moderation and all teachers of year 4, 6, and 9 English, Science and mathematics engaged with regional moderation via iConnect.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 100% in 2011.

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 2011 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.

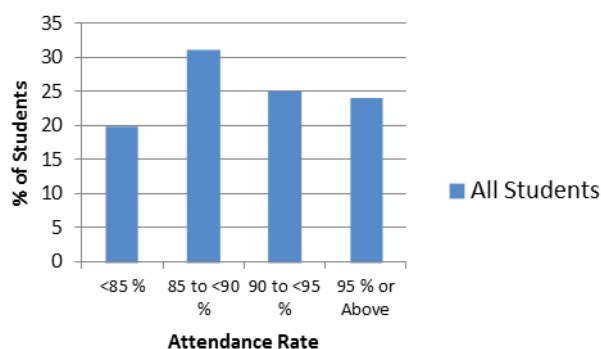
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
88%	85%	92%	93%	88%	87%	93%	89%	91%	72%	N/A	N/A

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 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.

Our school takes attendance seriously. Teachers mark the roll twice a day (9:00am & 1:30pm). This information is recorded on OneSchool by a teacher aide on a daily basis. Parents and carers of students are required to contact the school if their child is going to be absent. Teachers monitor patterns of attendance and non-attendance and inform the principal of any absences that extend past two days. On day three the principal will make contact with families to follow up regarding the nature of the absence and respond appropriately. Support is provided by the school to families where applicable in order to lift attendance rates. Our school based attendance policy reinforces attendance by way of gotchas and an end of term party or celebration.

Performance of our students

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.

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Achievement – Closing the Gap

The 2011 school year saw an increase in the attendance rate of our Indigenous students. This increase can be attributed to the implementation of our attendance policy and bridging the gap between school and home by engaging our Indigenous Education Worker in this focus area. Our school based data that represents the student's academic improvement over time indicates a trend towards increased achievement.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12. In 2011 all Year 10 students enrolled at our school complete their final year of schooling.