

Our school at a glance



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Principal's foreword

Introduction

Welcome to the 2012 Annual School Report. This report is a snapshot of the school's progress throughout 2012. 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 2012

School and student performance in ... (eg Reading Or Numeracy)

Improve reading comprehension levels of students in all year levels.

Implementation of National Curriculum

Maths, English & Science programs to be implemented.

Staff Development & Performance

Teaching and permanent non-teaching staff to be engaged with individual Developing Performance Planning.

Community confidence

Maintain high levels of community and staff satisfaction in relation to QSC.

Formulated under the Agenda for improvement in Education Queensland – 'United in our pursuit of excellence'

The WHAT- School curriculum- consistent curriculum, planning and implementation to improve learning.

The HOW- Teaching practice- high quality teaching focused on the achievement of every student.

The WHO- School & community partnerships- high level of student, parent, staff and broader school community confidence in the school's performance & achievement.

The CAPACITY- Principal leadership & school capability- instructional leadership, with an unrelenting focus on improvement.

Future outlook

Key priorities from the School Plan

- Completion of QSR and subsequent 4 Year School Plan (1S1P)
- Develop productive partnerships with students, staff, parents and the community
- Develop instructional leadership with focus on workforce performance

Our school at a glance

System priorities:

- Implement the Australian Curriculum
- Implement Parent and Community Engagement Framework.
- Develop whole-school curriculum, assessment and reporting plan *Develop and implement a School Wide Pedagogical Framework*
- Implement Flying Start

Core learning priorities:

- Reading -MAP
- Writing including spelling, grammar & punctuation
- Numeracy
- Science
- Retention, attainment and transitions at key junctures of schooling
- Closing the gap actions
 - Literacy
 - Numeracy
 - Attendance & Retention
 - Student Engagement

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Pre-Prep - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	52	20	32	83%
2011	57	21	36	98%
2012	54	23	31	86%

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

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 846 is reflective of our student demographics, i.e. location (rural and remote) and low socio-economic status.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	13	13	15
Year 4 – Year 10	16	17	5
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	1	2	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

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 staff 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 (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	95.5%

Our school at a glance

their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	95.5%
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*	100.0%
teachers at this school motivate their child to learn*	100.0%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	95.5%
this school looks for ways to improve*	100.0%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.2%
they like being at their school*	84.6%
they feel safe at their school*	96.2%
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*	96.2%
teachers treat students fairly at their school*	80.8%
they can talk to their teachers about their concerns*	92.0%
their school takes students' opinions seriously*	84.0%
student behaviour is well managed at their school*	80.0%
their school looks for ways to improve*	100.0%
their school is well maintained*	96.2%
their school gives them opportunities to do interesting things*	92.3%

Our school at a glance

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	92.3%
with the individual staff morale items	98.5%

* 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.

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	
	Electricity kWh	Water kL
2009-2010	60,484	260
2010-2011	683	0
2011-2012	50,905	0

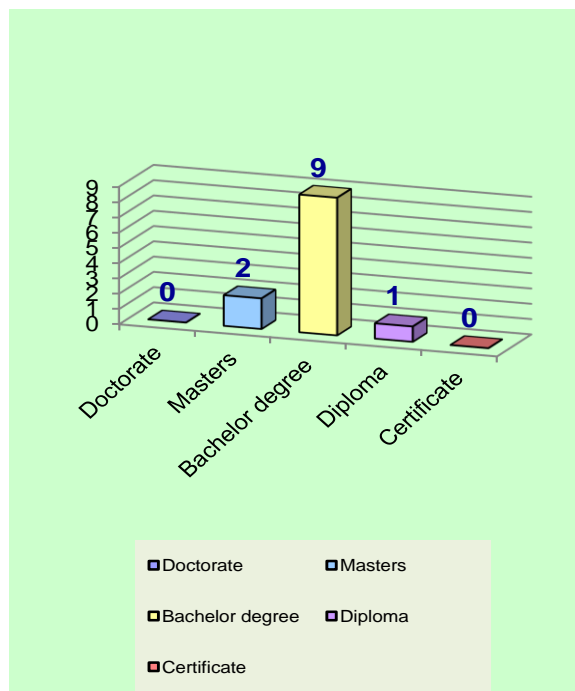
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	10	10	<5
Full-time equivalents	9	6.4	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	9
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11 508.20.

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 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	99.1%	99.8%	97.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 77.8% 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.

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	89%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

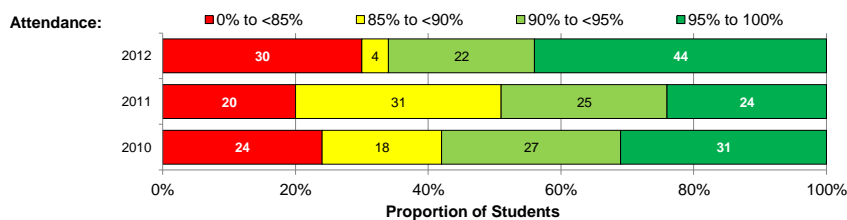
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	81%	94%	80%	85%	84%	89%	93%	93%	DW	97%	N/A	N/A
2011	88%	85%	92%	93%	88%	87%	93%	89%	91%	72%	N/A	N/A
2012	89%	90%	85%	96%	91%	85%	84%	75%	92%	93%	N/A	N/A

DW = Data withheld to ensure confidentiality.

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.

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/>.

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Performance of our students

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 2012 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.