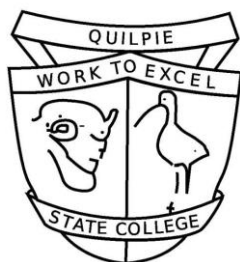


Quilpie State College

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2013 Annual School Report for Quilpie State College. This report is a snapshot of the College's progress and planned development across 2013. Information contained within this report includes the school profile, curriculum offerings, parent, student and staff satisfaction with the school, school climate, attendance rate, links to the National Assessment Program – Literacy and Numeracy results and achievements in Closing The Gap for Indigenous students.

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School progress towards its goals in 2013

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

Core learning priorities:

- Reading –Maximise Achievement Program
- 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

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

Actions and Achievements made with reference to the Key, Core and System Priorities in 2013.

Curriculum (the What)

- *C2C implementation across the school and the effective delivery of the QLD syllabus in KLAs outside the Australian Curriculum. Principal and Collaborative Planning Co-ordinator to lead and guide this process.*
- *Teachers to work collaboratively, such as Curriculum Planning sessions weekly for primary and secondary staff.*
- *Process for curriculum planning focuses on student data and 'the how' of teaching*

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Teaching Practice (the How)

- *Develop process for implementation of School Wide Pedagogical Framework with reference to Regional and systemic guidelines. Being upfront addressing the needs of Indigenous students (Closing the Gap) as a vital component to this framework.*
- *Reading 600 project – MAP related*
- *Review individual student plans each term in response to curriculum data.*
- *Maintain Cars & Stars and Lexile programs, refine or adapt as required for individual students. - MAP related*
- *PD – persuasive text, using NAPLAN data to inform teaching practice, PM running records, Deadly Maths, Grammar & Punctuation.*
- *Analysis of C2C &/or curriculum data every 5 weeks and develop evidence based decision making. – MAP related*
- *Focus on quality explicit teaching practices for all students*

Principal Leadership and School Capability

- Process for QSR lead by the Principal completed across the year involving staff, students, parents and community
- Access the Principal Coach and/or Systemic/Regional capability development resources to enhance the quality of instructional leadership and build school capability within the DPP's using such engagement strategies as principal walkthroughs, coaching, mentoring/staff buddies, profiling etc...
- Principal to engage with PCLF
- Build on the culture of joint accountability for learning outcomes
- Adopt/adapt/develop and embed a 'lesson observation' rubric

School and Community Partnerships (the Who)

- Implement Learning and Wellbeing Framework. *Being upfront addressing the needs of Indigenous students (Closing the Gap) as a vital component to this framework.*
- Implement Parent and Community Engagement Framework.
- Continue Flying Start reforms with particular reference to Junior Secondary priorities, Monitor the Year 7 cohort who have become formally part of the high school setting.
- Maintain effective lines of communication between staff, students and parents – establish IT ways to communicate such as emailing.
- Continue school involvement with community partnerships such as the Interagency Group.
- Continue G.A.M.E (Get A Meaningful Education) program
- Revise messages communicated in 'The Cryer' (newsletter)
- Update the school website through website for School program
- Investigate further community relationships.

Future outlook

-

Priority 1. Reading

Strategy: Quality data collection and use to target the teaching of reading.

Priority 2. Writing

Strategy: Quality data collection and use to target the teaching of Writing – genre writing, spelling, vocab, grammar & punctuation.

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Strategy: Ensure consistent school-wide teaching practices in writing.

Priority 3. Numeracy

Strategy: Quality data collection and use to target the teaching of numeracy.

Strategy: Ensure consistent school-wide teaching practices in numeracy.

Priority 4. Science

Strategy: Quality data collection and use to target the teaching of science.

Strategy: Ensure consistent school-wide teaching practices in science.

Priority 5. Retention

Strategy: Market and promote the quality education available/on offer at Quilpie State College from Prep to Yr 10 and beyond.

Priority 6. Attainment

Strategy: All students have an Individual Learning Plan

Strategy: Embed explicit instruction with purposeful use of data across the entire school Prep-Yr10.

Priority 7. Transition

Strategy: Engage students before prep via our Get A Meaningful Education (GAME) program.

Strategy: School transition program for all students.

Priority 8. Attendance

Strategy: Review school processes, practices and expectations.

Strategy: Seek fresh/effective ideas and best practice in attendance.

Priority 9. Closing the Gap between attendance and outcomes of indigenous and nonindigenous students

Strategy: Review school processes, practices and expectations.

Strategy: Target individual students via their Individual Learning Plan.

Priority 10. Australian Curriculum

Strategy: Engage DDSW and EQ strategies and resources to deliver the Australian Curriculum - C2C being core.

Strategy: Encourage teacher networking relating to C2Cs, small schools (P-10) and EQ discussion lists.

Priority 11. Consistent Teaching and Learning Practice - (School Wide Pedagogical Framework)

Strategy: Full implementation, then adopt/adapt/develop/engage with our Pedagogical Framework (DoTL) and underlining documents, QSC DoTL Actions; The Quilpie Way; Explicit Instruction Methodology; Differentiation Placemat.

Strategy: Engagement with Inclusive Schooling Practices Tool.

Strategy: Review/Adapt moderation processes to ensure that standards are consistent internally and externally.

Strategy: Develop/refine approaches to monitor teacher practice and provide developmental feedback (e.g. Principal Walkthrough, process where staff regularly discuss their teaching with the principal).

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Strategy: Use the Developing Performance Framework as a capacity building tool to align teacher capability development with school priorities.

Strategy: Review School Assessment Framework and data storage processes to ensure a seamless workflow collection, analysis and effective action for student(s).

Priority 12. Parent and Community Engagement

Strategy: Inclusive Schooling Practices audit.

Strategy: School Discipline Audit.

Strategy: Engage all stakeholders in and outside the school community.

Strategy: Implement current EATSIPS Plan.

School Profile

Record:

- Coeducational or single sex: Coeducational
- Year levels offered in 2013: Preschool - Year 10
- Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	57	21	36	98%
2012	54	23	31	86%
2013	47	21	26	90%

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

Characteristics of the student body:

- Currently Quilpie State College has an enrolment of 47 students from Prep to Year 10 consisting of 13 (28%) identify as Indigenous students.
- The employment prospects of families include the Quilpie Shire Council and small local businesses.
- The ICSEA score of 846 is reflective of our student demographics, i.e. a rural and remote location of low socio-economic status.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	13	15	12
Year 4 – Year 7 Primary	17	13	7
Year 7 Secondary – Year 10		5	
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	2	0	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

- Our distinctive curriculum offerings
 - Elective subject selection in secondary Year 7 to 10 – eg: Music, Drama, Life Skills, Media
 - Industrial Design Technology – Year 4 to 10
 - Work Experience – Year 9 and 10
 - Specialist Teachers working across Prep to Year 10 – HPE, History, IDT/Technology, Science, Maths
 - Instrumental Music
-
- Extra curricula activities
 - District and Regional sporting events
 - Opti-Minds Challenge
 - Art and Cultural activities/events within the Quilpie Shire and greater Western Queensland
 - Thargomindah Sports Camp
 - Under 8's Day (Prep to Year 3)
 - Career's Camp Expo
-
- How Information and Communication Technologies are used to assist learning

Quilpie State College has a high ratio of ICT devices (laptops and iPads) to students (1:2). This places our students in a suitable position to engage with the current Australian Curriculum. A bank of laptops (8-10) are located in the Prep to Year 3 classes and students from year 4 to 10 have a school issued laptop for their individual use across the entire school day. All General Learning Classrooms are fitted with interactive whiteboards for teachers to engage students across the curriculum areas. The College has 15 iPads available for use across the Prep to Year 10 student population.

Social climate

The students, staff and visitors enjoy teaching and learning at Quilpie State College. This is in no small part due to the entrenched practices that promote safe and supportive structures. The Responsible Behaviour Plan for Students and the College Student Resilience Program guides and outlines the whole-school ethos of our Social and Emotional Approach and Mission.

Our school at a glance

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff is at a consistent solid to high level. There are areas in the student and staff surveys that can be worked on by our teaching and administration team collectively.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	95%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	92%
student behaviour is well managed at this school* (S2012)	95%	100%
this school looks for ways to improve* (S2013)	100%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	95%
they like being at their school* (S2036)	85%	82%
they feel safe at their school* (S2037)	96%	95%
their teachers motivate them to learn* (S2038)	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%
teachers treat students fairly at their school* (S2041)	81%	90%
they can talk to their teachers about their concerns* (S2042)	92%	70%
their school takes students' opinions seriously* (S2043)	84%	82%
student behaviour is well managed at their school* (S2044)	80%	76%

Our school at a glance

their school looks for ways to improve* (S2045)	100%	100%
their school is well maintained* (S2046)	96%	95%
their school gives them opportunities to do interesting things* (S2047)	92%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	82%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	91%
their school takes staff opinions seriously (S2076)	82%
their school looks for ways to improve (S2077)	91%
their school is well maintained (S2078)	91%
their school gives them opportunities to do interesting things (S2079)	82%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

With Quilpie State College being a small rural and remote college the connections with parents and care-givers are vital in the best educational, social and emotional outcomes being reached for each student. We value and respect the role parents play as the foremost influence on the education of students. Our staff are honoured that parents entrust us with their children's care a development as they navigate their schooling journey. We look forward positively to working in partnership with parents to foster the growth of their children as individuals.

Formal communication and report process

- Individual Learning Plan/Profile for each student, which can be adapted or modified at any point in the school year.
- Formal meeting between Teacher(s), Parent and including Student – ILP is agreed to within discussion. This is set for period review across the term by teacher(s) and further meetings across term 2, 3 and 4 will/may be held.
- Written report in Semester 1 (end of term 2) and 2 (end of term 4).
- Parent/Teacher interviews held upon parent or teacher request.
- NAPLAN reports for students in Year 3, 5, 7 and 9 with Semester 2 College written report.

The Parents and Citizens (P&C) Association is a very active and supportive body that meets monthly across the college year at the college. The P&C plays an important role in the college via fundraising activities to help support educational and facility projects. All their decisions are open to appropriate scrutiny and all stakeholders are openly consulted. The P&C are a vital link between the college and the community as such all Quilpie citizens are encouraged to become active members.

Reducing the school's environmental footprint

The students and staff are engaged with strategies to conserve/save electricity but due to our growing expansion in the IT devices across the college this has not had an impact to our overall consumption which has grown significantly.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	683	0
2011-2012	50,905	0
2012-2013	59,358	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

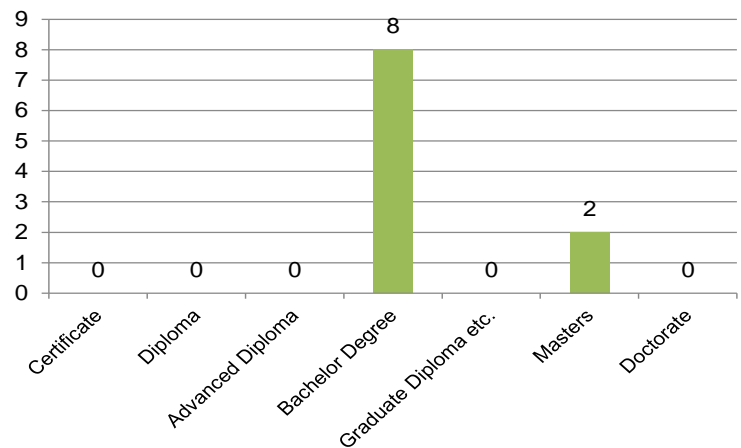
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	10	9	<5
Full-time equivalents	10	6	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.	0
Masters	2
Doctorate	0
Total	10



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$13 136.12

The major professional development initiatives are as follows:

- ACARA and C2C
- Mandatory PD – Curriculum Activity Risk Assessments, Code of Conduct, Student Protection, Asbestos awareness, OHS in schools awareness.
- First Aid, CPR and Bronze Medallion
- Explicit Instruction
- Flying Start/Junior Secondary
- Curriculum Support for Teachers and Teacher-Aides
- QSA workshops and NAPLAN support online
- Inclusive Education for School Leaders
- Team Building

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	98%

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 2013 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

Our staff profile

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	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	91%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

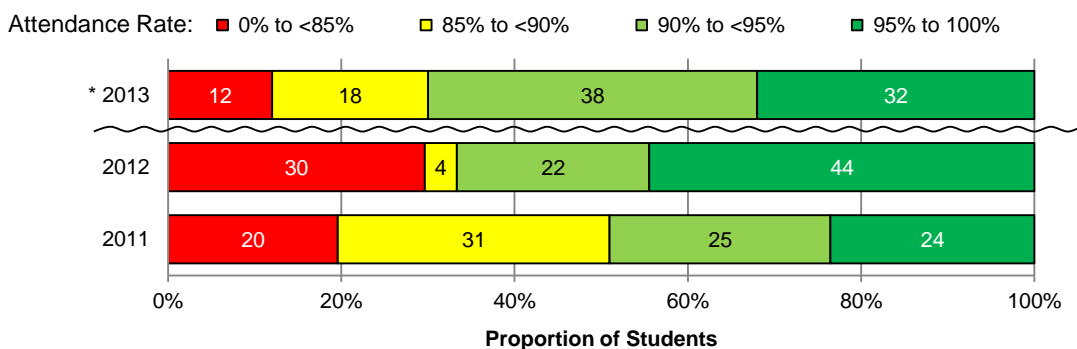
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	85%	92%	93%	88%	87%	93%	89%	91%	72%		
2012	89%	90%	85%	96%	91%	85%	84%	75%	92%	93%		
2013	92%	91%	94%	93%	93%	92%	90%	95%	85%	87%		

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our 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.

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/>.

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.

Find a school

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Sector Government
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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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 2013 school year saw an increase in the attendance rate of our Indigenous students. This increase can be attributed to the entrenchment of our attendance policy and bridging the gap between school and home by engaging our Indigenous Education Teacher in this focus area. Our school based data that represents the student's academic improvement over time indicates a trend towards increased achievement.