

Quilpie State College
Queensland State School Reporting
2014 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2014 Annual School Report for Quilpie State College. This report is a snapshot of Quilpie State College's progress and planned development across 2014. 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.

School progress towards its goals in 2014

- Continued implementation of the Australian Curriculum.
- Continued implementation of Flying Start.
- In the process of developing Whole School Assessment and Reporting Framework.

AIP-

Great Results Guarantee

- Implemented THRASS whole school PD- completed, implementing in classes for 2014

Data

- Collect reading and writing data at regular intervals- continual process

Attainment

- Individual Learning Plan for every student- reviews completed each semester, parent interviews held each semester to revise plans.

Attendance

- Introduced and continue to complete daily attendance phone calls to check on absenteeism.

Curriculum

- Created Whole School Pedagogy Framework and introduced in readiness to implement throughout 2014

Future outlook

- Family, School and Community partnerships
- Development of a Whole School curriculum, reporting and assessment framework to align with the P-12 Curriculum, Assessment and Reporting Documents
- Develop a consistency based Whole School Responsible Behaviour Plan
- Increase enrolments through partnerships with Mulga Mates Childcare Centre.

Our school at a glance

School Profile**Coeducational or single sex:** Coeducational**Year levels offered in 2014:** Early Childhood - Year 10**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	54	23	31	86%
2013	47	21	26	90%
2014	47	25	22	95%

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

Characteristics of the student body:

- In 2013 Quilpie State College had 47 students enrolled.
- The employment prospects of families include Quilpie Shire Council, Quilpie Hospital and small local businesses.
- The ICSEA score 895 is reflective of our student demographic i.e rural and remote location or low socio-economic status.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	15	12	12
Year 4 – Year 7 Primary	13	7	10
Year 7 Secondary – Year 10	5		
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	3	1
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings**Our distinctive curriculum offerings**

- All Australian Curriculum Subjects (English, Mathematics, Science, History and Geography)
- Health and Physical Education including Swimming, Athletics and Cross Country.
- Arts including drama, visual arts, media and dance
- Instrumental Music

- Design & Technology and Manual Arts

Extra curricula activities

- District, Regional and State Sporting events
- Project 600
- Art and Cultural Activities within our shire and further a field
- Whole School Camp- Canberra Snow Trip

How Information and Communication Technologies are used to assist learning

Quilpie State College prides itself on having state of the art technology in all classrooms. Each classroom is fitted with an interactive whiteboard. We have a one-to-one student laptop ratio from the year 4-10 students.

Each early year's classroom has a suite of computers (6-8) located in their classroom for daily use. We have 20 ipads that are used in classrooms daily to engage students and integrate technology.

Social Climate

Quilpie State College prides itself on being a safe, supportive and caring environment. We have small, inclusive classrooms which allow students to engage in learning at their own level. The school works hard to foster partnerships within the community by ensuring that school news is promoted in a productive and positive way. The Responsible Behaviour Plan and Resilience Program Terrific Traits support our school beliefs and practices.

Parent, student and staff satisfaction with the school

Performance measure

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	95%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	95%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	100%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	92%	DW
student behaviour is well managed at this school* (S2012)	95%	100%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	95%	100%
they like being at their school* (S2036)	85%	82%	89%
they feel safe at their school* (S2037)	96%	95%	94%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	100%
teachers treat students fairly at their school* (S2041)	81%	90%	100%
they can talk to their teachers about their concerns* (S2042)	92%	70%	88%
their school takes students' opinions seriously* (S2043)	84%	82%	94%
student behaviour is well managed at their school* (S2044)	80%	76%	89%
their school looks for ways to improve* (S2045)	100%	100%	94%
their school is well maintained* (S2046)	96%	95%	94%
their school gives them opportunities to do interesting things* (S2047)	92%	95%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		82%	100%
students are encouraged to do their best at their school (S2072)		100%	89%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		91%	89%
staff are well supported at their school (S2075)		91%	89%
their school takes staff opinions seriously (S2076)		82%	100%
their school looks for ways to improve (S2077)		91%	100%
their school is well maintained (S2078)		91%	100%
their school gives them opportunities to do interesting things (S2079)		82%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the 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

Quilpie State College is committed to improving connections with parents, careers and the community. Staff are committed to ensuring that each child's individual learning needs are catered for through individual learning plans.

- Each semester parent/teacher interviews are held to discuss students' progress.
- Written reports are sent home each semester.
- NAPLAN reports are given to parents in Semester 2.

Quilpie State College P&C is committed to all of our students. Monthly meetings are held and fundraising takes place to ensure that our school and students are able to receive support in many ways.

Reducing the school's environmental footprint

The students and staff at Quilpie State College are committed to reducing their environmental footprint. We do this by

- Using solar power
- Turning all lights/fans and air conditioners off when not in use.
- Recycling

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	50,905	0
2012-2013	59,358	0
2013-2014	63,125	0

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

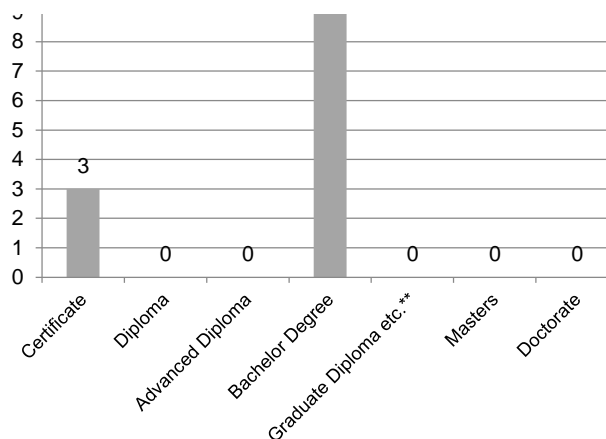
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	10	10	<5
Full-time equivalents	10	7	<5

Qualification of all teachers

Certificate	3
Diploma	0
Advanced Diploma	0
Bachelor Degree	9
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	12



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was 12464.64. Our major professional development was THRASS training for all teaching staff, however we also engaged in other curriculum based professional development offered by our school and cluster.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%. All teaching and non-teaching staff completed 'in school professional development as it was offered.

Teaching staff attended professional development as the opportunities arose according to their Professional Development Plan.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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 webpage. School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	91%	91%

The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

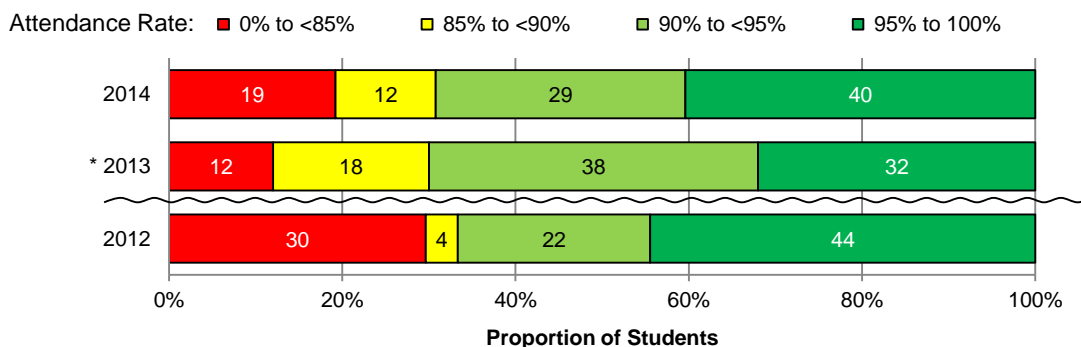
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	89%	90%	85%	96%	91%	85%	84%	75%	92%	93%		
2013	92%	91%	94%	93%	93%	92%	90%	95%	85%	87%		
2014	94%	95%	85%	85%	94%	90%	84%	87%	DW	84%		

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

If the parents or carer does not contact the school – administration contacts the families for an explanation. Teachers monitor patterns of attendance and non-attendance. On day three of unexplained absences (in the instance that contact has not been made by the school) 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.

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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Achievement – Closing the Gap

The 2014 school year saw an increase in the attendance rate of our indigenous students. The school based data represents that there has been an incline in student academic improvement.