

Quilpie State College

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Welcome to the 2015 Annual School Report for Quilpie State College. This report is a snapshot of Quilpie State College's progress and planned development across 2015. Information contained within this report includes the school profile, curriculum offerings, parent, student and staff satisfaction with the school, school climate, attendance rate and links to the National Assessment Program – Literacy and Numeracy results.

School progress towards its goals in 2015

- Development of a Whole School Curriculum, Assessment and Reporting Framework.
- Continuation of regular collection of data cycles (reading, spelling, sight words).
- Pre and post unit testing in number.
- All students reaching DDSW benchmarks with classroom support in place for students 'at risk'.
- Implementation of Explicit Instruction.
- Implementation of FISH! Philosophy to build resilience and culture at Quilpie State College.
- Maintain high quality relationships with our community.

Future outlook

Implementation of Quilpie State college whole school curriculum assessment and reporting framework.

Reading and Number

- Continuation of regular data collection cycles.
- Professional development.
- Evidence based teaching practices.
- Identify gaps in the area number through NCR testing and re teach concepts.

Behaviour

- Transition into becoming a Positive Behaviour for Learning (PBL) school.
- Cultural change to teach and model expected behaviours.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Early Childhood - Year 10

Student enrolments for this school: 54

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	47	21	26	13	90%
2014	47	25	22	11	95%
2015	51	27	24	16	90%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

In 2015 Quilpie State College had 54 enrolments. The employment prospects of families in Quilpie include the Quilpie Shire Council, Quilpie Hospital and other local business houses.

The ICSEA score 895 is reflective of our student demographic i.e rural and remote location and/or low socio-economic status.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	12	12	13
Year 4 – Year 7 Primary	7	10	14
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	3	1	11
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- English, Mathematics, Science, History, Geography, Business and Economics
- Health and Physical Education including Swimming, Athletics and Cross Country
- The Arts including Drama, Visual Arts, Media and Dance
- Design and Technology including Manual Arts
- Instrumental Music
- Japanese (via Distance Education)
- G.A.M.E (Giving a Meaningful Education) program is our 0-5yr program run weekly.

Extra curricula activities

- District, Regional and State sporting events
- Arts and Cultural Activities including Field Trips
- Camp

How Information and Communication Technologies are used to improve learning

Quilpie State College prides itself on having state of the art technology in all classrooms. Our classrooms are fitted with interactive whiteboards and each class has a set of ipads that are used daily. We have a 1-to-1 laptop ratio for all students in years four to ten. Prep to year three students have access to classroom computers.

Social Climate

Quilpie State College is a safe, supportive and caring school. We have small, inclusive classrooms which allow students to engage in learning at their own level. We differentiate to suit our learners. The College works hard to foster partnerships within the community by ensuring that the College is promoted in a positive way.

Staff and student respect and collegiality is important to all at the College.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	DW	100%
this is a good school (S2035)	100%	DW	100%
their child likes being at this school (S2001)	100%	DW	100%
their child feels safe at this school (S2002)	100%	DW	100%
their child's learning needs are being met at this school (S2003)	100%	DW	100%
their child is making good progress at this school (S2004)	100%	DW	100%
teachers at this school expect their child to do his or her best (S2005)	100%	DW	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	100%
teachers at this school motivate their child to learn (S2007)	100%	DW	100%
teachers at this school treat students fairly (S2008)	100%	DW	100%
they can talk to their child's teachers about their concerns (S2009)	100%	DW	100%
this school works with them to support their child's learning (S2010)	100%	DW	100%
this school takes parents' opinions seriously (S2011)	92%	DW	100%
student behaviour is well managed at this school (S2012)	100%	DW	90%
this school looks for ways to improve (S2013)	100%	DW	100%
this school is well maintained (S2014)	100%	DW	100%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	95%	100%	96%
they like being at their school (S2036)	82%	89%	84%
they feel safe at their school (S2037)	95%	94%	92%
their teachers motivate them to learn (S2038)	100%	100%	92%
their teachers expect them to do their best (S2039)	100%	100%	92%
their teachers provide them with useful feedback about their school work (S2040)	95%	100%	84%
teachers treat students fairly at their school (S2041)	90%	100%	75%
they can talk to their teachers about their concerns (S2042)	70%	88%	79%
their school takes students' opinions seriously (S2043)	82%	94%	76%
student behaviour is well managed at their school (S2044)	76%	89%	80%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
their school looks for ways to improve (S2045)	100%	94%	92%
their school is well maintained (S2046)	95%	94%	96%
their school gives them opportunities to do interesting things (S2047)	95%	100%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	82%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	100%	83%
students are encouraged to do their best at their school (S2072)	100%	89%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	91%	89%	90%
staff are well supported at their school (S2075)	91%	89%	100%
their school takes staff opinions seriously (S2076)	82%	100%	100%
their school looks for ways to improve (S2077)	91%	100%	100%
their school is well maintained (S2078)	91%	100%	100%
their school gives them opportunities to do interesting things (S2079)	82%	100%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

Quilpie State College is committed to improving partnerships with parents, carers and the community. The College actively seeks and engages the community in a range of ways i.e invited guests, guest speakers, community based expertise .

The staff are committed to ensuring that each child's individual learning needs are catered for. Each semester report cards are sent home, parent/teacher interviews coincide with this process so that the student's progress can be discussed. NAPLAN reports are sent home in Semester 2.

The College seeks ways to actively involve all members of the community when hosting events.

Quilpie State College P&C is thoroughly committed to making the College great. 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.
- Setting airconditioners to the recommended settings to ensure efficiency.
- Reducing, reusing and recycling.

Environmental footprint indicators		
Years	Electricity kWh	Water kL
2012-2013	59,358	0
2013-2014	63,125	0
2014-2015	78,271	

*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.

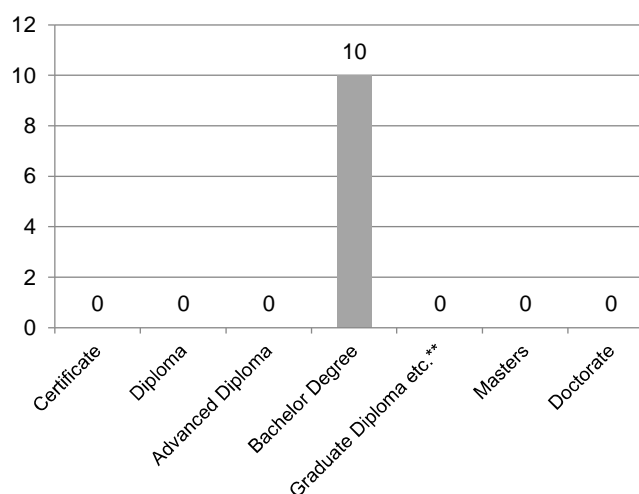
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	10	11	<5
Full-time equivalents	10	7	<5

Qualification of all teachers

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



*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 2015 were \$ 11,943

Major professional development initiatives were

- FISH! Philosophy for all staff
- 7 Steps to Writing for teaching staff
- Core Moduel 4 (Numeracy)
- Classroom Profiling
- Beginning Teacher mentoring
- Bronze Medallion, CPR and Fist Aide
- Inclusive Education focusing on differentiation

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

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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 2015 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

GO

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%

The attendance rate for Indigenous students at this school (shown as a percentage). 90% 90% 86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

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

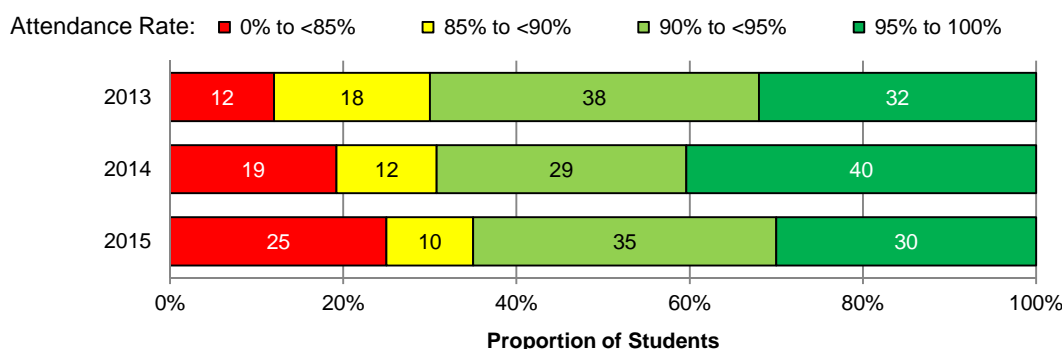
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	88%	92%	91%	94%	93%	93%	92%	90%	95%	85%	87%		
2014	96%	94%	95%	85%	85%	94%	90%	84%	87%	DW	84%		
2015	93%	91%	91%	93%	92%	94%	82%	87%	92%	86%	DW		

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Quilpie State College takes attendance seriously. The roll is marked twice a day at 9 am and again at 2 pm. This attendance information is recorded into OneSchool daily. Parents and carers of students are required to contact the school if their child is 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 any 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 raise attendance levels.

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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