Quilpie State College

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Quilpie State College (est. 1918) is proud of its history and is now engaged in a process of renewal, focusing on improving outcomes for students in all areas of schooling. Our school caters for students enrolled in Preparatory to Year 10. Year 11 and 12 students have the option of accessing our facilities, technology and staff to engage with distance education studies. Our participation in the community and across the district is paramount as we highly value student engagement despite our remote location. A clear focus for the school and wider community of Quilpie is providing access for our Year 10 students to gain employment within their home town, enabling students to continue increasing their skill base and continue towards achieving their Queensland Certificate of Education.

Quilpie State Colege prides itself on offering a safe, supportive and aring environemtn for ll students, staff and families.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Goals	Outcome
Consistent teaching of effective reading skills and strategies	
- A consistent and balanced approach to the teaching of modelled, shared, guided and independent reading in all classrooms.	Completed and continuing into 2018
- Collegial engagement for all staff through a process of peer observation which focuses on the teaching of reading.	Continuing into 2018
- Professional learning that develops teacher practice in modelled, shared, guided and independent reading.	Implemented
- Use of the Literacy Continuum to track student progress and identify reading goals.	Implemented and continuing into 2018

- Provide early and ongoing intervention and address the needs of individuals through a case management approach to reading.	Implemented and continuing
Implementation of Positive Behaviour for Learning framework	Continuing
- Develop staff capability in effective behaviour management practices.	Implemented
- Develop and implement our PBL action plan to improve school wide processes.	

Future Outlook

In 2018, Quilpie State College will focus on the improvement areas below.

1. Increasing school wide reading achievement

2. Improve A-E data across all learning areas.

3. Develop the capability of all school staff.

4. Enhance student wellbeing and engagement.

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School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Early Childhood - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	51	27	24	16	90%
2016	58	33	25	20	89%
2017	61	32	29	24	93%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
In 2017 Quilpie State College had 61 enrolments which was a small increase on the previous year. The students attending Quilpie State College are drawn primarily from within the town and come from a range of cultural backgrounds, including Indigenous cultures. Our school caters for a range of diverse learners and those students with a disability. The ICSEA score 895 is reflective of our student demographic i.e. rural and remote location and/or low socio-economic status. The major employment prospects for families in Quilpie include the agricultural industry, the Quilpie Shire Council, Quilpie Hospital and other local business houses.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	13	13	16
Year 4 – Year 6	14	17	17
Year 7 – Year 10	8	7	7
Year 11 – Year 12			1

Curriculum Delivery

Our Approach to Curriculum Delivery
Quilpie State College is committed to offering our students a distinctive curriculum that connects and enriches our students learning. The Australian Curriculum is has been adapted to meet the diverse needs of students in multi-age classrooms. The Quilpie community supports the school in its endeavor to offer the best education possible. In addition to the provision of the Australian Curriculum the school supports its students by:

o   Offering an equitable allocation of staffing to enhance student achievement.
o   Providing a pre-prep playgroup that develops social skills and early literacy and numeracy skills.
o   Structured literacy groups providing intensive reading, writing and spelling instruction.

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- o   Individualised academic programs that respond to the needs of the learner.
- o   Access to a range of modern learning technologies to improve access to the curriculum for all students.
- o   Teaching the Positive Behaviour for Learning to develop students' social skills and community engagement.

Co-curricular Activities

Quilpie State College seeks to offer students quality extra-curricular activities that connects and enriches our students learning. Some of these activities include:

- o   Leadership opportunities through Student Council.
- o   District sports, including swimming, athletics and cross country.
- o   Instrumental music program.
- o   Readers' Cup team.
- o   Transition programs, including Under 8s Day and Prep Transition.
- o   School camps including careers camp.
- o   School Concert and Awards Night for all community members.
- o   Annual participation in the Quilpie Show.
- o   Work experience for students in Years 9/10.

How Information and Communication Technologies are used to Assist Learning

The use of ICTs are an integral part of the teaching and learning at Quilpie State College. ICT skills are explicitly taught and woven into the teaching and learning across the curriculum every day. The school currently maintains a one to one ratio of laptops for students in Years 4 to 10 and laptops in all other classrooms. The school also maintains class sets of iPads which are actively used to support student learning in the classroom. Each classroom is also equipped with interactive whiteboards to support the provision of the curriculum and enhance the learning opportunities.

ICTs allow students to better access the curriculum in a way that meets their needs. ICTs are used for, but not limited to:

- o   Accessing literacy and numeracy programs that support the Australian Curriculum.
- o   Accessing online content to research and learn.
- o   Completing assessments.
- o   Communicating with peers and teachers.
- o   Demonstrating learning.
- o   Creating presentations.

Quilpie State College has an ongoing commitment to maintain high quality ICT infrastructure, hardware and software for the purpose of enhancing student engagement and achievement. We will continue to review, update and renew our ICT resources into the future.

Social Climate

Overview

Quilpie State College places great importance on providing students with a safe and supportive environment which is demonstrated in the School Opinion Survey. Students are explicitly taught positive behavior through the Positive Behaviour for Learning program that has been established specifically for the school context. Critical to the success of the positive social climate is:

- o   A safe and supportive learning environment.
- o   Opportunities to establish positive relationships.
- o   Inclusive and engaging curriculum.
- o   Parent and community engagement.
- o   High expectations of student behavior.
- o   Promoting responsibility and accountability.

At Quilpie State College we are continually striving to be better in all aspects of a positive school environment.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	90%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	84%	96%
they like being at their school* (S2036)	84%	93%	89%
they feel safe at their school* (S2037)	92%	100%	86%
their teachers motivate them to learn* (S2038)	92%	93%	100%
their teachers expect them to do their best* (S2039)	92%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	84%	89%	96%
teachers treat students fairly at their school* (S2041)	75%	74%	81%
they can talk to their teachers about their concerns* (S2042)	79%	73%	92%
their school takes students' opinions seriously* (S2043)	76%	75%	88%
student behaviour is well managed at their school* (S2044)	80%	82%	77%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	96%	89%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	92%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	94%	95%
they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
they receive useful feedback about their work at their school (S2071)	100%	82%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	89%	83%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	90%	94%	100%
staff are well supported at their school (S2075)	100%	94%	90%
their school takes staff opinions seriously (S2076)	100%	100%	82%
their school looks for ways to improve (S2077)	100%	100%	95%
their school is well maintained (S2078)	100%	94%	95%
their school gives them opportunities to do interesting things (S2079)	100%	94%	95%

* Nationally agreed student and parent/caregiver items
\# '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 seeks to inform and engage parents and carers with a view to enhancing student learning and achievement. The school actively works with parents and carers in the following ways:

- Promoting participation in the Quilpie State College P&C Association.
- Seeking advice, feedback and support from the P&C Association for school projects, resources and camps.
- Regularly communicating news, information and achievements through fortnightly newsletters and the school website.
- Inviting parents and carers to share in class work and school activities.
- Conducting support meetings with stakeholders for those students with ISPs.
- Engaging parent and carer volunteers who support student learning in literacy groups.
- Offering and encouraging parents to participate in parent teacher interviews twice per year.
- Reporting to parents on student achievement at the end of each semester.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.

- Positive Behaviour for Learning program teaches students how to behave in a safe and respectful way toward others.
- Australian Curriculum: Health and Physical Activity develops students' knowledge and skills to be able to resolve conflict without violence and respond to abuse and violence.
- Peer Skills program supports targeted students develop respectful relationships.
- Our programs are supported with access to a school chaplain, guidance officer and behaviour coach.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	11	9	2
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

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Reducing the school's environmental footprint

Quilpie State College proactively looks for measures to reduce the environmental footprint and improve sustainability by:

- o Generating electricity through school solar panels.
- o Improving sprinkler systems on the school oval.
- o Having regular maintenance carried out.
- o Reducing and reusing paper.
- o Reminding students and staff about energy efficiency measures (computers, IWBs, lights, fans and AC).
- o Promoting awareness through sustainable initiatives – Earth Hour.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	78,271	
2015-2016	58,354	
2016-2017	23,678	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	12	12	<5
Full-time Equivalents	11	8	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	12
Bachelor degree	
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $ 16233.00

The major professional development initiatives are as follows:

- Positive Behaviour for Learning
- Leading Learning – Lyn Sharratt
- Quarterly Principal Cluster Meetings
- Quarterly finance and budget accountability workshops
- Bronze Medallion and First Aid training
- Sue Larkey Workshops
- Leading Literacy
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The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 91% of staff was retained by the school for the entire 2017.

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Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	90%	87%

*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 student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2015	93%	91%	91%	93%	92%	94%	82%	87%	92%	86%	DW		
2016	95%	93%	92%	88%	94%	84%	93%	82%	DW	85%	87%		
2017	87%	93%	91%	90%	86%	93%	91%	94%	86%	DW	78%	DW	

*Attendance rates effectively count 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:
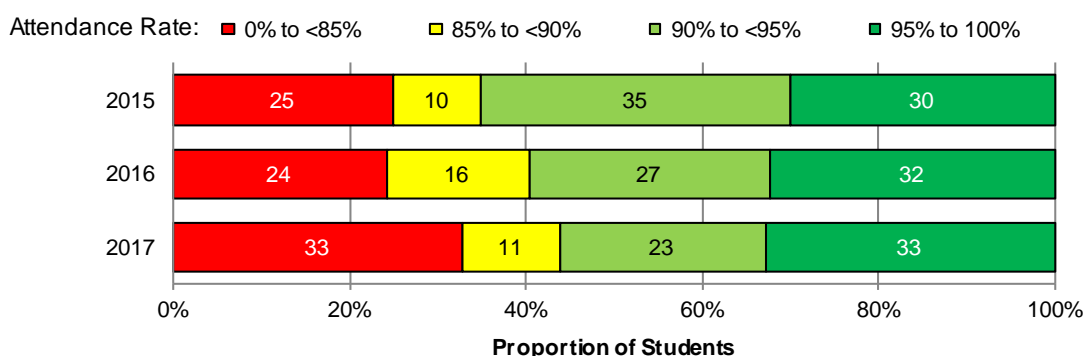
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Quilpie State College takes attendance seriously. Classroom rolls are marked twice per day at 9 am and 2 pm. This data is recorded in OneSchool daily. Parents and carers are requested to contact the school in the morning if their child is going to be absent. When students are absent and a parent or carer has not informed the school, administration attempt is made to contact parents or carers to establish a reason for the absence via SMS messaging and phone calls. We adhere to the policy of same day attendance notification.
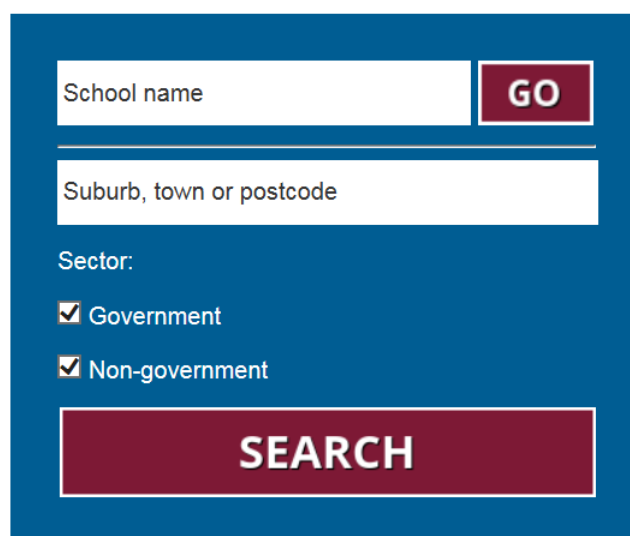
Quilpie State College actively promotes attendance through regular communication, monitoring and target setting.

NAPLAN

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.

Where it states '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 NAPLAN information is available by selecting 'NAPLAN' 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 our school's NAPLAN results.