Quilpie State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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From the Principal

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 renewed focus on student morale, curriculum and pedagogy resulted in improved outcomes in the 2009 NAPLAN assessment. We were awarded recognition of this by being among the top 60 most improved schools in Queensland. 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. We continue to have an affiliation with the 'Dare to Lead' project which has resulted in our Indigenous students achieving at a level equivalent to their non-Indigenous peers.

School progress towards its goals in 2018

In 2018, Quilpie State College worked collaboratively to address the following four improvement priorities:

Improvement priority 1: Increase school-wide reading achievement

Improvement priority 2: Improve A-E data across all learning areas

Improvement priority 3: Develop the capability of all school staff

Improvement priority 4: Enhance student wellbeing and engagement

Quilpie State College recorded growth in reading achievement against regional reading benchmarks. Staff capability was developed in the areas of providing reading intervention and collegial coaching practices. Quilpie State College continues to develop and refine its Positive Behaviour for Learning practices to support the wellbeing and engagement of students.

Future outlook

Quilpie State College will work to develop and enhance student achievement in 2019 using the following strategies:

- Enhance the teaching of reading by developing and implementing a reading framework that incorporates high

- Establish and implement formal moderation protocols and processes

- Enhance inclusive practices for the full range of students

- Implement a whole-school observation and feedback model

- Develop data literacy to assist teachers to support all students

- Provide professional learning to teachers to support teaching of writing

- Implement an effective school-wide PBL framework

- Improve our student attendance rate

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Early Childhood - Year 10
Student enrolments	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	58	61	65
Girls	33	32	31
Boys	25	29	34
Indigenous	20	24	27
Enrolment continuity (Feb. – Nov.)	89%	93%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Quilpie State College is a co-educational state school providing education for students in Prep to Year 10. Students are supported in small multi-age classes. In 2018 Quilpie State College had 65 enrolments which continued the small growth in enrolments over the past three years. The students attending Quilpie State College are drawn primarily from within the town and come from a range of cultural backgrounds, including a significant number from Indigenous cultures. Our school caters for a range of diverse learners and those students with a disability. The major employment opportunities for families in Quilpie include the agricultural industry, the Quilpie Shire Council, Quilpie Hospital and small local businesses.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	13	16	13
Year 4 – Year 6	17	17	14
Year 7 – Year 10	7	7	7
Year 11 – Year 12		1	1

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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 endeavour to offer the best education possible. In addition to the provision of the Australian Curriculum the school supports its students by:

- Offering an equitable allocation of staffing to enhance student achievement.
- Providing a pre-prep playgroup that develops social skills and early literacy and numeracy skills.
- Structured literacy groups providing intensive reading, writing and spelling instruction.
- Individualised academic programs that respond to the needs of the learner.
- Access to a range of modern learning technologies to improve access to the curriculum for all students.
- Teaching 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:

- Leadership opportunities through Student Council.
- District sports, including swimming, athletics and cross country.
- Instrumental music program.
- Readers' Cup team.
- Opti-Minds team.
- Transition programs, including Under 8s Day and Prep Transition.
- School camps including careers camp.
- School Concert and Awards Night for all community members.
- Annual participation in the Quilpie Show.
- 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 3 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:

- Accessing literacy and numeracy programs that support the Australian Curriculum.
- Accessing online content to research and learn.
- Completing assessments.
- Communicating with peers and teachers.
- Demonstrating learning.
- 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 behaviour through the Positive Behaviour for Learning framework that has been established specifically for the school context. Critical to the success of the positive social climate is:

- A safe and supportive learning environment.
- Opportunities to establish positive relationships.
- Inclusive and engaging curriculum.
- Parent and community engagement.
- High expectations of student behaviour.
- 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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%	67%
• their child feels safe at this school* (S2002)	100%	100%	100%
• 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%	DW
• teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
• 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)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	93%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	84%	96%	94%
• they like being at their school* (S2036)	93%	89%	88%
• they feel safe at their school* (S2037)	100%	86%	88%
• their teachers motivate them to learn* (S2038)	93%	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)	89%	96%	97%
• teachers treat students fairly at their school* (S2041)	74%	81%	88%
• they can talk to their teachers about their concerns* (S2042)	73%	92%	88%
• their school takes students' opinions seriously* (S2043)	75%	88%	85%
• student behaviour is well managed at their school* (S2044)	82%	77%	76%
• their school looks for ways to improve* (S2045)	100%	100%	94%
• their school is well maintained* (S2046)	89%	100%	94%
• their school gives them opportunities to do interesting things* (S2047)	92%	93%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	94%	95%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	100%
• they receive useful feedback about their work at their school (S2071)	82%	86%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	83%	100%
• students are encouraged to do their best at their school (S2072)	100%	95%	100%
• students are treated fairly at their school (S2073)	100%	95%	100%
• student behaviour is well managed at their school (S2074)	94%	100%	100%
• staff are well supported at their school (S2075)	94%	90%	94%
• their school takes staff opinions seriously (S2076)	100%	82%	94%
• their school looks for ways to improve (S2077)	100%	95%	100%
• their school is well maintained (S2078)	94%	95%	94%
• their school gives them opportunities to do interesting things (S2079)	94%	95%	100%

* 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 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 education programs

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

- Positive Behaviour for Learning framework teaches students how to behave in a safe and respectful way.
- 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.
- *Respectful Relationships* resource provided by the Department of Education.
- 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	2	8
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	58,354	23,678	67,307
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
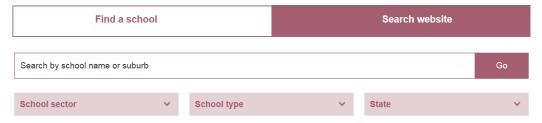
School funding

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ∨	School type ∨	State ∨

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	13	12	<5
Full-time equivalents	12	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	13
Diploma	
Certificate	

*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 2018 were $[INSERT VALUE].

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
- MultiLit reading programs
- Growth Coaching International
- Reading Centre – Teaching Reading
- OneSchool training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	88%
Attendance rate for Indigenous** students at this school	90%	87%	82%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	87%	80%
Year 1	93%	93%	92%
Year 2	92%	91%	91%
Year 3	88%	90%	92%
Year 4	94%	86%	85%
Year 5	84%	93%	84%
Year 6	93%	91%	90%

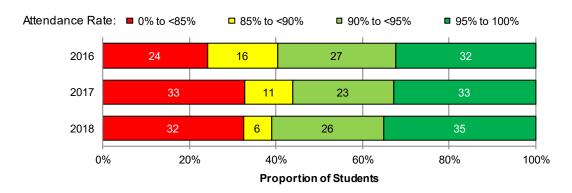| Year level	2016	2017	2018
Year 7	82%	94%	78%
Year 8	DW	86%	92%
Year 9	85%	DW	85%
Year 10	87%	78%	DW
Year 11		DW	100%
Year 12			DW

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	24	16	27	32
2017	33	11	23	33
2018	32	6	26	35

Proportion of Students (0% – 100%)

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.
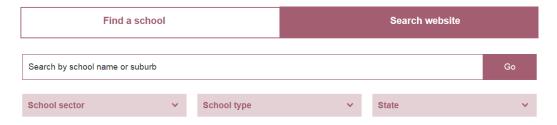
Quilpie State College takes attendance seriously. Classroom rolls are marked twice per day at 9 am and 2 pm. This data is recorded in OneSchool daily. Parents and carers are requested to contact the school in the morning if their child is going to be absent. When students are absent and a parent or carer has not informed the school, administration attempts 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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

| School sector ⌄ | School type ⌄ | State ⌄ |

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.