



Quinalow Prep-10 State School

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

Contact Information

| | |
|-----------------|---|
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School Overview

Quinalow Prep-10 State School is located near the picturesque Bunya Mountains National Park in south-east Queensland. The school works as a community of learners with a strong commitment to academic performance and personal development. We seek the potential of each and every child be it academic, sporting or any other personal traits. Students from Prep through to Year 10 are provided with the very best education by friendly, dedicated staff who share a professional commitment to educational excellence. Students are supported within small multi-age classes and success is maximized through programs that promote the basics and offer opportunities for the diverse range of interests and abilities of the students. The school proudly plays a significant role in community events. Students participate in various performances such as Dalby Eisteddfod, local events and the Quinalow Awards Night. The school proudly conducts ANZAC Day services in conjunction with the local community and members of the RSL.

We believe that all students are capable of learning. We believe we have a moral imperative to create citizens of tomorrow with the highest educational skills possible. We believe that it is our job to continually improve and strive towards ongoing improvement.

Principal's Foreword

Introduction

Our school's priorities for 2017 were all linked to our Explicit Improvement Agenda:

- Teaching Reading the Quinalow P-10 Way
- Building Teacher Capacity
- Strengthening Community Partnerships

School Progress towards its goals in 2017

| Focus | Progress |
|--|---|
| Teaching Reading the Quinalow P-10 Way | Develop a whole school reading framework Developed consistency of practice in the teaching of reading from P-10 Provide targeted intervention Create positive focus on reading within the school and community |
| Building Teacher Capacity | Conduct the 'Annual Performance Development Process' Link staff capability needs to the teaching of reading Provide professional development for staff 'How to teach reading' Continue work on Leading Learning Collaborative (Sharratt) |
| Strengthening Community Partnerships | Communicate proactively within the school and community Create and monitor a shared school and P&C Facebook page Be responsive to community concerns Continue parent forum meetings once per term |

Future Outlook

| | |
|----------------------------|---|
| AIMS | Capability Development & Collaborative work: Co-planning cycles Consistency of Practice: Teaching Reading the Quinalow P-10 Way |
| SMART GOALS (Konza) | 1. By the end of 2018, teachers will be routinely taking part in co-planning cycles with the leadership team to develop consistent understanding of the 'backwards mapping' approach to planning, Australian Curriculum Achievement Standards and reading demands in units of work. 2. By the end of 2018, Quinalow P-10 State School will have an embedded reading program aligned with 'The Big 6', ensuring teacher consistency of practice and a specific focus on the area of VOCABULARY . |

Our School at a Glance

School Profile

| | |
|--|---------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 10 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 87 | 46 | 41 | 6 | 88% |
| 2016 | 81 | 40 | 41 | 1 | 90% |
| 2017 | 72 | 35 | 37 | | 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

Our students are generally from rural backgrounds. A significant proportion of our students have parents and other family members who attended this school. The vast majority of students travel via bus each day. Indigenous students make up <5% of our student population. EAL/D (English as a second Language/Dialogue) students make up <3% of our student population.

Our school has multi-age classes in the primary sector: Prep, year 1/2, year 3/4, and year 5/6. Secondary classes are all small and are either multi-level or straight year classes.

After completing year 10, a majority of our students continue their senior education at Dalby State High School or Oakey State High School.

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 | 18 | 15 | 14 |
| Year 4 – Year 6 | 17 | 8 | 4 |
| Year 7 – Year 10 | | 4 | 5 |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

- We use the Australian Curriculum to present and plan the general subject areas of English, Mathematics, Science, HASS, The Arts, Technology, Health, and Languages
- Assessment is undertaken in all subject areas and reported on twice a year
- We undertake a range of various teaching strategies with Explicit Teaching being one of them.



Co-curricular Activities

Students are offered opportunities to:

- attend school camp
- Educational excursions
- Musical enhancement activities including Eisteddfods, musicals
- ANZAC parade in Maclagan
- Religious Instruction and ecumenical church services
- Sporting carnivals and events
- The school works closely with the community and also runs Swimming club and Little Athletics out of school hours across the year.

How Information and Communication Technologies are used to Assist Learning

ICTS are integral to the optimal learning of all students and prepares them for the future. All students have access to a wide range of computer and technological facilities, including interactive white boards, computers, iPads, televisions, and telecommunications devices. As we look towards the future we continue to investigate what we can bring into the school to best situate our students for lifelong learning and working into the future.

Social Climate

Overview

Our school is full of traditions and values which are highlighted in our everyday practices. At Quinalow Prep-10 State School, we aim to provide each student with an opportunity for learning in a safe, tolerant and supportive environment. This will enable them to achieve their potential and goals in life.

Quinalow Prep-10 State School utilises teaching strategies through Positive Behaviour for Learning (PBL). All students, staff and community meet our school wide expectations of:

Always Safe
Always Learning
Always Resilient
Always Respectful

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) | 75% | 67% | 90% |
| this is a good school (S2035) | 75% | 71% | 90% |
| their child likes being at this school* (S2001) | 78% | 86% | 90% |
| their child feels safe at this school* (S2002) | 78% | 90% | 100% |
| their child's learning needs are being met at this school* (S2003) | 67% | 76% | 90% |
| their child is making good progress at this school* (S2004) | 67% | 86% | 90% |
| teachers at this school expect their child to do his or her best* (S2005) | 67% | 90% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 67% | 71% | 80% |
| teachers at this school motivate their child to learn* (S2007) | 67% | 75% | 90% |
| teachers at this school treat students fairly* (S2008) | 44% | 81% | 70% |
| they can talk to their child's teachers about their concerns* (S2009) | 78% | 86% | 90% |
| this school works with them to support their child's learning* (S2010) | 67% | 76% | 90% |
| this school takes parents' opinions seriously* (S2011) | 44% | 52% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| student behaviour is well managed at this school* (S2012) | 33% | 62% | 70% |
| this school looks for ways to improve* (S2013) | 67% | 84% | 100% |
| this school is well maintained* (S2014) | 78% | 90% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 70% | 75% | 91% |
| they like being at their school* (S2036) | 70% | 75% | 91% |
| they feel safe at their school* (S2037) | 76% | 88% | 91% |
| their teachers motivate them to learn* (S2038) | 85% | 79% | 95% |
| their teachers expect them to do their best* (S2039) | 81% | 91% | 95% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89% | 83% | 86% |
| teachers treat students fairly at their school* (S2041) | 65% | 75% | 95% |
| they can talk to their teachers about their concerns* (S2042) | 62% | 79% | 82% |
| their school takes students' opinions seriously* (S2043) | 58% | 78% | 82% |
| student behaviour is well managed at their school* (S2044) | 37% | 65% | 77% |
| their school looks for ways to improve* (S2045) | 63% | 74% | 95% |
| their school is well maintained* (S2046) | 69% | 83% | 91% |
| their school gives them opportunities to do interesting things* (S2047) | 63% | 61% | 86% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 92% | 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) | 85% | 100% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 90% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 77% | 89% | 100% |
| staff are well supported at their school (S2075) | 85% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 83% | 100% | 95% |
| their school looks for ways to improve (S2077) | 92% | 100% | 100% |
| their school is well maintained (S2078) | 92% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 92% | 94% | 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

Quinalow Prep-10 school has a very supportive and active P & C, made up of parents, community members and staff. The school works closely with the parent body and community to develop strong ties between the school and community. Parent forums are each term and parents are invited to attend sessions regarding whole school matters. Fortnightly newsletter articles from classrooms keep parents informed about their child's education.

Parents are actively involved in decision making processes with their students, regarding health management plans and learning plans. When students require intervention programs or Individual Curriculum Plans, the school always works with parents to ensure the best possible outcome for the students.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. The content and approaches in the Respectful relationships education program are based on domestic and family violence research and best-practice educational approaches. The program has been developed in consultation with teachers, school communities, domestic and family violence organisations and external experts.

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 | 2 | 1 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

In an effort to continually reduce our carbon emissions we have:

- temperature limited our air-conditioning devices*
- regularly check the functionality of our solar panels*
- recycling bins are provided for staff & student use*
- computers and printers are turned off over night*
- We purchase resources in bulk to minimize transport*

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 83,178 | |
| 2015-2016 | 106,611 | |
| 2016-2017 | 109,791 | |

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.

Find a school

Sector:

☒ Government

☒ Non-government

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 | 14 | 11 | 0 |
| Full-time Equivalents | 12 | 6 | 0 |

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.** | 1 |
| Bachelor degree | 12 |
| Diploma | 1 |
| 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 \$14 105

The major professional development initiatives are as follows:

How to teach reading

Leading Learning Collaborative

PBL

Beginning Teachers Mentoring and development programs

Speech Language Programs

Giving Feedback to students

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. | 96% | 97% | 96% |

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 2017.

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). | 92% | 93% | 94% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | DW | |

*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%.

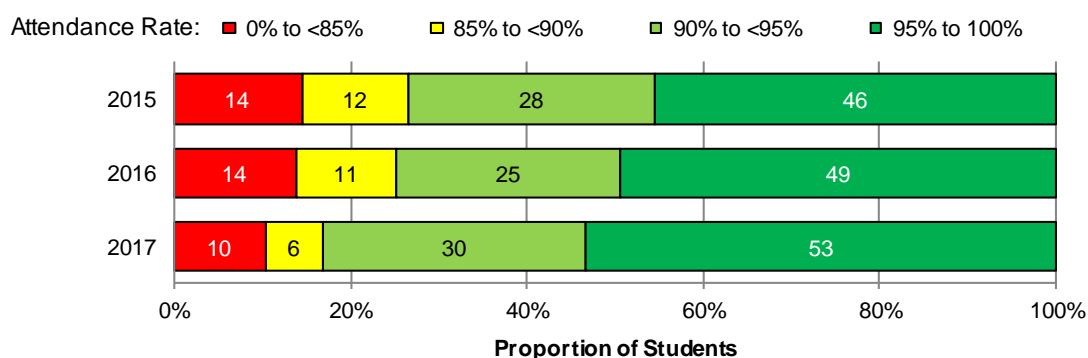
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 93% | 94% | 94% | 94% | 96% | 95% | 87% | 90% | DW | 85% | 88% | | |
| 2016 | 95% | 94% | 94% | 91% | 93% | 93% | 96% | DW | 93% | | 82% | | |
| 2017 | 95% | 95% | 95% | 94% | 94% | 95% | 95% | 95% | 70% | 91% | | | |

*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.

At Quinalow Prep-10 State School we ensure good relationships with our families and our first port of call is to contact families to manage absences and work with families.

Key strategies to enhance attendance in 2017 included:

- Rolls being marked online twice daily
- Praising students
- Rewarding students
- Sharing the importance of attendance in newsletters
- Following up with phone calls to families when student are absent and there is no explanation.

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.

Find a school

Sector:

☒ Government

☒ Non-government

SEARCH

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.

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