

Quinalow Prep-10 State School (0958)

Queensland State School Reporting

2012 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

This report outlines how Quinalow Prep-10 State School is progressing in terms of student academic and social outcomes. NAPLAN results continue to reflect our strong commitment to quality literacy and numeracy instruction.

In 2012, Quinalow Prep-10 State school was rated as a high-achieving school in NAPLAN. Attendance levels are better than the state average and students continue to benefit from small class sizes.

Our retention of staff from year to year continues to promote stability, whilst our commitment to staff development ensures that teachers are continually enhancing their professional knowledge. In 2012 student and parent satisfaction levels have increased significantly above levels in previous years. Staff satisfaction levels have also increased above 2011 levels and continue to be above state average.



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School progress towards its goals in 2012

LEARNING

- Engagement with the priorities of National C2C Curriculum: Whole-School Curriculum Plan, English Plan, Maths Plan, Science Plan & School Assessment Plan in place.
- Strategic focus on Reading Comprehension – development of whole school pedagogical processes.

SCHOOLS

- Evidence of a strong collegial culture amongst staff and a safe and harmonious learning environment provided.
- School Opinion Survey Results.
- Significant investment in facilities and infrastructure: installation of solar panels as part of the National Solar Schools Program; new floor coverings in the office area and C-block classrooms;
- (SSOT); installation of interactive whiteboards as part of National School Pride Program;
- Completion of refurbishment of tuckshop and Resource Centre as part of Building the Education Revolution (BER) project;
- Installed new filtration system at school swimming pool

WORKFORCE

- High priority given to ongoing professional learning and culture of developing performance established.

Future outlook

The key priorities for 2012 as defined in the School Operational Plan are:

- School and student performance in Reading Comprehension and Numeracy;
- Extension of National Curriculum;
- Staff Development and Performance;
- Improving Community Confidence and satisfaction ratings;
- Enhancing eLearning.
- Junior Secondary Readiness

In addition, the investment in the infrastructure of our school is set to expand in 2013 with further upgrades to our internet access and networking infrastructure, the planned construction of Trade Training Centre shed and the extension of the National Solar School Program with extra solar panels fitted to buildings.

Our school at a glance

School Profile

Record:

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	82	40	42	93%
2011	77	39	38	88%
2012	72	36	36	93%

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

Characteristics of the student body:

Our students are generally from the rural backgrounds with the majority of students from low to middle income families.

A significant proportion of our students have parents and other family members who have also attended the school.

Indigenous students make up <5% of our student population.

The vast majority travel via bus to school each day.

Our school has composite classes in the primary school: Prep, Year 1 / 2, Year 3 / 4, Year 5 / 6 / 7.

Secondary classes are small single year classes. After completing year 10 the majority of our students continue their senior studies at either Oakey State high School or Dalby State High School, depending on the proximity of their home to the respective bus routes. A small number of students continue their education or training elsewhere.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	13	16	9
Year 4 – Year 10	8	7	6
Year 11 – Year 12			

School Disciplinary Absences

	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days			1
Long Suspensions - 6 to 20 days			0
Exclusions			0
Cancellations of Enrolment			0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Specialist lessons:

- Music (P-10)
- LOTE (German: Years 6-8)
- Health and Physical Education (P-10)
- Information Communication Technology (Prep-Year 9)
- Manual Arts (Year 8; offered as an elective in Year 9&10)
- Home Economics (Year 8; offered as an elective in Year 9&10)
- Graphics (Year 9&10 elective)
- Business (Year 9&10 elective)

Inter-school sport (Years 4-7)

Work Education & Work Experience (Year 10)

Our curriculum programs are supplemented by regular excursions and visiting special programs, such as Arts Council programs.

Extra curricula activities

- Year 6/7 Tallebudgera Camp (every two years)
- Year 8-10 Canberra Trip (every three years)
- Educational excursion for every class (each year)
- Primary School Choir program
- Secondary ecumenical church services at the end of each term at local community churches
- End of year ecumenical Christmas celebration service conducted in local community churches

How Information and Communication Technologies are used to assist learning

Computers are integral to all learning areas within the curriculum. Students from Prep to Year 10 have access to a wide range of software programs and technological equipment, including electronic whiteboards. An initiative for 2012 has been the introduction of iPad technology for student use.

At the end of 2010, the decision was made to invest in an upgrade in our bandwidth to improve the speed of the internet and therefore access to digital pedagogies. Further upgrades to the network have been made as part of the BER and SSOT projects. The National Secondary School Computer Fund program has also resulted in enhanced connectivity through upgrades to our wireless infrastructure.

Social climate

Quinalow Prep-10 State School has a very supportive and positive social climate. As we are a small school, each child receives a high level of individualised support both academically and socially. Students are further supported by specialist staff, such as our Guidance Officer, School Based Youth Health Nurse and Youth Support Coordinator.

There is no place for bullying at Quinalow Prep-10 State School. All students know our four school rules: Be Safe; Be Respectful; Be Responsible and Be a Learner. They have been taught the expected behaviours attached to each rule in all areas of the school. Positive behaviour choices are positively reinforced and there are clear consequences in place for negative behaviour choices. Students are encouraged to manage conflict with peers by using the "High-Five": 1. Ignore, 2. Walk away, 3. Talk friendly, 4. Talk firmly, 5. Report.

Our school at a glance

Parent, student and staff satisfaction with the school

In 2012, student and parent satisfaction levels have increased significantly year compared to previous years. Staff satisfaction levels have also increased compared to previous years, and continue to be above the state average.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	80.0%
this is a good school	83.3%
their child likes being at this school*	86.7%
their child feels safe at this school*	93.3%
their child's learning needs are being met at this school*	80.0%
their child is making good progress at this school*	83.3%
teachers at this school expect their child to do his or her best*	96.7%
teachers at this school provide their child with useful feedback about his or her school work*	86.7%
teachers at this school motivate their child to learn*	86.7%
teachers at this school treat students fairly*	76.7%
they can talk to their child's teachers about their concerns*	93.3%
this school works with them to support their child's learning*	90.0%
this school takes parents' opinions seriously*	86.7%
student behaviour is well managed at this school*	80.0%
this school looks for ways to improve*	93.3%
this school is well maintained*	96.7%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	72.7%
they like being at their school*	69.6%
they feel safe at their school*	84.8%
their teachers motivate them to learn*	78.3%
their teachers expect them to do their best*	89.1%
their teachers provide them with useful feedback about their school work*	78.3%

Our school at a glance

teachers treat students fairly at their school*	60.9%
they can talk to their teachers about their concerns*	60.0%
their school takes students' opinions seriously*	68.9%
student behaviour is well managed at their school*	55.6%
their school looks for ways to improve*	86.7%
their school is well maintained*	87.2%
their school gives them opportunities to do interesting things*	71.7%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	86.7%
with the individual staff morale items	97.4%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Parents can participate in their child's education in a variety of ways. Our weekly newsletter is an important communication tool and assists parents and other members of the school community in staying informed about what is happening. The newsletter also features hints and ideas for how parents can support their child's academic and social learning.

Parent-teacher interviews (held twice a year), provide an important opportunity to communicate about student progress. Parents are also encouraged to request an interview at any time should they wish to discuss academic progress, social issues or other aspects of their child's education. In Term 3, Year 10 parents and students are invited to attend a Senior Education and Training Plan (SETP) interview with our Guidance Officer to discuss their future plans and educational requirements.

Parents demonstrate their support of students by attending school functions such as Showcase Parades and Awards Night. Parents are strong supporters of students at sporting events including interschool and district sports, athletics, cross country and the swimming carnival. A number of parents and community members actively contribute to our school by volunteering at the tuckshop and providing religious instruction. Parents and community members are also active members of the Quinalow Prep-10 State School P&C Association. Our P&C contributes to our school financially by sponsoring transport to excursions, helping to purchase equipment and funding special programs such as gymnastics lessons. In addition, the P&C provides a forum for consultation to enhance school-based decision-making. Our P&C committee meet each month, on a Thursday night, during the school term.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our electricity costs have remained reasonably static since the installation of solar panels as part of the National Solar Schools Program during term 4 of 2010. We anticipate that our costs will decrease as this program is extended.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	81,634	0
2010-2011	0	0
2011-2012	92,347	0

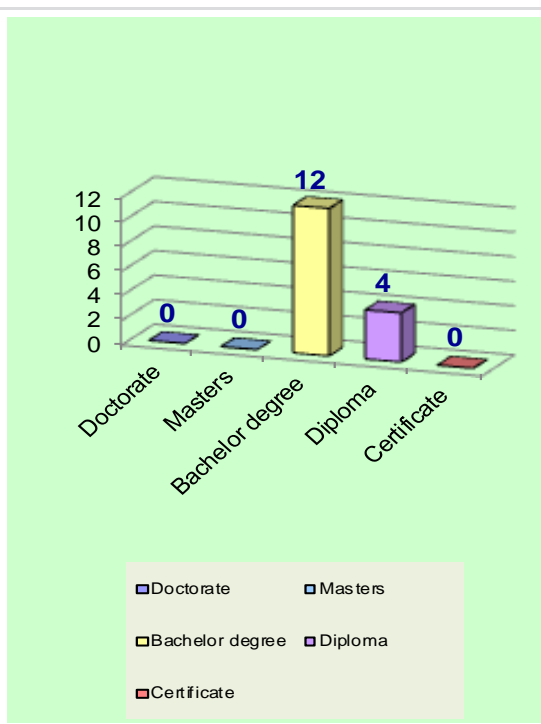
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	11	0
Full-time equivalents	12.5	5.9	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	12
Diploma	4
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11,000.

The major professional development initiatives were as follows:

- Raising Student Achievement Workshops
- Leadership Conference
- Curriculum Workshops
- Literacy/Reading Comprehension
- C2C Conference and Professional Development for all staff
- 'OneSchool' support and training
- Workplace Health and Safety
- Maintaining qualifications of teachers in competency based training, Bronze Medallion & CPR
- Specialist teacher PD e.g. LOTE conference
- Principal eLearning course

The involvement of the teaching staff in professional development activities during 2012 was 100%.

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	95.3%	96.2%

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 2012 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' textbox.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government ☐ Non-government

SEARCH

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 web page.

Our staff profile

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	94%	93%	93%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

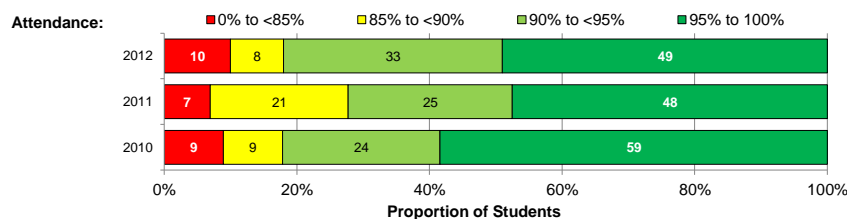
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	96%	88%	92%	93%	95%	96%	93%	93%	96%	96%		
2011	93%	96%	96%	DW	90%	91%	93%	90%	90%	97%		
2012	94%	97%	95%	98%	DW	DW	92%	91%	89%	86%		

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 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.

Quinalow Prep-10 State School has the following procedures in place:

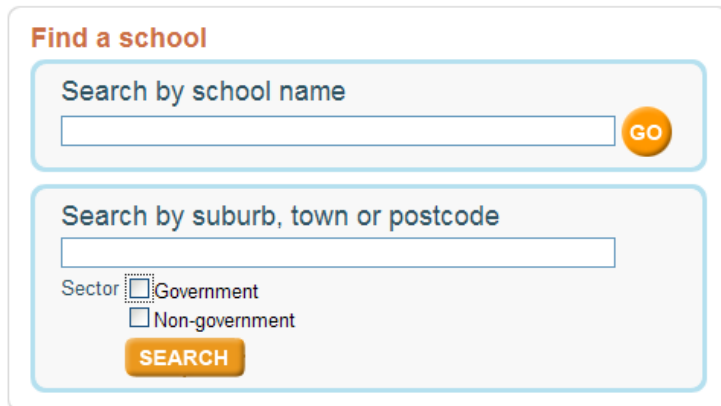
- Rolls are marked twice daily (at the beginning of the school day and prior to the afternoon session);
- Where no explanation for an absence from school has been provided, the classroom or form teacher has the responsibility of contacting the parent to ask the reason for the absence within 3 days of the absence;
- Where students are absent from class, teachers have the responsibility of endeavouring to find an explanation and to contact the office immediately if the student is found to be absent without leave;
- Patterns of unexplained absences are referred to the Principal for follow-up in accordance with DET policy

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. (The School results below are available within One School. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

Performance of our students

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' textbox.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section, "Search by school name", has a text input field and an orange "GO" button. The second section, "Search by suburb, town or postcode", has a text input field, a "Sector" label with two radio button options: "Government" and "Non-government", and an orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

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

Achievement – Closing the Gap

The number of indigenous students at Quinalow Prep-10 State School is low and their attendance is comparable with non-indigenous students. The achievement levels of indigenous students also comparable with non-indigenous students. Quinalow Prep-10 State School is committed to a zero-gap between indigenous and non-indigenous students.