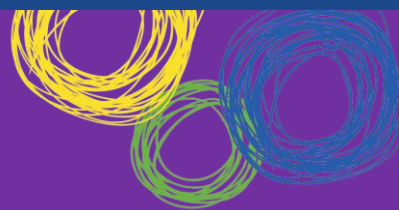


# Quinalow Prep-10 State School

## Queensland State School Reporting

### 2013 School Annual Report



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<b>Webpages</b>	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
<b>Contact Person</b>	<b>Susan Booth (Principal)</b>

## Principal's foreword

### Introduction

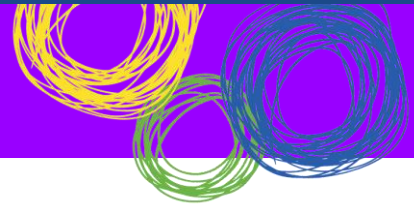
I am proud to present Quinalow Prep-10 State School's Annual Report for 2013.

Our school is a small school catering for Prep students through to Year 10 students. We are situated in the Darling Downs area, approximately 76km NW of Toowoomba, 46km N of Oakey and 45km NE of Dalby. It located in a rural area, with various agricultural farms. Dairy, beef, goats, wheat, sorghum and barley being the major types of farms. Our school's current enrolment is 73 students which is broken into 61 primary students and 12 secondary students. Our teaching staff consists of 4 primary class teachers and 6 secondary teachers, 6 teacher aides, 2 Administration Officers, 2 cleaners and a permanent school officer (groundsman). We have created a friendly learning environment where individual needs of the students are uniquely catered for.

The intention of this report is to give a summary of the goals our school community (students, parents and staff) have achieved in 2013 and priorities we intend to action in 2014

# Queensland State School Reporting

## 2013 School Annual Report



### School progress towards its goals in 2013

In Quinalow Prep-10 State School's 2013 Annual Implementation Plan, it clearly states our commitment to the implementation of our strategic goals. These include:

**Priority 1: Student Retention**

- Increased of community involvement
- Opportunities to celebrate our achievements and communicate our successes
- Weekly Newsletter and updated Website

**Priority 2: Reading**

- Developed and document the school approach to the explicit teaching of Reading

**Priority 3: Writing**

- Developed and document the school approach to the explicit teaching of Writing/ Spelling/ Punctuation

**Priority 4: Numeracy**

- Using data more effectively

**Priority 5: ACARA Implementation**

- Full implementation of C2C in 2013 including History

### Future outlook

#### Our key priorities for 2014

- **Curriculum – Successful Learners**
  - Literacy and numeracy improvement strategies
  - Implement differentiation strategies
  - Implement Student Learning Plans – evidence based.
- **Teaching Practice – Great People + Empowerment**
  - Implement performance reviews for all staff
  - Implement Learning & Well being Framework
  - Develop teacher skills in regular use of data to inform teaching (3 pillars)
- **Principal Leadership and School Capability – High Standards + High Expectations**
  - Review, revise and enact a pedagogical framework based on the research of Archer & Hughes, ASOT – Marzano, Teach like a Champion – Doug Lemov
  - Increase student retention in the Secondary Sector
- **School and Community Partnerships- Engaged Partners**
  - Embed Flying Start Initiative in planning
  - Promote parent engagement in school events and provide opportunities for families to observe students learning and celebrate achievements

# Our school at a glance

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Prep Year - Year 10

**Total student enrolments for this school:** 60

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	77	39	38	88%
2012	72	36	36	93%
2013	60	27	33	92%

*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 has attended this school.*

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

*The vast majority of students travel via bus to school each day.*

*Our school has multi-age classes in the primary sector: Prep, Year 1/2, Year 3/4, and 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 of the proximity of their home to the respective bus routes. A small number of students continue their education or training in a variety of locations*

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	16	9	9
Year 4 – Year 7 Primary	13	17	13
Year 7 Secondary – Year 10	7	6	2

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	1	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

### Our distinctive curriculum offerings

Specialist Lessons:

- Music (P-10)
- LOTE: German (Years 5-8)
- Health & Physical Education (P-10)
- Information Communication Technology (Prep-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 (Year 4-7) Softball, Touch Football, Netball and Soccer

Work Education & Work Experience (Year 10)

Our curriculum programs are supplemented by regular excursions and visiting special programs, eg: Arts Council programs

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## Extra curricula activities

- Year 6/7 Tallebudgera Camp (every 2 years)
- Year 8-10 Canberra Trip (every 3 years)
- Educational excursion for every class (yearly)
- 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.
- Some boys travel to Dalby/Oakey for Rugby League (training and weekend game)
- Some girls travel to Dalby for Ballet/dance classes (weekly)
- Some students travel to Dalby for singing lessons.

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## How Information and Communication Technologies are used to assist learning

Computers are integral to all learning areas with the curriculum. Students from Prep – Year 10 have access to a wide range of software and ICT devices. Many class rooms have interactive whiteboards or a wide screen television (connected to a C4T – computer for teacher)

Ipads continue to be used extensively from Prep-Year 7 in rotational activities in literacy and numeracy lessons. Secondary School Computer Fund program continues to enhance student connectivity to the global community.

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## Social climate

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

Quinalow Prep-10 State School has zero tolerance for Bullying. 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. 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

*During 2013, parent satisfaction has noticeably decreased. Students and staff satisfaction has remained similar to SOS in 2012. Further investigations will occur during 2014 (a permanent principal has been appointed from January 2014)*

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	80%	73%
this is a good school (S2035)	83%	80%
their child likes being at this school* (S2001)	87%	96%
their child feels safe at this school* (S2002)	93%	100%
their child's learning needs are being met at this school* (S2003)	80%	68%
their child is making good progress at this school* (S2004)	83%	77%
teachers at this school expect their child to do his or her best* (S2005)	97%	78%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	73%
teachers at this school motivate their child to learn* (S2007)	87%	77%
teachers at this school treat students fairly* (S2008)	77%	76%
they can talk to their child's teachers about their concerns* (S2009)	93%	86%
this school works with them to support their child's learning* (S2010)	90%	71%
this school takes parents' opinions seriously* (S2011)	87%	52%
student behaviour is well managed at this school* (S2012)	80%	62%
this school looks for ways to improve* (S2013)	93%	68%
this school is well maintained* (S2014)	97%	86%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	73%	73%
they like being at their school* (S2036)	70%	69%
they feel safe at their school* (S2037)	85%	85%
their teachers motivate them to learn* (S2038)	78%	73%
their teachers expect them to do their best* (S2039)	89%	88%
their teachers provide them with useful feedback about their school work* (S2040)	78%	85%
teachers treat students fairly at their school* (S2041)	61%	65%
they can talk to their teachers about their concerns* (S2042)	60%	61%
their school takes students' opinions seriously* (S2043)	69%	76%
student behaviour is well managed at their school* (S2044)	56%	58%
their school looks for ways to improve* (S2045)	87%	85%
their school is well maintained* (S2046)	87%	92%
their school gives them opportunities to do interesting things* (S2047)	72%	76%

### Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	91%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	91%
staff are well supported at their school (S2075)	86%
their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	100%
their school gives them opportunities to do interesting things (S2079)	90%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Our school at a glance

### ***Involving parents in their child's education***

*Quinalow Prep-10 State School is located in a semi remote, rural location; due to distance, work commitments, some parents wish they could be involved regardless of prior commitments. Our P&C is very active and have the students needs at the forefront. Our P&C meet every second Thursday of the month.*

#### ***Parents, caregivers and community members have an open invitation to attend:***

- *Parade*
- *Sports Day (Quinalow and Quinalow District)*
- *Cross Country*
- *Swimming Carnival*
- *Parent Open Nights*
- *Fundraising activities*
- *Speech Night*
- *Parent Interviews (twice yearly: March & September)*
- *Parents of Year 10 students attend a Senior Education and Training Plan (SETP) interview.*

#### ***During the year we offered our parents/caregivers/community members an opportunity to be involved by:***

- *Weekly newsletter*
- *Tuckshop*
- *Religion Education instructors*
- *Classroom volunteers in the Prep room*
- *Parents and Citizens Association*

#### ***The school continues to have strong links with other agencies***

- *Peranga Police*
- *Cooyar Police*
- *Youth Nurse (Year 8-10 students)*
- *All churches (Quinalow, Maclagan & Peranga)*
- *Quinalow Library*

## Our school at a glance

### Reducing the school's environmental footprint

*Our electricity costs will continue to decrease as the Solar Panel Program continues.*

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	0	0
2011-2012	92,347	0
2012-2013	99,761	0

*The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.*



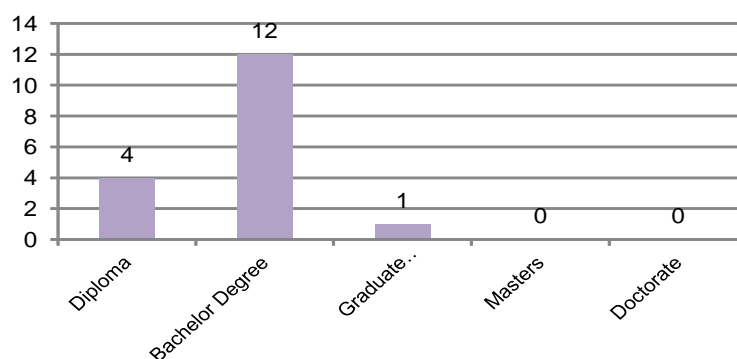
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	14	11	0
Full-time equivalents	12	6	0

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	4
Bachelor Degree	12
Graduate Diploma etc.	1
Masters	0
Doctorate	0
<b>Total</b>	<b>17</b>



\* 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 2013 were **\$ 6139**

**The major professional development initiatives are as follows:**

Student Protection

Code of Conduct

C2C training

Maintaining qualifications of teachers in competency training Bronze Medallion & CPR

Workplace Health and Safety

Principal Business Meetings – MAP: Maximising Achievement Program

Cluster Meeting

Cluster Moderation Meetings

Specialist Teachers' PD: LOTE conference, STLaN workshops

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.



## Our staff profile

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	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 2013 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**

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. 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

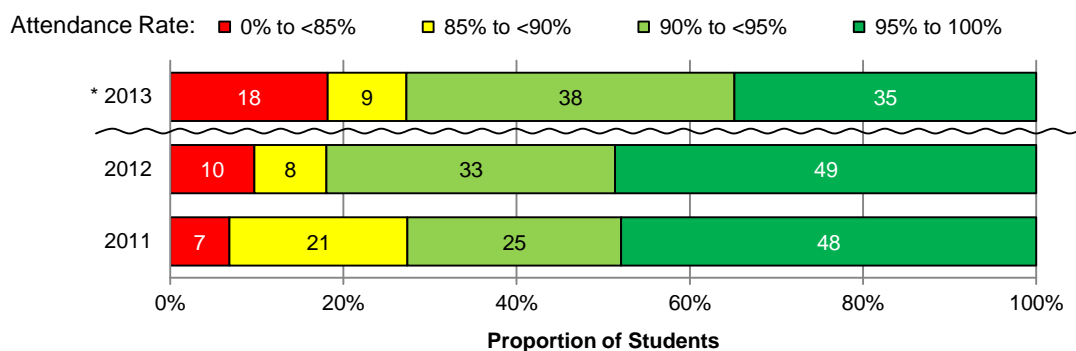
Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	91%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was <b>89%</b> .			

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
2011	93%	96%	96%	DW	90%	91%	93%	90%	90%	97%		
2012	94%	97%	95%	98%	DW	91%	92%	91%	89%	86%		
2013	91%	91%	94%	92%	94%	81%	89%	88%	80%	DW		

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

# Performance of our students

## 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.

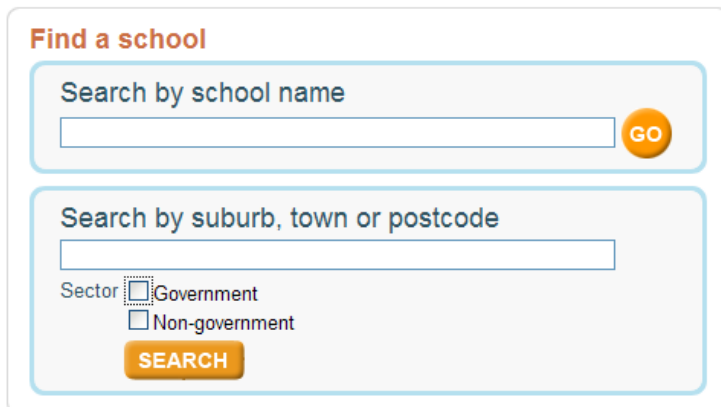
Quinalow Prep-10 State School has the following procedures in place:

- Rolls are marked twice daily (at the beginning of the 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, the 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 permission.
- Patterns of unexplained absences are referred to the Principal for follow-up in accordance with DETE 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

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 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.

# Performance of our students

## Achievement – Closing the Gap

*In 2013, Quinalow Prep-10 State School had a small cohort of indigenous students across all year levels. The achievement levels of indigenous students were comparable with non-indigenous students. Quinalow Prep-10 State School is committed to a zero-gap between indigenous and non-indigenous students.*