

Quinalow Prep-10 State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

I am proud to present Quinalow Prep-10 State School's Annual Report for 2014.

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 is 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 86 students which is broken into 71 primary students and 15 secondary students. Our teaching staff consists of six primary teachers covering four classes and six secondary teachers, six teacher aides, two Administration Officers, two 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 2014 and we intend to action in 2015.

School progress towards its goals in 2014

In Quinalow Prep-10 State School's 2014 Annual Implementation Plan, it clearly states our commitment to the implementation of our strategic goals. These include:

Curriculum – Successful Learners

- *Literacy and numeracy improvement strategies*
- *Implement differentiation strategies*
- *Implement Student Learning Plans – evidenced based*

Teaching Practice – Great People + Empowerment

- *Implement performance review for all staff*
- *Implement Learning & Wellbeing Framework*
- *Develop teacher skills in regular use of data to inform teaching (Three 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*

Future outlook

Our Key Priorities continue into 2015

Curriculum – Successful Learners	Know your Learners Meet your learners' needs	2014	to be ongoing	2015 to be reviewed and continued
Teaching Practice – Great People + Empowerment	Develop Professional Knowledge Develop Professional Practice Develop Professional Engagement	2014	to be ongoing	2015 to be reviewed and continued
Principal Leadership & Performance Great People	Lead Teaching and Learning Develop self and others Lead Improvement, Innovation and Change	2014	to be ongoing	2015 to be reviewed and continued
School Performance High Standard + High Expectations	Know your data Know your strategies	2014	to be ongoing	2015 to be reviewed and updated
Regional Support Engaged Partners	Maintain alignment Develop consistency Scale up success	2014	to be ongoing	2015 to be reviewed and updated
Local Decision Making Engaged Partners	Embrace autonomy Create partnerships	2014	to be investigated	2015 feasibility areas be identified

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	72	36	36	93%
2013	60	27	33	92%
2014	76	39	37	92%

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

Characteristics of the student body:

Our students are generally from rural backgrounds. The majority of students come from low to middle income families. A significant proportion of our students have parents and other family members who has attended this school. The vast majority of students travel via bus each day.

Indigenous students make up < 5% of our student population. EALD (English as a second language) students make up <3%.

Our school has multi-age classes in the primary sector: Prep, Year 1/2, Year 3/4 and Year 5/6. In 2014, Year 7 joined the secondary sector of our school. Secondary classes are small single year classes.

After completing Year 10 the majority of our students continue their senior studies at Oakey State High School or Dalby State High School. This depends on 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		
	2012	2013	2014
Prep – Year 3	9	9	11
Year 4 – Year 7 Primary	17	13	9
Year 7 Secondary – Year 10	6	2	5

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	1	0	2
Long Suspensions - 6 to 20 days	0	0	1
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Specialist Lessons:

Music (P-10) ---- Instrumental Music (guitar and drums) Quinalow Prep-10 State School have a school choir and school band.

LOTE: German (Years 5-8)

Health & Physical Education (P-10)

Information Communication Technology (P-10)

Industrial Arts (Year 7: offered as an elective in Year 8-10)

Home Economics (Year 7: offered as an elective in Year 8-10)

Graphics (Year 9 & 10 elective)

Business (Year 9 & 10 elective)

Extra curricula activities

Year 5/6 Tallebudgera Camp (every two years)

Educational excursion for every class (yearly) – Under 8's Day, Dalby High School Musical, Dalby Eisteddfod, Sports Carnival etc

Whole school ecumenical Church services at the end of Term 1 and Term 4 (Easter and Christmas celebrations)

Some boys travel to Dalby/Oakey for Rugby League or Soccer (training and week games)

Some boys play cricket with the Quinalow Cricket Club

Some girls travel to Dalby for Ballet/dance classes – weekly

Some students travel to Dalby for singing lessons

How Information and Communication Technologies are used to assist learning

Computers are integral to all learning areas with the curriculum. Students in Prep-10 have access to a wide range of software and ICT devices. Six laptops and six PCs were purchased early 2014; this was to update the computer lab in C Block. New wireless points were added in C Block giving whole school coverage. The use of computers can now be outside without being cabled. All classrooms have an interactive whiteboard or a wide screen television (connected to a C4T- computer for teachers).

Ipads continue to be used extensively from Prep-Year 6 in rotational activities in literacy and numeracy lessons. Secondary School Computer Fund program continues to enhance student connectivity to the global community. (This program was completed at the end of 2014.)

Social Climate

Our School is full of traditions and values which is 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 has a zero tolerance for Bullying. All students know our four rules. Be Safe, Be Respectful, Be Responsible and Be a Learner. They have been taught the expect 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

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	80%	73%	58%
this is a good school (S2035)	83%	80%	75%
their child likes being at this school* (S2001)	87%	96%	75%
their child feels safe at this school* (S2002)	93%	100%	67%
their child's learning needs are being met at this school* (S2003)	80%	68%	50%
their child is making good progress at this school* (S2004)	83%	77%	58%
teachers at this school expect their child to do his or her best* (S2005)	97%	78%	67%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	73%	50%
teachers at this school motivate their child to learn* (S2007)	87%	77%	50%
teachers at this school treat students fairly* (S2008)	77%	76%	58%
they can talk to their child's teachers about their concerns* (S2009)	93%	86%	67%
this school works with them to support their child's learning* (S2010)	90%	71%	67%
this school takes parents' opinions seriously* (S2011)	87%	52%	50%
student behaviour is well managed at this school* (S2012)	80%	62%	42%
this school looks for ways to improve* (S2013)	93%	68%	58%
this school is well maintained* (S2014)	97%	86%	83%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	73%	73%	95%
they like being at their school* (S2036)	70%	69%	86%
they feel safe at their school* (S2037)	85%	85%	89%
their teachers motivate them to learn* (S2038)	78%	73%	95%
their teachers expect them to do their best* (S2039)	89%	88%	100%
their teachers provide them with useful feedback about their school work* (S2040)	78%	85%	89%
teachers treat students fairly at their school* (S2041)	61%	65%	86%
they can talk to their teachers about their concerns* (S2042)	60%	61%	81%
their school takes students' opinions seriously* (S2043)	69%	76%	78%
student behaviour is well managed at their school* (S2044)	56%	58%	71%
their school looks for ways to improve* (S2045)	87%	85%	95%
their school is well maintained* (S2046)	87%	92%	94%
their school gives them opportunities to do interesting things* (S2047)	72%	76%	89%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	81%
they feel that their school is a safe place in which to work (S2070)		95%	95%
they receive useful feedback about their work at their school (S2071)		91%	76%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	95%
student behaviour is well managed at their school (S2074)		91%	71%
staff are well supported at their school (S2075)		86%	71%
their school takes staff opinions seriously (S2076)		90%	71%
their school looks for ways to improve (S2077)		100%	71%
their school is well maintained (S2078)		100%	95%
their school gives them opportunities to do interesting things (S2079)		90%	81%

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

'Agree' represents the 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.

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)

Swimming Carnival

Parent Information Afternoons

Fundraising activities

Speech Night

Parent Interview (twice yearly March & September)

Parents of Year 10 students attend a Senior Education and Training Plan (SETP interview)

During the year we offered 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 7-10)

All churches (Quinalow, Maclagan & Peranga)

Quinalow Library

Reducing the school's environmental footprint

Our electricity costs will continue to decrease as the Solar Panel Program continues. There has been a slight increase due to six air conditioners were installed in A Block, Industrial Arts and Textiles and Food Studies.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	92,347	0
2012-2013	99,761	0
2013-2014	100,572	0

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

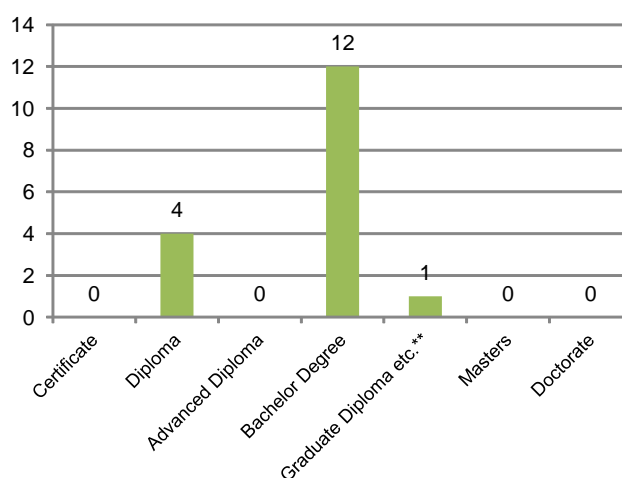
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	11	0
Full-time equivalents	11	6	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	4
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	17



*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 2014 were **\$7 150**.

The major professional development initiatives are as follows:

Student Protection

Code of Conduct/Ethical Decision Making

Curriculum Activity Risk Assessment

Internal Control Assessment

Keys to manage Information

Health, Safety & Wellbeing

Asbestos Awareness

The Betterman Workshop

ACER

Soundwaves

Maintaining qualifications of teachers in competency –training Bronze Medallion & CPR

Principal Business Meetings – MAP: Maximising Achievement Program

QSSAP – Principal Conference

QSIL –Quality Inclusive Practices

Anita Archer PD

Cluster Meetings

Specialist Teachers' PD: LOTE conference, STLaN workshops

The proportion of the teaching staff involved in professional development activities during 2014 was **100%**.

Average staff attendance

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

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 2014 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

Search by suburb, town or postcode

Sector ☒ Government
☒ Non-government

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	91%	92%

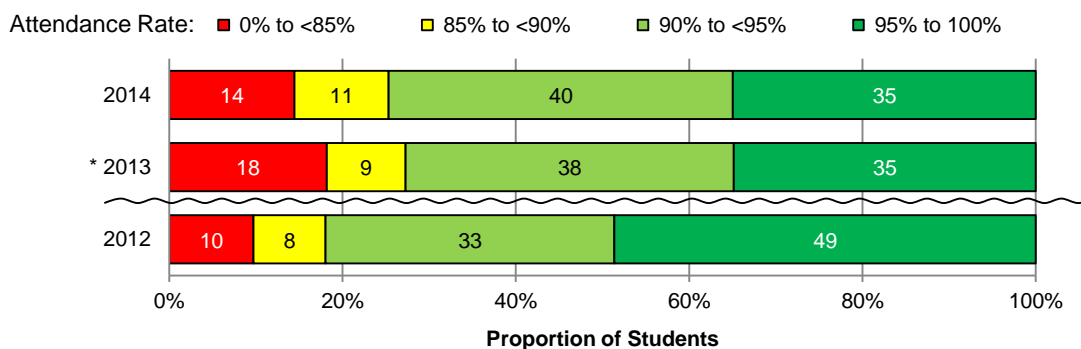
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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
2012	94%	97%	95%	98%	DW	91%	92%	91%	89%	86%		
2013	91%	91%	94%	92%	94%	81%	89%	88%	80%	DW		
2014	93%	87%	97%	95%	93%	95%	91%	88%	95%	79%		

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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

In mid 2014, we introduced our Quinalow Prep-10 State School Attendance Policy. Our procedures are in place in the following:

- Rolls are marked twice daily (at the beginning of the day and prior to the afternoon session)
- Where no explanation for an absence, the classroom/form teacher has the responsibility to contact the parent to ask the reason for the absence within three days of absence.
- Where students are absent from class, the teachers have the responsibility of endeavoring to find an explanation and to contact the office immediately if the students 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.

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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

In 2014, 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.