



Quinalow Prep-10 State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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 aspires to be a community of learners with a strong commitment to improved academic performance and personal development. Students from Prep through to Year 10 are provided with the very best education we can offer 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. At the end of each term, members of the local community and parents are invited to attend Quinalow Showcase where all students are given opportunities to share class activities, dramatic and musical performances. Primary students participate in school choir performances at Dalby Eisteddfod, local events and the Quinalow Awards Night. The secondary school proudly conducts annual ANZAC Day services in conjunction with the local community and members of the RSL.

Principal's Forward

Introduction

School Progress towards its goals in 2016

Our school priorities for 2016 were to meet the needs of our learners', develop professional practice and develop professional and community engagement.

| Our Priorities | Our Proposed Actions | The Outcomes |
|----------------|----------------------|--------------|
|----------------|----------------------|--------------|

| | | |
|---|--|---|
| Meeting our learners' needs | <p>1) Cater for student needs:</p> <ul style="list-style-type: none"> - Create a Learning Enhancement Strategy - Develop teacher and teacher aides skills in differentiating the curriculum - Purchase extra Speech language Pathologist time to provide support in implementing the S.T.R.I.V.E framework <p>2) Upper Two Bands:</p> <ul style="list-style-type: none"> - Create a variety of processes for the identification of higher ability learners - Implement strategies and programs to cater for ability levels and provide optimal learning experience for high ability students - Develop a data tool for measuring progress of identified students, investigate "Hub of Evidence" <p>3) Develop and implement a NAPLAN strategy for 2016:</p> <ul style="list-style-type: none"> - Interrogate NAPLAN data 2015 - Work with class teachers to design a learning strategy for all classes in years 3-9 which includes teaching and learning targeted to build stamina and independence, using STLaN and teacher aide time during Priority Learning Areas - Monitor students in 2/4/6/8, identify students at risk of not achieving to potential (NMS or U2B), cater for and support | <p>Not completed</p> <p>Ongoing</p> <p>Completed</p> <p>Partially completed</p> <p>Partially completed</p> <p>Partially completed</p> <p>Completed</p> <p>Partially completed</p> <p>Ongoing</p> |
| Develop professional practice | <p>1) Literacy:</p> <ul style="list-style-type: none"> - Continue to embed a balanced reading program using QSS Reading Comprehension Program based on Sheena Cameron Reading Comprehension Strategies - Implement and embed a balanced writing program in every classroom - Analyse writing data to use in planning, as per Tania Leach writing workshop in 2015 - Embed ICTs in all classes to support literacy development and differentiated learning in all classrooms. - Provide PD in robotics, patterning and coding (STEM initiative) <p>2) Numeracy:</p> <ul style="list-style-type: none"> - Build teacher capacity to recognise and remediate key misconceptions through numeracy rich routines - Embed numeracy rich routines in every classroom, particularly those that address key aspects of number as identified through NAPLAN and internal data sources - Ensure a range and balance of assessment tools are being used to support quality teaching and reporting - Embed ICT in all classes to support numeracy development and differentiated learning in all areas <p>3) Review and develop Curriculum/Pedagogical Framework:</p> <ul style="list-style-type: none"> - Develop the Curriculum, Pedagogical Framework and Reporting and Assessment Frameworks - Develop teacher capacity in recognising and using appropriate pedagogies to match student needs and preferences. | <p>Completed (but with renewal for 2017)</p> <p>Completed</p> <p>Ongoing</p> <p>Ongoing</p> <p>To be undertaken in 2017</p> <p>Partially completed</p> <p>Ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Partially completed</p> <p>Ongoing</p> |
| Develop professional and community engagement | <p>1) Review and further implement Developing Performance Framework:</p> <ul style="list-style-type: none"> - Embed the DPF with all staff (teaching and non-teaching), ensuring alignment to school priorities and individual needs - Use coaching, feedback, classroom visits and learning communities to improve teaching practices <p>2) Review and further develop our professional learning culture:</p> <ul style="list-style-type: none"> - Develop a coaching strategy through PD for all staff including the principal. - Investigate training programs for coaches – new in 2016 | <p>Partially completed</p> <p>Ongoing</p> <p>Not undertaken</p> <p>Investigation took place</p> |

| | | |
|--|--|---|
| | <ul style="list-style-type: none"> - Engage Leadership team in quality development, professional sharing, skills development in key areas of curriculum, leaderships strategy, coaching and team development - Implement processes for improving and monitoring the personal wellbeing of staff - Full documentation and implementation of Positive Behaviour for Learning Program (Tier 2). Develop greater consistency within and between classrooms of PBL, leading to improved attitudes to school survey data. Common language development, documented and owned by the school community re behaviour/expectations/rules. Enhanced student reward system. Monitoring/recording processes of student behaviour to be developed. | Partially completed Partially completed Completed |
| | 3) Continue with parent and community engagement strategy: <ul style="list-style-type: none"> - Develop our community partnerships within and beyond the school to support and sustain school improvement - Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement - Provide programs and opportunities for parents to build their capacity to support their child/ren's learning - Use multiple communication channels to communicate with parents | Ongoing Ongoing Ongoing Ongoing |

Future Outlook

| 2017 Priority area | Tasks to be undertaken | Timeframe |
|---|---|---|
| Reading | 1) Develop a whole school approach to guided reading and reciprocal reading 2) Provide PD for all staff in the teaching of reading 3) Create reading data walls in each classroom 4) Monitor reading data – use data to drive ongoing improvement 5) Establish a coaching and feedback model, and classroom sharing process | Term 2 2017 2017 Term 2/3 2017 2017 Term 3 2017 |
| Community engagement | 1) Introduce Kids Matters to school and community 2) Establish and maintain relationships with Early Childhood facilities in the surrounding areas | Term 2 2017 2017 |
| Systemic priorities: Curriculum Framework Pedagogical Framework Reporting and Assessment Framework | 1) Create an interactive, ICT based, Curriculum framework, Pedagogical Framework and Reporting and Assessment Framework accessible by all teachers | Term 3 2017 |

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 10

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|--------------|-------|-------|------|------------|-------------------------------------|
| 2014 | 76 | 39 | 37 | 3 | 92% |
| 2015* | 87 | 46 | 41 | 6 | 88% |
| 2016 | 81 | 40 | 41 | 1 | 90% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 | 2014 | 2015* | 2016 |
| Prep – Year 3 | 11 | 18 | 15 |
| Year 4 – Year 7 | 9 | 17 | 8 |
| Year 8 – Year 10 | 5 | | 4 |
| Year 11 – Year 12 | | | |

**From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.*

Curriculum Delivery

Our Approach to Curriculum Delivery

- We use the Australian Curriculum and the Education Queensland based program- C2C, to present and plan the general subject areas of English, Mathematics, Science, History, Geography, The Arts, Technology, Health, Music, LOTE
- 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. In 2016, Quinalow further developed their use of Positive Behaviours for Learning (Tier 1). All students, staff and community were informed of 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: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 58% | 75% | 67% |
| this is a good school (S2035) | 75% | 75% | 71% |
| their child likes being at this school* (S2001) | 75% | 78% | 86% |
| their child feels safe at this school* (S2002) | 67% | 78% | 90% |
| their child's learning needs are being met at this school* (S2003) | 50% | 67% | 76% |
| their child is making good progress at this school* (S2004) | 58% | 67% | 86% |
| teachers at this school expect their child to do his or her best* (S2005) | 67% | 67% | 90% |

| Performance measure | | | |
|---|-------------|-------------|-------------|
| Percentage of parents/caregivers who agree[#] that: | 2014 | 2015 | 2016 |
| <i>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</i> | 50% | 67% | 71% |
| <i>teachers at this school motivate their child to learn* (S2007)</i> | 50% | 67% | 75% |
| <i>teachers at this school treat students fairly* (S2008)</i> | 58% | 44% | 81% |
| <i>they can talk to their child's teachers about their concerns* (S2009)</i> | 67% | 78% | 86% |
| <i>this school works with them to support their child's learning* (S2010)</i> | 67% | 67% | 76% |
| <i>this school takes parents' opinions seriously* (S2011)</i> | 50% | 44% | 52% |
| <i>student behaviour is well managed at this school* (S2012)</i> | 42% | 33% | 62% |
| <i>this school looks for ways to improve* (S2013)</i> | 58% | 67% | 84% |
| <i>this school is well maintained* (S2014)</i> | 83% | 78% | 90% |

Student opinion survey

| Performance measure | | | |
|--|-------------|-------------|-------------|
| Percentage of students who agree[#] that: | 2014 | 2015 | 2016 |
| <i>they are getting a good education at school (S2048)</i> | 95% | 70% | 75% |
| <i>they like being at their school* (S2036)</i> | 86% | 70% | 75% |
| <i>they feel safe at their school* (S2037)</i> | 89% | 76% | 88% |
| <i>their teachers motivate them to learn* (S2038)</i> | 95% | 85% | 79% |
| <i>their teachers expect them to do their best* (S2039)</i> | 100% | 81% | 91% |
| <i>their teachers provide them with useful feedback about their school work* (S2040)</i> | 89% | 89% | 83% |
| <i>teachers treat students fairly at their school* (S2041)</i> | 86% | 65% | 75% |
| <i>they can talk to their teachers about their concerns* (S2042)</i> | 81% | 62% | 79% |
| <i>their school takes students' opinions seriously* (S2043)</i> | 78% | 58% | 78% |
| <i>student behaviour is well managed at their school* (S2044)</i> | 71% | 37% | 65% |
| <i>their school looks for ways to improve* (S2045)</i> | 95% | 63% | 74% |
| <i>their school is well maintained* (S2046)</i> | 94% | 69% | 83% |
| <i>their school gives them opportunities to do interesting things* (S2047)</i> | 89% | 63% | 61% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 81% | 92% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 95% | 100% | 100% |
| they receive useful feedback about their work at their school (S2071) | 76% | 85% | 100% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 90% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 95% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 71% | 77% | 89% |
| staff are well supported at their school (S2075) | 71% | 85% | 100% |
| their school takes staff opinions seriously (S2076) | 71% | 83% | 100% |
| their school looks for ways to improve (S2077) | 71% | 92% | 100% |
| their school is well maintained (S2078) | 95% | 92% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 81% | 92% | 94% |

* 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. In 2016, the school worked closely with the parent body and community to develop stronger ties between the school and community. Parent forums were introduced whereby parents were invited to attend sessions on reading and writing. Information sheets were introduced to inform parents of upcoming learnings in the classrooms.

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 | 2014* | 2015** | 2016 |
|---------------------------------|-------|--------|------|
| Short Suspensions – 1 to 5 days | 2 | 11 | 2 |
| Long Suspensions – 6 to 20 days | 1 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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
- Hand washing of dishes are conducted throughout the school
- We purchase resources in bulk to minimize transport

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 100,572 | 0 |
| 2014-2015 | 83,178 | 0 |
| 2015-2016 | 106,611 | 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.

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

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 14 | 12 | 0 |
| Full-time Equivalents | 12 | 7 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 0 |
| Masters | 0 |
| Graduate Diploma etc.** | 1 |
| Bachelor degree | 12 |
| Diploma | 1 |
| Certificate | 0 |

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$20549

The major professional development initiatives are as follows:

- Lyn Sharrat conference and development of data walls
- Small group work with Tania Leach on the development of writing and a shared understanding across the school
- Mandatory training (Asbestos, Student Protection, Code of Conduct, Curriculum Activity Risk Assessment, Health Safety and Wellbeing)
- CPR and First Aid

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 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 2016.

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 2016 | | | |
|---|------|------|------|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 92% | 92% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 92% | 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 2016 for all Queensland P-10/P-12 schools was 90%.

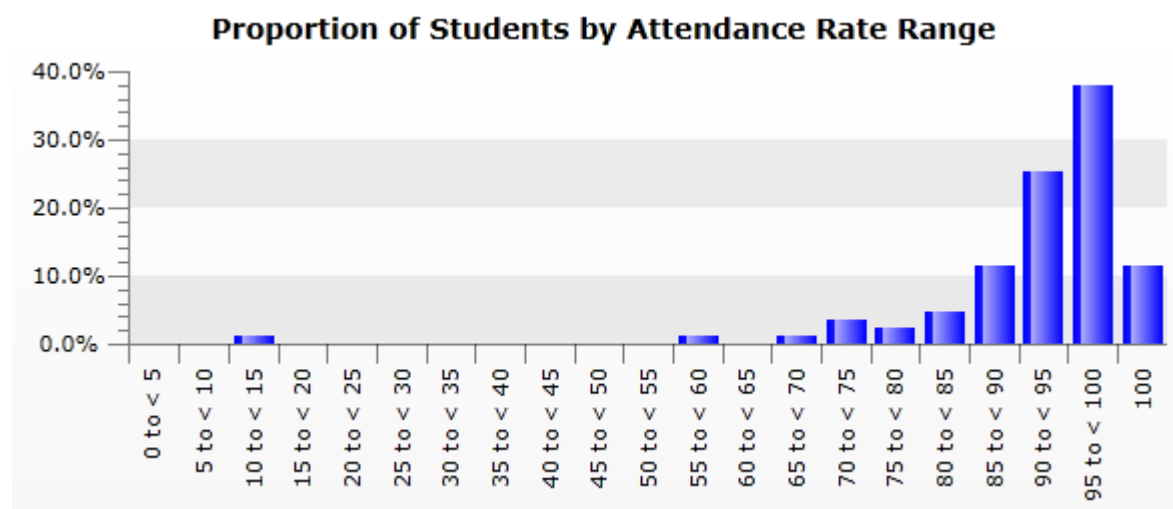
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 92% | 93% | 87% | 97% | 95% | 93% | 95% | 91% | 88% | 95% | 79% | | |
| 2015 | 93% | 94% | 94% | 94% | 96% | 95% | 87% | 90% | DW | 85% | 88% | | |
| 2016 | 95% | 94% | 94% | 91% | 93% | 93% | 96% | DW | 93% | DW | 82% | | |

*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 DET 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 2016 included:

- Rolls are marked twice daily
- Praising students
- Rewarding students
- Sharing the importance of attendance in newsletters

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

School name

Suburb, town or postcode

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 NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.