



Quinalow Prep-10 State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

### 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.

### School progress towards its goals in 2018

During 2018 our school worked towards the implementation of a school wide reading framework, with a specific focus on the teaching of vocabulary in-line with 'The Big 6' of reading. This was followed up through our Priority Support Review process.

The review team at the beginning of 2019 ascertained that sufficient progress had been made within the school's School Improvement Action plan, which was aligned with the reading agenda of the school.

Significant staff capability development and collaborative processes were undertaken during this process.

The Priority Support Review also outlined the priorities for the next four years, and starting in 2019 the school will continue to build upon the strategies and capabilities learned in 2018.

### Future outlook

For 2019 we will be extending our reading agenda to include a sharp and narrow focus on the teaching of phonics. The end goal for this process will be to have a school wide phonics/ spelling program aligned with our reading agenda.

Using high yield strategies our school will tackle the decoding difficulties our students are experiencing when attempting to read unknown words. Collective teacher efficacy (1.57), Teacher credibility (.90) and Micro-teaching (.88) are 3 of the key high yield strategies we will be working on in 2019.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 10

## Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	81	72	78
Girls	40	35	38
Boys	41	37	40
Indigenous	1		1
Enrolment continuity (Feb. – Nov.)	90%	93%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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 5% of our student population.

Our school has multi-age classes. In the primary sector: Prep/1, year 2, year 3, and year 4/5. Secondary: we have a cross over class (6/7), year 8 and year 9/10.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	15	14	19
Year 4 – Year 6	8	4	13
Year 7 – Year 10	4	5	4
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our Approach to Curriculum Delivery

- We use the Australian Curriculum to present and plan the general subject areas of English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies, Health and Physical Education, 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 camps
- Educational excursions
- Musical enhancement activities including Eisteddfods, musicals
- ANZAC parade in Maclagan
- Religious Instruction and ecumenical church services
- Sporting carnivals and events

The school also works closely with the community and the P&C 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.

## 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:

Always Safe  
Always Learning  
Always Resilient  
Always Respectful

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	67%	90%	85%
• this is a good school (S2035)	71%	90%	80%
• their child likes being at this school* (S2001)	86%	90%	90%
• their child feels safe at this school* (S2002)	90%	100%	85%
• their child's learning needs are being met at this school* (S2003)	76%	90%	80%
• their child is making good progress at this school* (S2004)	86%	90%	85%
• teachers at this school expect their child to do his or her best* (S2005)	90%	100%	90%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	80%	80%
• teachers at this school motivate their child to learn* (S2007)	75%	90%	75%
• teachers at this school treat students fairly* (S2008)	81%	70%	80%
• they can talk to their child's teachers about their concerns* (S2009)	86%	90%	85%
• this school works with them to support their child's learning* (S2010)	76%	90%	80%
• this school takes parents' opinions seriously* (S2011)	52%	100%	75%
• student behaviour is well managed at this school* (S2012)	62%	70%	75%
• this school looks for ways to improve* (S2013)	84%	100%	90%
• this school is well maintained* (S2014)	90%	100%	85%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
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Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	75%	91%	81%
• they like being at their school* (S2036)	75%	91%	79%
• they feel safe at their school* (S2037)	88%	91%	91%
• their teachers motivate them to learn* (S2038)	79%	95%	88%
• their teachers expect them to do their best* (S2039)	91%	95%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	86%	84%
• teachers treat students fairly at their school* (S2041)	75%	95%	78%
• they can talk to their teachers about their concerns* (S2042)	79%	82%	77%
• their school takes students' opinions seriously* (S2043)	78%	82%	75%
• student behaviour is well managed at their school* (S2044)	65%	77%	69%
• their school looks for ways to improve* (S2045)	74%	95%	81%
• their school is well maintained* (S2046)	83%	91%	94%
• their school gives them opportunities to do interesting things* (S2047)	61%	86%	88%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	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)	100%	100%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	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)	89%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	95%	94%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	100%	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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	2	1	1
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	106,611	109,791	75,287
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	14	11	0
Full-time equivalents	12	6	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	12
Diploma	1
Certificate	

\*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 2018 were \$17692.35.

The major professional development initiatives are as follows:

- Co-planning the Australian Curriculum
- The Big 6
- Leading Learning Collaborative
- Beginning teachers mentoring and development programs
- Speech language programs
- PBL
- Vocabulary programs
- Planning for the teaching of reading
- Moderation

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	94%	91%
Attendance rate for Indigenous** students at this school	DW		

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	88%
Year 1	94%	95%	90%
Year 2	94%	95%	92%
Year 3	91%	94%	86%
Year 4	93%	94%	92%
Year 5	93%	95%	96%
Year 6	96%	95%	91%

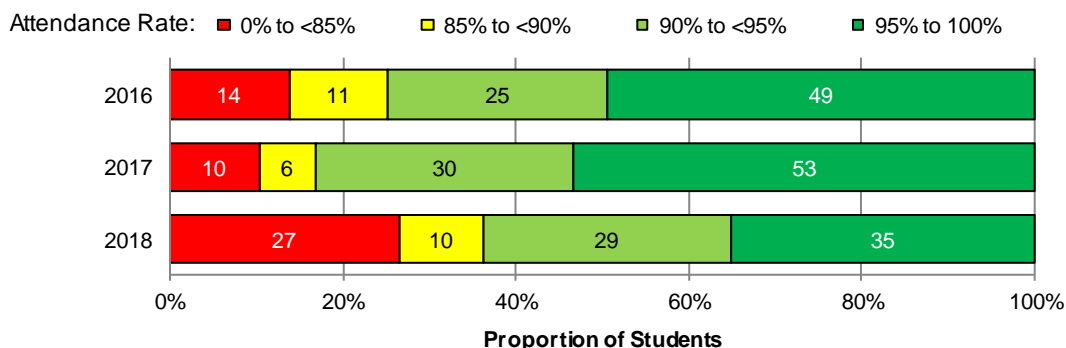
Year level	2016	2017	2018
Year 7	DW	95%	94%
Year 8	93%	70%	91%
Year 9		91%	74%
Year 10	82%		89%
Year 11			
Year 12			

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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 2018 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 NAPLAN tests are available via the [My School](#) website.

### **How to access our NAPLAN results**

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.