Quinalow Prep-10 State School
Queensland State School Reporting
2015 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 2015.

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 2015 and we intend to action in 2016.

School progress towards its goals in 2015

In Quinalow Prep-10 State School's 2015 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,
  -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 for 2016

		2016 to be ongoing	2017 to be reviewed and continued
Meeting our learners' needs	**Cater for student needs** - *Formailise QSS Learning Enhancement Strategy. This strategy incorporate the work of all support teachers (SWD, STLaN) & Teacher Aides into the year levels during the Priority Learning Areas (PLA) between the hours of 9:00am to 1:15pm* - *Continue to develop teachers' and teacher aides' skills in differentiating the curriculum. Design and implement adjustments for all the students in their classes* - *Purchase extra Speech Language Pathologist time to provide support in the implementation of 'S.T.R.I.V.E' (a framework to address the Tier 2 level vocabulary) and other identified SPL directed programs such as 'Read It Again'.*	2016 to be ongoing	2017 to be reviewed and continued
	Upper Two Bands - *Ensure a variety of processes are in place for the indentification of higher ability learners. (process to begin in Prep)* - *Implement strategies and programs to cater for ability levels and provide optimal learning experience for high ability students.* - *Embed differentiation strategies across all year levels using evidenced based approaches and maximising extra support from Teacher Aides during PLA hours of 9:00am to 1:15pm* - *Develop a data strategy/tool for measuring progress of identified students – Investigate 'Hub of Evidence'.*	2016 to be ongoing	2017 to be reviewed and continued
	Develop and implement a NAPLAN strategy for 2016 - *Disseminate and implement the current interrogation of NAPLAN data 2015 (and ensure the data forms part of the induction for new staff)* - *Work with class teachers to design a learning strategy for all classes in Yr 3-9 which includes teaching and learning targeted to build stamina and independence, utilising STLaN, Teacher Aide time during PLA hours – 9:00am-1:15pm.* - *Montior students in 2/4/6/8 ensuring students at risk of not achieving to potential either NMSor U2B are identified, cater for and supported by the Support Teachers + teacher aides – PLA hours 9:00am – 1;15pm*	2016 to be ongoing	2017 to be reviewed and continued
Develop professional practice	**Literacy** - *Continue to embed a balanced reading program using QSS Reading Comprehension Program based on Sheena Cameron Reading Comprehension Strategies. Ensure the five aspects of reading (fluency, broad and deep vocabulary, active comprehension strategies, text and textual features, knowledge of the world) are explicitly addressed in every classroom.* - *Implement and embed a balanced writing program in every classroom (Sheena Cameron & Louise Dempsey Writing Strategies).* - *Analysis writing data (NAPLAN) using this data in planning – refer to Tania Leach writing workshop (2015).* - *Continue to embed ICT in all classes to support literacy development and differentiated learning in all classrooms. Provide PD in robotics, patterning and coding (STEM intiative).*	2016 to be ongoing	2017 to be reviewed and updated
	Numeracy - *Build teacher capacity to recognise and remediate key misconceptions through numeracy rich routines.* - *Continue to embed numeracy rich routines in every classrooms, particularly those that address key aspects of number as identified through NAPLAN and internal data sources i.e. Number Facts Program, NCR Diagnostic Numeracy Tasks.* - *Ensure a range and balance of assessment tools are being used to support quality teaching and reporting (e.g. diagnostic, formative and summative).* - *Continue to embed ICT in all classes to support numeracy development and differentiated learning in all areas.*	2016 to be ongoing	2017 to be reviewed and updated
	Reveiew and develop Curriculum/Pedagogical Framework - *Continue to develop and enhanced curriculum/pedagogical framework that represents the pedagogies in use across the school.* - *Continue to develop teacher capacity in recognising and using appropriate pedogises to match student needs and preferences.*	2016 to be ongoing	2017 to be reviewed and updated
Develop professional and community engagement	**Review and further implement Developing Performance Framework** - *Continue to embed the DPF with all staff (teaching and non teaching, ensuring alignment to school priorities and individual needs.* - *Using coaching, feedback, classroom visits and learning communities to improve teaching practices.*	2016 to be ongoing	2017 to be reviewed and updated
	Review and further develop our professional learning culture - *Develop a coaching strategy through PD for all staff including Principal. Ensuring appropriate release time for coaches, facilitating time and space for coaching relationships, disseminating key messages and evaluating progress.* - *Investigating training programs for coaches – new in 2016* - *Engage in the Leadership Team in quality development, professional sharing, skills development in key areas of curriculum, leadership strategy, coaching and team development* - *Continues to implement processes for improving and monitoring the personal wellbeing of all staff.* - *Teir 2 of full documentation and implementation of Positive Behaviour for Learning Program. Develop greater consistency within and between classrooms of PBL, leading to improved attitudes to school survey data. Common language develope, documented and owned by the school community re behaviour /expectations/rules. Enhanced student reward system. Monitoring/recording processes of student behaviour to be developed.*	2016 to be ongoing	2017 to be reviewed and updated
	Continue with parent and community engagement strategy - *Continue to 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 achievements* - *Provide programs and opportunities for parents to build their capacity to support their child/ren's learning* - *Use multiple communication channels to communiticatie with parents e.g. email, telephone, web portal, letters, QParents, school sign, newsletter, open days/sessions.*	2016 to be ongoing	2017 to be reviewed and updated

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	60	27	33	3	92%
2014	76	39	37	3	92%
2015	87	46	41	6	88%

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.

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. Secondary classes are small single year classes.

After completing Year 10 the majority of our students continue their senior studies at Dalby State High School or Oakey 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

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	9	11	13
Year 4 – Year 7 Primary	13	9	17
Year 7 Secondary – Year 10	2	5	6
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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	0	2	11
Long Suspensions - 6 to 20 days	0	1	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.

Curriculum delivery

Our distinctive curriculum offerings
Prep Transition Program: This is held in Term 4. The Maclagan Kindy students are invited to attend 5 days over 10 week term. The pre- preps access a variety of Literacy, Numeracy, Science and PE lessons. The students experience bus travel on some of the days. This program is highly successful for transitioning from kindy to primary school.

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 2015; this was to update the computer lab in A Block. 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 4 in rotational activities in literacy and numeracy lessons.

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.
In 2015, Quinalow introduced Postive Behaviours of Learning (Teir 1). All students know our four expectations. Be Safe, Be Respectful, Be Responsible and Be a Learner. They have been taught the expected behaviours attached to each expectations 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:	*2013*	*2014*	*2015*
their child is getting a good education at school (S2016)	73%	58%	75%
this is a good school (S2035)	80%	75%	75%
their child likes being at this school (S2001)	96%	75%	78%
their child feels safe at this school (S2002)	100%	67%	78%
their child's learning needs are being met at this school (S2003)	68%	50%	67%
their child is making good progress at this school (S2004)	77%	58%	67%
teachers at this school expect their child to do his or her best (S2005)	78%	67%	67%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	73%	50%	67%
teachers at this school motivate their child to learn (S2007)	77%	50%	67%
teachers at this school treat students fairly (S2008)	76%	58%	44%
they can talk to their child's teachers about their concerns (S2009)	86%	67%	78%
this school works with them to support their child's learning (S2010)	71%	67%	67%
this school takes parents' opinions seriously (S2011)	52%	50%	44%
student behaviour is well managed at this school (S2012)	62%	42%	33%
this school looks for ways to improve (S2013)	68%	58%	67%
this school is well maintained (S2014)	86%	83%	78%

Performance measure			
Percentage of students who agree# that:	*2013*	*2014*	*2015*
they are getting a good education at school (S2048)	73%	95%	70%
they like being at their school (S2036)	69%	86%	70%
they feel safe at their school (S2037)	85%	89%	76%
their teachers motivate them to learn (S2038)	73%	95%	85%
their teachers expect them to do their best (S2039)	88%	100%	81%
their teachers provide them with useful feedback about their school work (S2040)	85%	89%	89%
teachers treat students fairly at their school (S2041)	65%	86%	65%
they can talk to their teachers about their concerns (S2042)	61%	81%	62%
their school takes students' opinions seriously (S2043)	76%	78%	58%
student behaviour is well managed at their school (S2044)	58%	71%	37%
their school looks for ways to improve (S2045)	85%	95%	63%
their school is well maintained (S2046)	92%	94%	69%
their school gives them opportunities to do interesting things (S2047)	76%	89%	63%

Performance measure			
Percentage of school staff who agree# that:	*2013*	*2014*	*2015*
they enjoy working at their school (S2069)	100%	81%	92%
they feel that their school is a safe place in which to work (S2070)	95%	95%	100%
they receive useful feedback about their work at their school (S2071)	91%	76%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	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%	95%	100%
student behaviour is well managed at their school (S2074)	91%	71%	77%
staff are well supported at their school (S2075)	86%	71%	85%
their school takes staff opinions seriously (S2076)	90%	71%	83%
their school looks for ways to improve (S2077)	100%	71%	92%
their school is well maintained (S2078)	100%	95%	92%
their school gives them opportunities to do interesting things (S2079)	90%	81%	92%

 # '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 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

Consultative Process at Quinalow Prep-10 State School
Principal
Leadership Team
Local Consultative Committee (L.C.C)
Staff Meeting
P&C Meeting
Newsletter/Website

Queensland
Government

Reducing the school's environmental footprint

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

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	99,761	0
2013-2014	100,572	0
2014-2015	83,178	

*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

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	12	0
Full-time equivalents	11	7	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**
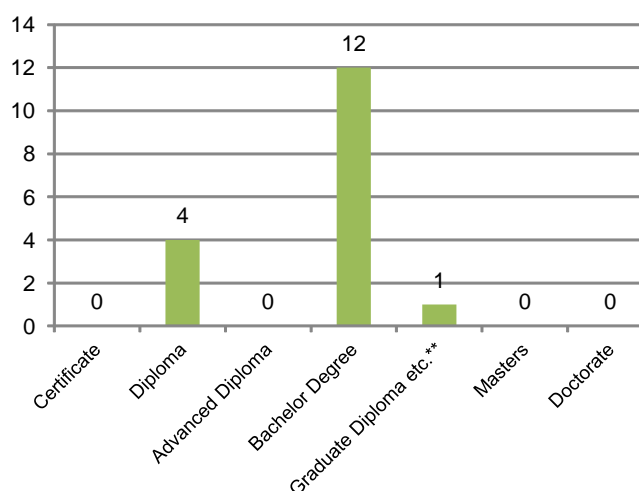
*Teaching staff includes School Leaders

**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 2015 were **$18 846.***

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*
- *Cluster Meetings*
- *Specialist Teachers' PD: LOTE conferences, STLaN workshops*
- *PBL Training*
- *PM Summitt Workshop*
- *One school Training*
- *Magic 100 Words Workshop*
- *Finance Training*
- *Growth Coaching*
- *Coaching Accrediation Phase 1-3*
- *Practical Resistence*
- *Mentoring Beginning Teachers*
- *Customer Invoicing, Reciepting through to Bank Lodgement Workshop*
- *Managing assets and electrical inspections*
- *Facilities Maintenance Workshop*
- *QCE workshops*
- *MAP (Maximising Achievement Program) Meetings (Dr Stebbins)*
- *Principal Business Meeting*
- *Observation and Feedback*
- *Core 4 Module (Numeracy)*
- *2x Corporate Training*
- *Cleaners Training*
- *Chemical Accrediation, Chemical Spray Book*
- *Bronze medallion*
- *Developing an Effective Writing Programme (Sheena Cameron & Louise Dempsey)*
- *Dyslexia and Reading Perceptuals Difficulites*
- *Peer Reveiw Training*
- *CPR*

*The proportion of the teaching staff involved in professional development activities during 2015 was **100**%.*

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	*96%*	*97%*	*96%*

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 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

Where it says *'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	92%	89%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.
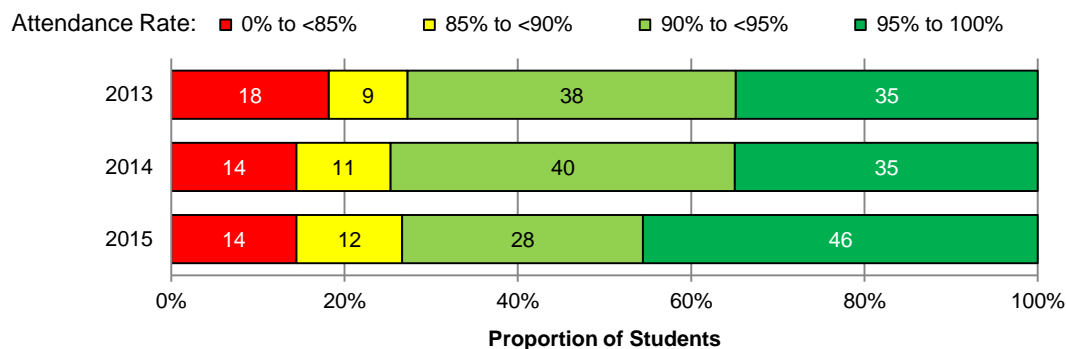
Student attendance rate for each year level (shown as a percentage)

	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
2013	95%	91%	91%	94%	92%	94%	81%	89%	88%	80%	DW		
2014	92%	93%	87%	97%	95%	93%	95%	91%	88%	95%	79%		
2015	93%	94%	94%	94%	96%	95%	87%	90%	DW	85%	88%		

*From 2013, the-methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85%　■ 85% to <90%　■ 90% to <95%　■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	18	9	38	35
2014	14	11	40	35
2015	14	12	28	46

Proportion of Students

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.

Quinalow Prep-10 State School Attendance Policy states:
- *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.

Find a school

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

*Where it says **'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.*