



Keppel Sands 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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Contact Person:	Principal

## School Overview

Nestled away in a lovely coastal township, on the Capricorn Coast in Central Queensland is Keppel Sands State School, established in 1903. Built upon a culture of positive relationships and high expectations, Keppel Sands State School enacts its school vision of "Inspiring Successful, Proud and Confident Learners." Students from Prep to Year Six proudly attend our school where they are engaged in learning with a strong emphasis on 21<sup>st</sup> century pedagogy to prepare our students for their futures. Making technologies integral to our learnings is a key foundation of the school and students learn, through engaging a variety of technologies on a daily basis.

The school values each child's individuality and caters to the needs of each, offering extension or support as required. We value Respect, Responsibility and Safety. Our motto is, active learners for tomorrow. Our strong use of data to inform differentiated teaching and Explicit Improvement Agenda, with rigorous targets, along with annual Implementation Plan gives us our guiding direction, whilst this strategic plan gives us longer term directions.

The close family atmosphere of the school allows the students to appreciate the development of the younger students and the role models set by the older students. The school has a strong focus on environmental studies and investigate solutions to world problems. Currently, students are studying our local area, 'The Great Barrier Reef' and designing and creating a variety of ways to solve the five threats to our Reef.

## Principal's Forward

### Introduction

The following report provides an overview of our school in the 2016 school year. It outlines information about our school, curriculum, achievements and community. This report will be available via our school website [www.keppsandss.eq.edu.au](http://www.keppsandss.eq.edu.au), upon request for a hard copy and displayed in our school office.

#### School Progress towards its goals in 2016

Key Priorities	2016 Achievement
Reading	<ul style="list-style-type: none"><li>▪ Staff attended professional development at Cluster event to embed Guided Reading into the school (based on John Munroe's research).</li><li>▪ I4S funds supported additional support for identified students, literacy improvement and professional development of staff in literacy.</li><li>▪ CAFÉ model was established by staff and students at Keppel Sands and is used as a framework for establishing student goals.</li><li>▪ Reading Eggs subscription purchased to support reading program</li><li>▪ Individual Improvement Plans written from CQ3S utilizing Scootle online learning object.</li></ul>
Numeracy	<ul style="list-style-type: none"><li>▪ Individual Improvement Plans written from CQ3S utilizing Scootle online learning</li></ul>

	<p>object.</p> <ul style="list-style-type: none"> <li>▪ Students in grades 4 – 6 participated in Impact to improve numeracy.</li> <li>▪ Reflex subscription Grant utilized to improve fact fluency.</li> <li>▪ Introduced Problem Solving Strategies</li> </ul>
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### Future Outlook

Curriculum	<ul style="list-style-type: none"> <li>▪ Collaboratively document a whole school curriculum, assessment and reporting framework.</li> <li>▪ Curriculum to map Australian Curriculum</li> <li>▪ Ensure framework reflects DET's policies</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>▪ Align units of work across the school.</li> <li>▪ Develop Interactive flipcharts that engage students.</li> <li>▪ Student hands on pack</li> </ul>
Reef	<ul style="list-style-type: none"> <li>▪ Commence local context curriculum with a focus on Technology and solving world problems.</li> </ul>
Wellbeing	<ul style="list-style-type: none"> <li>▪ Staff to participate in Wellbeing professional development.</li> <li>▪ Implement student wellbeing program.</li> </ul>

# 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 2016:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	24	14	10	10	75%
<b>2015*</b>	19	8	11	6	77%
<b>2016</b>	19	11	8	5	95%

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 student body consists of students from within the Keppel Sands township and the nearby Joskeleigh seaside community. Keppel Sands sits an equal 40km distance east of Rockhampton and south of Yeppoon. Students of Keppel Sands work together in a P-6 multi-age learning environment.

Teachers provided PE, Music and support programs. Intervention, Learning Support and Extension programs are provided to cater for students with Special Needs. Gifted students are identified and challenged. Japanese is the language taught at the school. The school has a rich appreciation of Aboriginal and South Sea Islander culture. The traditional owners are the Dharumbul people.

### 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	19	19	18
Year 4 – Year 7			
Year 8 – Year 10			
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

Keppel Sands Curriculum is highly structured within disciplined classroom practices. Students work in small groups, at their level to ensure that each student learns to their potential. Distinctive and rigorous internal monitoring processes are in place to evaluate student achievement and success.

- Australian Curriculum is our core curriculum
- Core focus curriculum is English, Maths, and Science. Other Learning Areas include History, Geography, HPE, The Arts, Technologies and Japanese.
- Blocks of curriculum delivery for English and Maths is timetabled for morning and middle sessions
- Structured routines build familiarity for students to embed expectations in their learning and stability in behaviours
- National time curriculum delivery allocations are met
- Whole school focus in school improvement focus – literacy and numeracy
- EVERY staff member knows EVERY student
- Early identification and intervention processes for any student requiring support
- Differentiation in learning is consistent across classes
- Chaplaincy and Religious Instruction programs

## Co-curricular Activities

- Anzac Day
- Remembrance Day
- Under 8's Day
- School Leadership Opportunities
- End of Year Annual Play
- Pre-Prep Transition Program
- Swimming Lessons Term 4
- Gala Days with small schools cluster across year

## How Information and Communication Technologies are used to Assist Learning

In 2016 Keppel Sands State School made some significant progress towards ensuring its students are active and adept at using ICT's. An Activ Panel and Activ Table were purchased for the lower school. The activpanel replaced the last blackboard at the school. An Apple Mac was purchased with assistance from our P&C to enable management of our ipads and use of Mac programs.

Staff commenced using interactive flipcharts to engage students with curriculum. Students continue to effectively use the virtual classroom.

Additional to this we purchased five Lego Mindstorms EV3 kits and an OSMO kit. Students use this equipment to engage in coding. We routinely utilise computers and Apple Ipads for assessment tasks, learning activities, extension, learning support, research, teaching and instruction. The use of ICT's has been embedded into our practice as teachers and students are familiar with their use and benefit from the modern approach to education.

## Social Climate

### Overview

Keppel Sands State School provides a safe, active environment in which its students can develop and learn. The close knit nature of the school ensures that a personalised approach to education and social skills is evident.

The school is supported by a small but active P&C association who are responsible for the fundraising for the school. Parents are supportive in their willingness to transport students and in their attendance at school activities.

The welfare of the students is not only the responsibility of the teaching staff but also of the chaplain whose primary responsibility is the students' emotional wellbeing.

Keppel Sands behaviour policy gives clear guidelines to characteristics that are acceptable at our school. The school's simple policy; Respectful, Responsible, Safe makes it easy to follow and results in the positive behaviour. In addition, the establishment of three key school values underpins our approach to behaviour management.

At Keppel Sands State School bullying in all its forms is not accepted and all members of the Keppel Sands School community accept their responsibility to promote positive relationships through role-modelling, education and positive actions. Keppel Sands State School and its associated community show a zero tolerance towards bullying. In addition, we also set a clear set of rules and focus strongly upon prevention through positive role modelling and the encouragement of shared responsible behaviour. Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for victims and perpetrators and/or sanctions or consequences consistent with the Responsible Behaviour Plan for Students.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	80%
this is a good school (S2035)	83%	67%	80%
their child likes being at this school* (S2001)	83%	100%	100%
their child feels safe at this school* (S2002)	83%	100%	100%
their child's learning needs are being met at this school* (S2003)	83%	67%	100%
their child is making good progress at this school* (S2004)	83%	100%	80%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	80%
teachers at this school motivate their child to learn* (S2007)	100%	100%	80%
teachers at this school treat students fairly* (S2008)	50%	100%	60%
they can talk to their child's teachers about their concerns* (S2009)	67%	100%	80%
this school works with them to support their child's learning* (S2010)	83%	100%	80%
this school takes parents' opinions seriously* (S2011)	83%	67%	100%
student behaviour is well managed at this school* (S2012)	67%	67%	60%
this school looks for ways to improve* (S2013)	83%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	80%	100%	100%
they like being at their school* (S2036)	100%	86%	100%
they feel safe at their school* (S2037)	100%	83%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	80%	86%	100%
their school takes students' opinions seriously* (S2043)	100%	86%	100%
student behaviour is well managed at their school* (S2044)	100%	86%	80%
their school looks for ways to improve* (S2045)	100%	86%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
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)	100%	100%	DW
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)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
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)	83%	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

At Keppel Sands, the small nature of the school means that school and parent relationships are crucial to the success of our students. In 2016 the school focused strongly on providing parents with a range of information and the offering of opportunities to engage in the school.

This was achieved through regular attendance by parents at the school, sending home distinctive school priorities and strategies, providing parents with resources to use with their children and through face to face and written correspondence.

The P&C was always heavily involved and very supportive of the school, offering what it could and supporting the school whenever possible.

The school hosts playgroup each week. Community members bring their children to playgroup to engage in a variety of activities.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

## 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	0	0	1
Long Suspensions – 6 to 20 days	0	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2012, the school was fitted with \$30,000 worth of solar panels to our classroom. In addition, a strong focus on power saving behaviour was initiated. The school also has utilised a worm farm to assist with minimizing wastage and using shredded paper to line our gardens.

Every effort has been made to instil good practices in the students and staff and to encourage responsibility and care when it comes to power and water usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	-3,209	229
2014-2015	5,159	
2015-2016	3,949	2,514

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	2	4	<5
Full-time Equivalents	2	2	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	2
Diploma	
Certificate	

\*Teaching staff includes School Leaders

\*\*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 2016 were \$6034.46

The major professional development initiatives are as follows:

- Austswim
- Jolly Phonics & Grammar
- Facilities Management
- Peer Review Training
- Maths COP
- Ipads
- Principal Induction
- Robotics
- CPR

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.	95%	98%	94%

#### 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).	93%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	85%	88%

\*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 Primary schools was 93%.

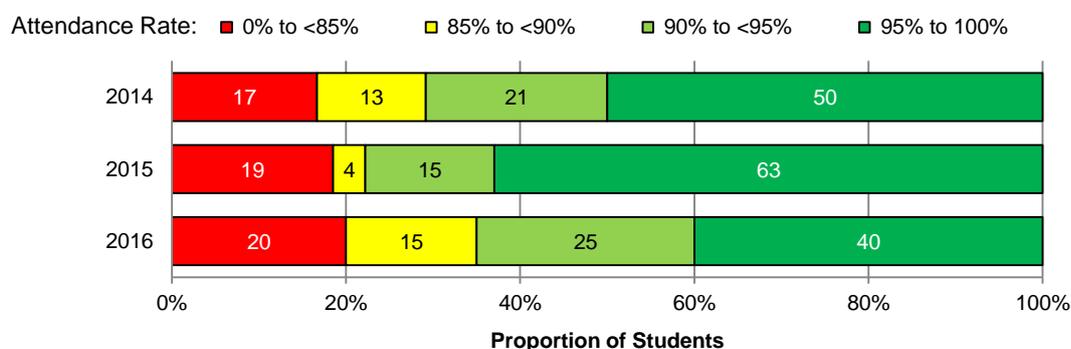
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	96%	96%	90%	93%	DW	97%	89%						
2015	97%	99%	88%	88%	93%	88%	93%						
2016	95%	90%	97%	90%	88%	96%	92%						

\*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.

A class roll is marked every morning and afternoon. If there is an unexplained absence, parents are contacted to ascertain the reason.

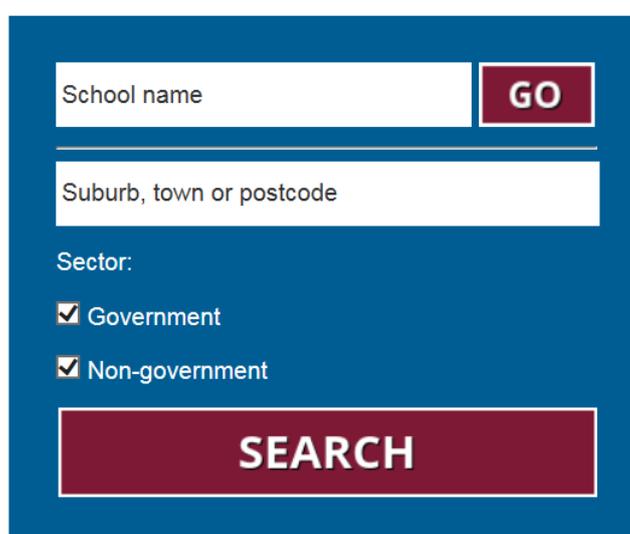
Keppel Sands operate a breakfast program on Fridays to encourage attendance. In addition to this we focus on a different sport each term through accessing Sporting Schools Grants to encourage students to attend school.

## 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.