

Keppel Sands State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

Nestled away in a lovely coastal township, on the Capricorn Coast in Central Queensland is Keppel Sands State School. Producing strong academic results and 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."

The following report depicts our school culture, student body composition, performance, initiatives and target indicators from 2013.

This report will be posted onto our school website at www.keppsandss.eq.edu.au. Alternatively a copy will be printed and will be located at our school office.

School progress towards its goals in 2013

In 2013, Keppel Sands State School implemented a firm agenda centred on Explicit Instruction and the improvement of Reading outcomes. Closely aligned to this, was a continued focus on data collection and analysis to underpin results and to assess the effectiveness of teaching practice and ultimately, the levels of student learning. Within this agenda, the school targeted its budget towards these cost centres to ensure that resourcing was sufficient and pedagogy was enhanced within these areas. This initiative was successful and will be continued and refined in 2014.

Closely affiliated with the aforementioned area, lies our push to improve NAPLAN results. An initiative to track student progress and target skill gaps commenced in 2013 with a focus to have the initiative in full swing and operating successfully with results in 2014. The progress made in 2013 was positive and has placed us in a strong position for NAPLAN in 2014.

A further initiative within the school involved distinct target setting and really building a culture within the school of high expectations. As such, every student was provided with a set of distinct targets and this document was also sent home. All students and parents were informed of the standards set for each student and we targeted our approach to meet these standards. Updates were sent home throughout the year to keep parents involved and the years end, we conducted an analysis to measure our success. This approach has led to the students being more accountable for their outcomes as well as our parents being involved in their children's learning.

Attendance was placed at the forefront of our school policy alongside correct uniforms. As a result, our school attendance reached its highest percentage in over several years reaching 92.2%. This push is again continuing into 2014 and results are expected to be even further improved. The correct wearing of school uniforms was also very successful and well supported by all parents and students.

Future outlook

In 2014 Keppel Sands has identified a number of priorities which will be focusing our efforts upon in keeping our school improvement agenda moving forward. These items are:

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- Targeting reading improvement
- Improvement within the 5 strands of NAPLAN
- Productive partnerships with parents and the community
- Student attendance to at least 93%
- High quality teaching practices – Embedding Australian Curriculum and Explicit Instruction
- Core priorities of English, Mathematics and Science

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	10	3	7	100%
2012	9	3	6	75%
2013	15	7	8	83%

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

Characteristics of the student body:

Keppel Sands State School student body is generally stable with an element of transience evident. Our school population has a strong percentage of students of Aboriginal/Torres Strait Island and/or South Sea Island background. All of our students live within the Keppel Sands township or the nearby Joskeleigh locality.

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	9	11	14
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	0	0	2
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings include:

- Structured and disciplined classroom practices and activities based around explicit teaching
- Differentiation of practice, due to the multi-age setting of the classroom to ensure that each student can learn to their potential
- Distinctive and rigorous internal monitoring process to evaluate student achievement and success
- A focus and connectedness with the Great Barrier Reef and ocean theme due to the schools' close proximity to the beach

Extra curricula activities

Students gathering and networking with other nearby small schools to participate in school sports days, shared learning days and excursions

A joint program with the Rockhampton Regional Council and Great Barrier Reef Marine Park Association – propagating, planting and preserving the vegetation in and around Keppel Sands

Other Extra Curricula Activities include:

- Anzac Day
- NAIDOC day
- Under 8's Day
- School Leadership Program.
- End of Year Concert

How Information and Communication Technologies are used to assist learning

In 2013 Keppel Sands State School made some significant progress towards ensuring its students are active and adept at using ICT's. The school has updated all of its relevant software, purchased an interactive teaching slate, a real time camera and new Interactive Whiteboard software to enhance teaching practice.

The school current has a ratio of 1.4 students: 1 computer.

We routinely utilise computers and Apple I pads 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

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. Our school has been built upon three pillars closely tied into our school vision. Our three school values are 'Success, Pride and Confidence.'

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. Our school chaplain provides pastoral care for all our students and is an active participant in all school functions and activities.

Keppel Sands behaviour policy gives clear guidelines to characteristics that are acceptable at our school. The school has three simple rules which are "Safe, Responsible and Respectful."

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 it's 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.

Our school at a glance

Parent, student and staff satisfaction with the school

In 2013, Keppel Sands State School continued on with its very good results from the School Opinion Survey. Parents, staff and students reflected a strong sense of satisfaction with the school, with 100% satisfaction being evident across a number of areas.

Parent satisfaction in the area of "Their child is getting a good education at school" reached 100% in 2013.

Very high staff satisfaction has also continued. Student data cannot be reported on due to the fact that student numbers are minimal and may be a breach of the relevant privacy act. It can be stated though that our students are very positive about the school and are very keen to be at school as much as possible.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	83%	100%
this is a good school (S2035)	100%	90%
their child likes being at this school* (S2001)	83%	90%
their child feels safe at this school* (S2002)	100%	90%
their child's learning needs are being met at this school* (S2003)	83%	100%
their child is making good progress at this school* (S2004)	83%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%
teachers at this school treat students fairly* (S2008)	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%
student behaviour is well managed at this school* (S2012)	83%	100%
this school looks for ways to improve* (S2013)	100%	90%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	DW	DW
they like being at their school* (S2036)	DW	DW
they feel safe at their school* (S2037)	DW	DW
their teachers motivate them to learn* (S2038)	DW	DW
their teachers expect them to do their best* (S2039)	DW	DW
their teachers provide them with useful feedback about their school work* (S2040)	DW	DW
teachers treat students fairly at their school* (S2041)	DW	DW
they can talk to their teachers about their concerns* (S2042)	DW	DW

Our school at a glance

their school takes students' opinions seriously* (S2043)	DW	DW
student behaviour is well managed at their school* (S2044)	DW	DW
their school looks for ways to improve* (S2045)	DW	DW
their school is well maintained* (S2046)	DW	DW
their school gives them opportunities to do interesting things* (S2047)	DW	DW

Performance measure

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

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

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

At Keppel Sands, the small nature of the school means that school and parent relationships are crucial to the success of our students. In 2013 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, open door policies in the classrooms, sending home distinctive school priorities and strategies, providing parents with resources to use with their children and through regular face to face and written correspondence. Also closely associated with this, was an up skilling of parents to ensure that continuity between home and school was evident and clear.

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

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 2013, a strong focus on power saving behaviour was initiated. The school also has also continually utilised their 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	
	Electricity kWh	Water kL
2010-2011	10,993	179
2011-2012	20,054	320
2012-2013	11,438	284

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

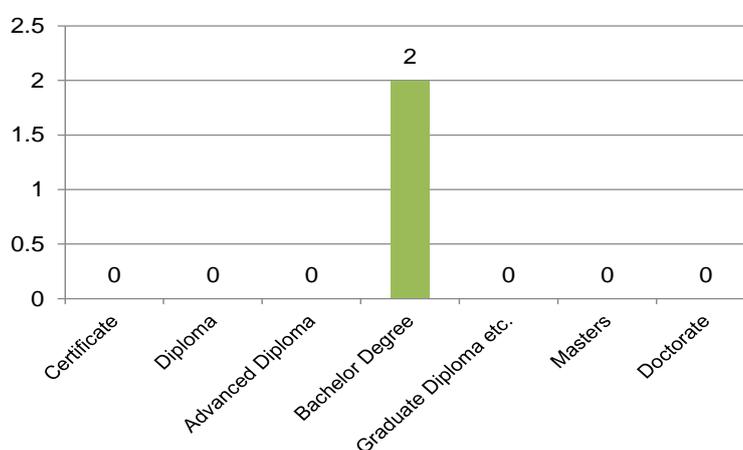
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.	0
Masters	0
Doctorate	0
Total	2



* 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 2013 were \$ 6352.98

The major professional development initiatives are as follows:

- Explicit Instruction
- Reading and writing
- Understanding student with dyslexia
- Teaching children with Autism

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance

2011

2012

2013

Our staff profile

Staff attendance for permanent and temporary staff and school leaders.

98%

98%

92%

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 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school'** text box.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	94%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

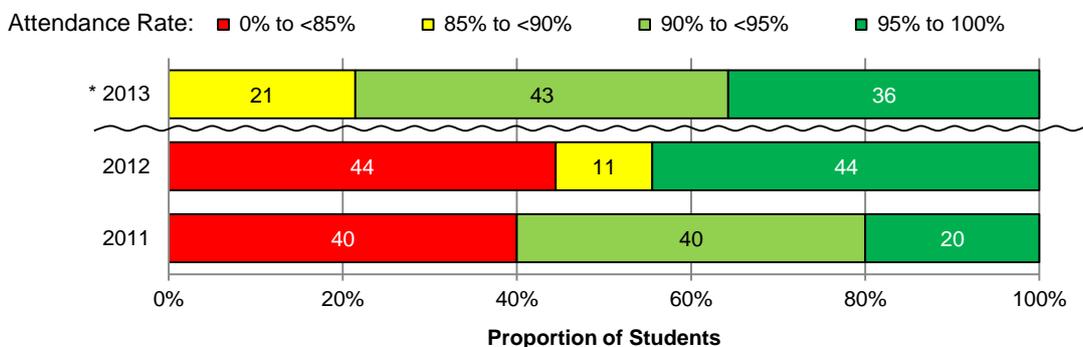
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	88%	87%				86%	DW					
2012	DW	98%	90%				DW					
2013	92%	93%	DW	95%	DW							

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

A key strategy initiated in 2013, was placing the onus upon parents as being responsible and accountable for sending their children to school and pushing home information around. With this, was our continuation of our school initiative whereby the student/s with the highest attendance percentage is presented with a perpetual award at the end of year school concert. 2013 was the first year of this award.

In addition parents were also provided with information and statistics relating to student absenteeism and its effect on learning.

In the case of repeated non-attendance, the school contacts parents personally to address the reasons for the repeated non-attendance and organises to meet with that parent to seek out a solution. Should the issue still not be resolved the school follows all DETE policies – this may include a range of actions from formal letters to parents to notifying Department of Communities (Child Safety) regarding the issue.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Keppel Sands State School has had a small number of indigenous students. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small number of Indigenous students across the school, comments regarding student attendance also cannot be made. However, Indigenous perspectives are taught in all year levels, across all learning areas.