

Keppel Sands State School

Queensland State School Reporting

2014 School Annual Report



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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 Proud, Confident and Successful learners."

We are incredibly proud of our past achievements, our progression towards identified goals, and our daily commitment to seeing every child, every day becoming active learners. Our dedicated, talented and caring staff are passionate about providing the very best teaching and learning programs and opportunities for students.

This report outlines the progress we have made in improvement and achievement at Keppel Sands State School during 2014. It includes data from systemic sources including School Opinion Surveys and NAPLAN. Comments on progress towards goals and targets are also included.

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.

Yours in Education

Louise Parry
(Principal)

School progress towards its goals in 2014

In 2014, Keppel Sands State School implemented a firm agenda centred around Explicit Instruction and the improvement of Reading outcomes.

High quality teaching practices explicit instruction

In 2014, regular classroom modelled Explicit Instruction lessons took place and included a formalised evaluation/observation on a number of occasions throughout each term. Also, collegial processes were put place to allow for teachers receive professional development focused on Explicit Instruction steering teachers to develop their own performance as a result.

Utilising Student Data to inform Teaching, Learning, Intervention, Feedback and Goal Setting.

A five week data collection cycle in our improvement priorities (reading) was used to develop individual student learning goals and focus for teacher program development. Regular meetings with teachers utilising data in progressing students in their learning. 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.

Productive partnerships with school community stakeholders

In order to target partnerships with the school community, Keppel Sands State School published performance data regularly, to promote achievements from within the school.

Key support personnel, including behaviour teachers, AVT's, Chaplains and Gifted and Talented support personnel were utilised to ensure equitable achievements from students.

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 2015.

Future outlook

Student improvement in NAPLAN

Goal 1 50% students achieving the upper two bands

Conducting NAPLAN tests at the start of the year and identify skills gaps within all 5 areas. Use data to form individual learning goals to bridge skill gaps

Explicit teaching of daily reading during English Blocks

Goal 2 - 30% students reading at A or B standard

Quality teaching utilizing John Munro and AITSL teaching standards

Utilising the John Munro framework and teaching strategies to build schools reading data and comprehension.

Goal 3 All staff feeling confident to deliver explicit teaching of reading

Productive Partnerships with school community stakeholders

Engaging the community in celebrating learning successes through newsletters, P&C Meetings and Parent Workshops.

Targeted approach to improve student attendance

Student attendance to reach 93% by the end of 2015

Weekly attendance tracking

Daily Breakfast Program

Weekly 100% attendance awards

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	9	3	6	75%
2013	15	7	8	83%
2014	24	14	10	75%

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

Characteristics of the student body:

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-7 multi-age learning environment.

Teachers provided PE, Music and support programs. Intervention, Learning Support and Extension programs were provided to cater for students with Special Needs. Gifted students were 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. Approximately forty percent of the student population identify as Indigenous.

There is some transience within the population over any one particular year.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 6	11	14	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	0	<5	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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

Extra curricula activities include:

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
- Chappy's Day
- Pre-Prep Transition Program
- Swimming Lessons Term 4

How Information and Communication Technologies are used to assist learning

In 2014 Keppel Sands State School made some significant progress towards ensuring its students are active and adept at using ICT's. Purchases were made in the areas of a new Interactive Whiteboard for enhancing teaching and learning experiences. Also approximately 50% of all the schools computers were updated.

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.

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'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 with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	83%	100%	100%
this is a good school (S2035)	100%	90%	83%
their child likes being at this school* (S2001)	83%	90%	83%
their child feels safe at this school* (S2002)	100%	90%	83%
their child's learning needs are being met at this school* (S2003)	83%	100%	83%
their child is making good progress at this school* (S2004)	83%	100%	83%
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%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	83%	100%	50%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	67%
this school works with them to support their child's learning* (S2010)	100%	100%	83%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school takes parents' opinions seriously* (S2011)	100%	100%	83%
student behaviour is well managed at this school* (S2012)	83%	100%	67%
this school looks for ways to improve* (S2013)	100%	90%	83%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	DW	DW	80%
they like being at their school* (S2036)	DW	DW	100%
they feel safe at their school* (S2037)	DW	DW	100%
their teachers motivate them to learn* (S2038)	DW	DW	100%
their teachers expect them to do their best* (S2039)	DW	DW	100%
their teachers provide them with useful feedback about their school work* (S2040)	DW	DW	100%
teachers treat students fairly at their school* (S2041)	DW	DW	100%
they can talk to their teachers about their concerns* (S2042)	DW	DW	80%
their school takes students' opinions seriously* (S2043)	DW	DW	100%
student behaviour is well managed at their school* (S2044)	DW	DW	100%
their school looks for ways to improve* (S2045)	DW	DW	100%
their school is well maintained* (S2046)	DW	DW	100%
their school gives them opportunities to do interesting things* (S2047)	DW	DW	100%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	83%

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

'Agree' represents the 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.

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 2014 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.

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 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	20,054	320
2012-2013	11,438	284
2013-2014	-3,209	229

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.

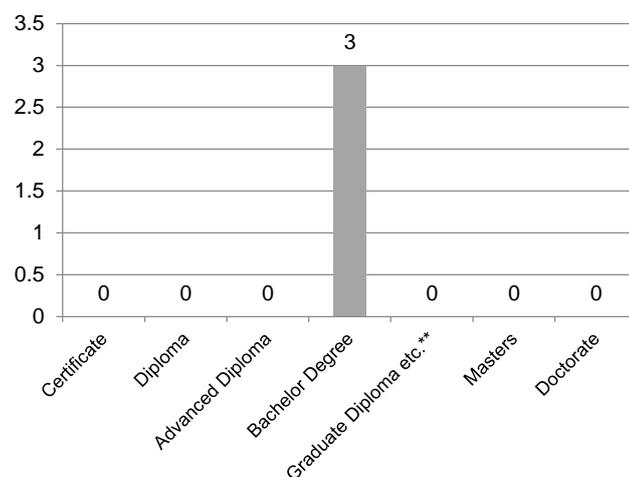
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	4	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
Total	3



*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 2014 were \$10921.90

The major professional development initiatives are as follows:

- Mentoring
- Explicit Instruction
- Reading Professional Development

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	92%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 34% of staff was retained by the school for the entire 2014 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/>.

Australian Government recurrent funding	23,066	1,538
State/territory government recurrent funding	304,754	20,317
Fees, charges and parent contributions	505	34
Other private sources	3,615	241
Total gross income (excluding income from government capital grants)	331,940	22,129
Less deductions	0	0
Total net recurrent income	331,940	

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 webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

Because of low numbers the data has been withheld, however several strategies have been in place to lift data resulting in an above the Queensland Primary Schools target.

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	94%	93%

The overall attendance rate in 2014 for all Queensland 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
2012	DW	98%	90%				DW					
2013	92%	93%	DW	95%	DW							
2014	DW											

DW = Data withheld to ensure confidentiality.

Student attendance distribution

Due to low cohort numbers, the distribution numbers have been withheld. However, over the past 3 years there has been a reduction in student absences. The over 90% attendance range has increased steadily. Increases in attendance are reflected in distribution numbers since 2012.

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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 2012, (continued through 2013 and 2014) is the constant re-iteration that ‘Every Day Counts.’ Tied in with this, is the new school initiative whereby the student/s with the highest attendance percentage is presented with a perpetual award at the end of year school concert.

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/>.

Due to low cohort numbers, the distribution numbers have been withheld. Trends in Year 3 over the last few years have shown a significant increase. Year 3 data is significantly over the National Minimum Stands across all 5 areas in NAPLAN. The Year 5 cohorts have demonstrated results significantly above National Minimum standard in Reading, Spelling, Grammar and Punctuation and Numeracy in 2013 and 2014.

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

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 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

Closing the Gap is a national strategy that focuses upon improved life outcomes for Indigenous people. In Education, noticeable gaps exist between Indigenous and non-Indigenous students in the areas of attendance, achievement and retention. Through focused strategies, schools work to close the gap in these key areas and support Indigenous students to achieve improved school outcomes and better life prospects.

Data withheld due to low school numbers

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.