

Keppel Sands State School

Queensland State School Reporting

2015 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."

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 2015. 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

Moira Mackenzie

(Principal)

School progress towards its goals in 2015

In 2015, 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 2015, 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, individual Action Plans were created from analysed data and made available to individual students and parents through accessing individual wikis located withing a Virtual Classroom.

Key support personnel, including behaviour teachers, AVT's, a Chaplain 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 2016.

Future outlook

READING

Increase MSS & U2B NAPLAN data in Year 5. Ensure every student is succeeding in becoming an independent reader. Develop school wide documented approach teaching of reading including strategies, phonics and phonemes, spelling and vocabulary.

Success will be evidenced through NAPLAN data, PM Benchmarking data and a documented whole school program for the teaching of reading.

NUMERACY

Increase MSS & U2B NAPLAN data in Year 5. Ensure every student has math fluency in addition (P – 6) & multiplication (3 – 6). Develop school wide approach to mental computation strategies and problem solving strategies.

Success will be evidenced through NAPLAN data and online mathematical programs, Mathletics and Reflex data. In addition to this a whole school documented mathematics program including a whole school approach to mental computation strategies and problem solving strategies will indicate success.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	15	7	8	2	83%
2014	24	14	10	10	75%
2015	19	8	11	6	77%

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 2015, 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:

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. 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		
	2013	2014	2015
Prep – Year 3	14	19	10
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

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

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.

Extra curricula activities

- Anzac Day
- Remembrance Day
- NAIDOC day
- Under 8's Day
- School Leadership Program
- End of Year Concert
- Pre-Prep Transition Program
- Swimming Lessons Term 4
- Science Gala Day

How Information and Communication Technologies are used to improve learning

In 2015 Keppel Sands State School made some significant progress towards ensuring its students are active and adept at using ICT's. Additional workstations and one laptop was purchased to update computers. In addition to this several new ipads were procured.

A Virtual Classroom was created in 2015, which houses all online content for our students. This can be accessed by students 24/7.

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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	90%	83%	67%
their child likes being at this school (S2001)	90%	83%	100%
their child feels safe at this school (S2002)	90%	83%	100%
their child's learning needs are being met at this school (S2003)	100%	83%	67%
their child is making good progress at this school (S2004)	100%	83%	100%
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)	100%	50%	100%
they can talk to their child's teachers about their concerns (S2009)	100%	67%	100%
this school works with them to support their child's learning (S2010)	100%	83%	100%
this school takes parents' opinions seriously (S2011)	100%	83%	67%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
student behaviour is well managed at this school (S2012)	100%	67%	67%
this school looks for ways to improve (S2013)	90%	83%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	DW	80%	100%
they like being at their school (S2036)	DW	100%	86%
they feel safe at their school (S2037)	DW	100%	83%
their teachers motivate them to learn (S2038)	DW	100%	100%
their teachers expect them to do their best (S2039)	DW	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	DW	100%	100%
teachers treat students fairly at their school (S2041)	DW	100%	100%
they can talk to their teachers about their concerns (S2042)	DW	80%	86%
their school takes students' opinions seriously (S2043)	DW	100%	86%
student behaviour is well managed at their school (S2044)	DW	100%	86%
their school looks for ways to improve (S2045)	DW	100%	86%
their school is well maintained (S2046)	DW	100%	100%
their school gives them opportunities to do interesting things (S2047)	DW	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
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%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	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)	100%	83%	100%

'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 2015 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 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.

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

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
2012-2013	11,438	284
2013-2014	-3,209	229
2014-2015	5,159	

*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.

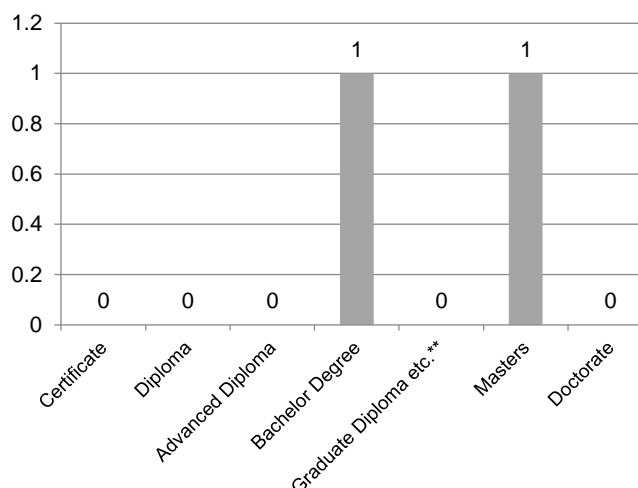
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	2	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	1
Graduate Diploma etc.**	0
Masters	1
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 2015 were \$ 6 375

The major professional development initiatives are as follows:

- Mentoring
- Explicit Instruction
- Reading Professional Development
- Leadership
- Feedback

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.	92%	95%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 70% 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

Sector:

Government

Non-government

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).	94%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	87%	85%

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 Primary schools was 93%.

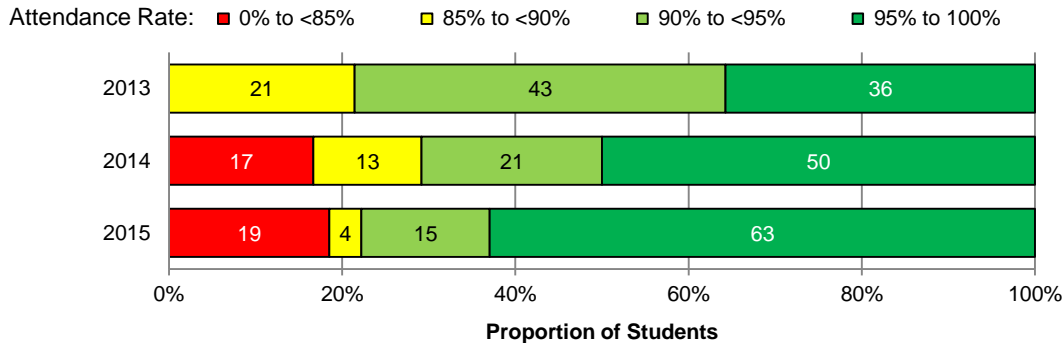
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	96%	92%	93%	DW	95%	DW							
2014	96%	96%	90%	93%	DW	97%	89%						
2015	97%	99%	88%	88%	93%	88%	93%						

*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.



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.

A key strategy initiated in 2012, (continued through to 2015) 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.

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.

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

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Non-government

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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.