

Dunwich State School  
Queensland State School Reporting  
2013 School Annual Report



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## Principal's foreword

### Introduction

At Dunwich State School we are very proud of the reputation we have for outstanding standards in academic, sporting and cultural pursuits. We continue to deliver high standards and expectations and a quality education to students on North Stradbroke Island.

Dunwich State School provides a high quality inclusive education that is relevant to the needs of the individual and engages and maintains student interest.

With the full implementation of the Australian Curriculum our teaching staff have shown commitment to planning and preparing thoroughly in order to actively engage students in all curriculum areas. Our motto is "One Voice – A Common Approach" and the teachers are dedicated to being a team that demystifies strategies for students by implementing common pedagogical approaches across the year levels.

Our students are provided with many opportunities to develop cultural awareness.

This Annual Report provides information about the school's activities, performance and achievements during 2013 year including:-

School Progress toward its goals

Future Outlook

School Profile

Characteristics of the student body

Curriculum Offerings

Extra-curricular Activities

How information and Communication Technologies are used to assist learning

Social Climate

Parent, student and teacher satisfaction with the school

# Queensland State School Reporting

## 2012 School Annual Report



Involving parents in their child's education

Our staff profile

Performance of our students

### School progress towards its goals in 2013

Our aim in 2013 was to continue our unrelenting focus on improving student academic outcomes in a safe and supportive environment. Individual student successes were reflected in their report cards with many students achieving their personal learning goals. As a school, our staff, parents and volunteers put in a tremendous effort to ensure our students had a range of opportunities to ensure that they reached their academic potential.

Our shared, explicit and focused improvement agenda, with specific attention to the core priorities of Literacy, Numeracy continued in 2013.

Progress in all strategic objective areas in 2013 was achieved.

A significant highlight of 2013 was the school's performance in the "Teaching and Learning Audit", undertaken in April during that year. This provided value information for the development of our school's Strategic Plan and it also clearly showed the improvement the school has been undertaking since the previous Audits. The school received the following commendation and affirmations which are directly quoted from the Audit Executive Summary.

#### Commendations:

Since the last audit there has been significant improvement in all eight domains. The sense of team and mantra of 'One Voice-A common Approach' has been integral in the school's progress.

- The Principal and other school leaders are driving an explicit and detailed local school improvement agenda. This agenda is rigorous and focused on linking with community, highlighting attendance, engagement and improving student learning outcomes.
- The school's explicit improvement agenda with a focus on literacy has been effective in narrowing and sharpening the whole school community's attention on core learning priorities.
- All staff members understand the importance of positive and caring relationships to successful learning. Staff members and the community are to be commended for the work undertaken in School Wide Positive Behaviour Support (SWPBS) and Kids Matter program.
- There are some outstanding teaching practices occurring at different junctures which can provide a platform for peer mentoring and coaching opportunities.
- The Embedding Aboriginal and Torres Strait Islanders in Schools' committee (EATSIPs) is actively collating a register of local Indigenous resources; including the expertise of parents and community members, to be embedded in Dunwich SS's curriculum."

#### Affirmations:

- Teachers expressed that they were open to observing each other teach and giving and receiving constructive feedback.
- The students and parents of Dunwich SS have a strong confidence in their teachers and a sense of pride in the school. The Principal is highly respected by Indigenous elders and the wider community.
- The Head of Curriculum's (HOC) current meeting structure, which has an emphasis on teacher planning and differentiation, is impacting positively on teacher morale and teaching performance.
- The significant work undertaken by the whole staff to focus on a school wide pedagogical framework has been undertaken in a very professional and collaborative manner.
- Teachers, support staff, teacher aides and parent helpers support students in differentiated reading groups. Data collection from these activities is specific and effective.
- The Dunwich Feedback Symbols are an effective metalanguage for teachers and students to discuss student effort and achievement.

# Queensland State School Reporting

## 2012 School Annual Report



### Future outlook

In 2013 Dunwich State School conducted a Quadrennial School Review and from that was developed a School Strategic Plan 2013-2017. The process identified the key directions and again in 2014 Dunwich State School is focused on a very explicit improvement agenda. The improvement agenda includes:

Continued implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography with a common approach to addressing the C2C resource.

To strengthen the teaching and learning from Prep – Year 6 by focusing on enhanced pedagogy in English (specifically Reading) and Numeracy. Particular focus on the explicit teaching, improved front ended and formative assessment, continued moderation of summative assessment and the sharing of best practice.

To have a clear focus on differentiation and to deliver a high quality teaching that is focused on the achievement of every student.

To build and maintain positive partnerships between students, staff, parents and wider community members through a well-being framework that supports a positive and inclusive learning environment and through the EATIPS Action Plan including involvement of local resources and traditions in the school.

To maintain a high quality skilled workforce with a focus on the continuous improvement of instruction leadership and building a culture of feedback in the school.

The Great Results Guarantee improvement targets for 2014 include:

- Increase the percentage of students results in English to “C or above” in Year 1; 2 and 3 from 63% to 83% by focusing on improving students reading standards.
- Increase the percentage of students in the NAPLAN upper two bands in reading from 38.5% to 44% for Year 3.
- Increase the percentage of students to the average range in Language Conventions in Prep from 69% to 90%.
- Develop a learning plan for students who are below the National Minimal Standard.

**Dunwich State is a great school that can only get better in 2014.**

## 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	179	91	88	92%
2012	151	74	77	85%
2013	138	65	73	94%

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

### Characteristics of the student body:

The school has a strong cultural heritage and many families have a long association with the school, with fifth and six generations enrolled. In 2013 50% of the student body is of Aboriginal and Torres Strait Islander descent. The schools population is identified in the low socio-economic category. School's ICSEA (Index of Community Socio-Educational Advantage) value is 896 (average value =1000). Census data reveals that 82% of our students fall into the bottom quarter and 10% in the top quarter, compared with the Australian distribution of 25% in each quartile.

### Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	21	22	20
Year 4 – Year 7 Primary	21	19	18
Year 7 Secondary – Year 10	9	4	
Year 11 – Year 12			

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	38	61	24
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

### Our distinctive curriculum offerings

Our curriculum is based on the eight Key Learning Areas of English, Mathematics, Science, Geography and History, The Arts, Health and Physical Education, Technology and Languages Other than English (French). In 2013 the national curriculum was implemented through a whole school Curriculum to Classroom approach.

### Extra curricula activities

AAA excursions and camps for (For students who show improvement in Academic performance, Attendance and their Attitude to schooling)

Instrumental Music Program

Engagement with the Stradbroke Chamber Music Festival

Structured Lunch Time Activities eg Dance; Volleyball; Cricket

Recorder group.

Quandamooka Jarjums Camp (includes DSS Year 6 and Indigenous Year 6/7 children from 14 Bayside schools)

Indigenous Surfing Program

Interschool Rugby League competition

Science in Schools Program – Dr Kathy Townsend (University of Queensland, Moreton Bay Research Station)

Dunwich Museum visits and co-curriculum planning with teachers. Classes have weekly visits.

Sporting extension programs delivered by Titans; Broncos; OZ Kick; Redlands Soccer; Redlands Netball.

Active After School Care

Healthy Minds Club

Dunwich Swimming Club – the school pool is a focus for the community in and out of school time and providing students with the ability to swim is a responsibility that the school takes very seriously.

Q crew – dance crew

Island Vibe activities

### How Information and Communication Technologies are used to assist learning

The Dunwich State School's Technology Plan includes Ipads for each teacher; wireless access across the whole school, computer labs in each classroom and a bank of laptops and Ipads to allow 1:1 technology access in the classrooms. DSS is dedicated to developing 21stCentury classrooms.

## Social climate

The school aims to provide for students an environment that is conducive to learning.

DSS is a Positive Behaviour School with strategies such as "buzzies" given regularly to students to reward positive behaviour.

The four "B"s of our school are Be Safe, Be Respectful, Be Responsible and Be Committed to Learning.

The "Thumbs Up" problem solving strategy is adopted and reinforced through the school. 1. Stay Calm. 2. Talk firmly. 3. Walk away. 4. Use your lid and 5. Report. The whole school adoption of the strategy ensures that bullying is eradicated.

A breakfast program is offered to our students each morning, sponsored by Sibelco. The AAA incentive program is in place to recognise and reward socially responsible behaviour. This program is also supported by local businesses and the Police.

Access to community and outside agencies eg; Yulu-Burri Ba Aboriginal Corporation for Community Health and Gallang Place

# Our school at a glance

provide school families with support in health, social and behavioural issues.

Dunwich SS has a very active Parents and Citizens Association and parents are also involved in volunteering in reading programs in the classrooms, opening of the book store in book week, the uniform shop and the tuckshop.

96% of surveyed parents agreed or strongly agreed that this is a good school.

## Parent, student and staff satisfaction with the school

In 2013 the school opinion survey showed further improvement in the confidence in the school and all of its operations.

### 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)	74%	93%
this is a good school (S2035)	83%	96%
their child likes being at this school* (S2001)	87%	97%
their child feels safe at this school* (S2002)	83%	97%
their child's learning needs are being met at this school* (S2003)	74%	97%
their child is making good progress at this school* (S2004)	70%	96%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%
teachers at this school motivate their child to learn* (S2007)	78%	97%
teachers at this school treat students fairly* (S2008)	91%	86%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%
this school works with them to support their child's learning* (S2010)	87%	100%
this school takes parents' opinions seriously* (S2011)	78%	90%
student behaviour is well managed at this school* (S2012)	61%	83%
this school looks for ways to improve* (S2013)	91%	93%
this school is well maintained* (S2014)	96%	97%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	93%
they like being at their school* (S2036)	81%	82%
they feel safe at their school* (S2037)	84%	85%
their teachers motivate them to learn* (S2038)	89%	87%

## Our school at a glance

their teachers expect them to do their best* (S2039)	94%	96%
their teachers provide them with useful feedback about their school work* (S2040)	95%	89%
teachers treat students fairly at their school* (S2041)	73%	78%
they can talk to their teachers about their concerns* (S2042)	78%	81%
their school takes students' opinions seriously* (S2043)	84%	81%
student behaviour is well managed at their school* (S2044)	83%	57%
their school looks for ways to improve* (S2045)	86%	89%
their school is well maintained* (S2046)	83%	87%
their school gives them opportunities to do interesting things* (S2047)	84%	85%

### 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)	92%
they receive useful feedback about their work at their school (S2071)	81%
students are encouraged to do their best at their school (S2072)	92%
students are treated fairly at their school (S2073)	88%
student behaviour is well managed at their school (S2074)	79%
staff are well supported at their school (S2075)	81%
their school takes staff opinions seriously (S2076)	69%
their school looks for ways to improve (S2077)	96%
their school is well maintained (S2078)	88%
their school gives them opportunities to do interesting things (S2079)	92%

\* 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.

## Involving parents in their child's education

At Dunwich State School we believe that parents are partners in the education of young people.

Large numbers of parents volunteer in Reading Groups on Tuesday and Thursday mornings and attend parade on Monday Mornings.

We have a very active Parents and Citizens Association, with a subcommittee for Instrumental Music, Swimming and Gardening.

The Parents and Citizens Association also runs the uniform shop, tuck-shops and fundraising activities eg walkathons, mother's/father's day stalls, book fair and school discos.

The P&C also contributed \$5000.00 to the school in 2013 for the purchase of IT equipment.

In 2013, parents were represented on the school's EATSIPs committee and Indigenous parents and community members provided mentoring for the Quandamooka camp and assisted in embedding indigenous perspectives into the national curriculum.

Volunteers assist in the Indigenous Surfing Program and other sports.

Parents are constantly updated about school activities through the school weekly newsletter.

The school is constantly engaging the school community on parades and through special morning teas.

The business community are great sponsors for the school, financing many well-being projects eg Breakfast Club; A yarnning circle; playground equipment; Wildlife talks and the Life Education Van.

## Reducing the school's environmental footprint

In 2013 \$25,000 was sourced from a Solar Grant and solar panels were installed on 27<sup>th</sup> June 2013.. It is hoped that these will see a reduction in electricity kWh in 2014.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	97,236	587
2011-2012	88,651	1,269
2012-2013	98,777	825



## Our school at a glance

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.

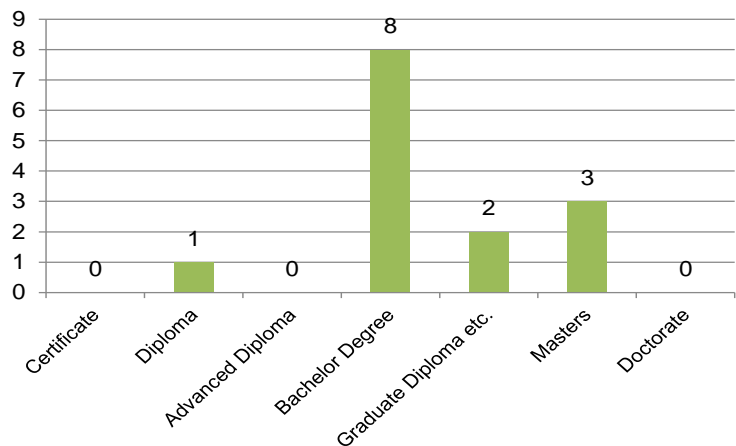
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	14	14	<5
Full-time equivalents	10	10	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	8
Graduate Diploma etc.	2
Masters	3
Doctorate	0
<b>Total</b>	<b>14</b>



\* 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 \$19,728.00. Professional development was provided by inviting regional staff to the island to present to the staff. This assisted in addressing the problem of the remoteness of the island and staff accessing Professional Development. 100% of teaching staff participated in professional development activities.

The major professional development initiatives are as follows:

A Pedagogical Framework including explicit literacy teaching strategies and higher order thinking strategies with a common approach by all teachers.

Diagnostic Assessment tools and how the data informs classroom teaching to make a difference for every student.

The use of technology for differentiation and in the delivery of the nation curriculum.

The whole school approach to unpacking and aligning the Australian Curriculum documents of English, Maths, Science and History.

# Our staff profile

Writing moderation across all year levels.

The teaching and monitoring of reading.

Embedding Aboriginal and TS Islander Perspectives in the curriculum (EATSIPS)

Maths cluster group meetings with Cleveland SS and Ormiston SS,

Kidsmatters Primary and a Well Being Framework.

OneSchool

Behaviour Management – School Wide Positive Behaviour Support (SWPBS)

Workplace Health and Safety

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

<b>.Average staff attendance</b>	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 88% 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.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	90%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

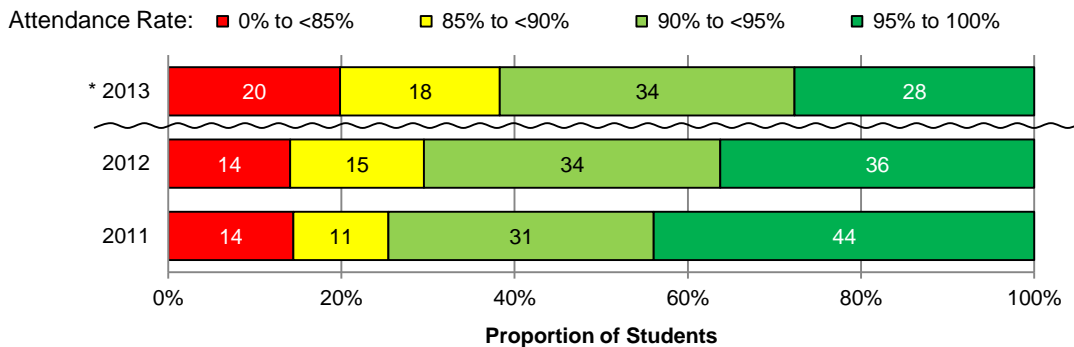
### Student attendance rate for each year level (shown as a percentage)

	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	93%	93%	92%	91%	94%	95%	92%	96%	91%	86%		
2012	88%	92%	93%	92%	90%	94%	92%					
2013	90%	86%	90%	92%	92%	90%						

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.

Rolls are marked twice a day by the classroom teacher in Oneschool. The morning and afternoon roll mark provides essential information for the schools Attendance Officer. Once a week the Attendance Officer runs a “three days or more report”, and where necessary, appropriate letters are posted to parents. Where long term absence occurs intervention is provided by the Principal.

Our mantra is “It is not ok to stay away because we learn every day” and Principal Awards are presented to students with 100% attendance. Students with 95% attendance of higher received 95 PLUS CLUB wrist bands. Each week, on parade the “High 5 Award” is drawn. The winner is drawn from names of all students who have attended school “all day; everyday; all week” for the previous week.

## 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/>.

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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

In 2013 we had 67 indigenous students attending school. The average attendance rate for these students was 89.5%.

Unfortunately 14 of these students had an attendance rate of less than 85%.

All indigenous students continue to improve in terms of Levels of Achievement and Literacy and Numeracy outcomes. NAPLAN results showed that there was no significant gap between indigenous and non-indigenous students in Reading, Writing and Numeracy and that Dunwich State School Indigenous students performed higher than the nation across all strands and year levels.

The Aboriginal Liaison Officer (ALO) closely tracks the attendance and attainment of our Indigenous students. The school continues to employ and review strategies that will improve outcomes for these students.