

Queensland State School Reporting – 2011

Dunwich State School (0784)



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Web pages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

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1 Principal's foreword

Introduction

Dunwich State School and Secondary Department (DSS) has the proud tradition of providing educational services to the three townships of Point Lookout, Amity Point and Dunwich since 1904. This report highlights our strengths and identifies areas for development and improvement.

School progress towards its goals in 2011

DSS Four Year Strategic Plan 2010-2013 (National Partnership Low SES) and the School Operational Plan 2011 highlighted priorities, areas of focus and action by our school community. We can celebrate a strong focus on literacy and numeracy in the school showing improvement for students in the national literacy and numeracy tests. The development of a literacy and numeracy assessment schedule has allowed teachers to analyse data for individual students and set high expectations for improvement, irrespective of ability or background. "The Lets Read Program", sponsored by Rotary, was a great success with the Year 2 class producing a local resource called "Alphabet Antics". Additionally the community held a Literacy Picnic with 50 volunteers hosting literacy activities for the students.

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We applaud the success of the AAA program for high achieving students participating in a camps and excursions, organised in partnership with the Queensland Police Services. The professional development plans for all teaching staff and the implementation of national curriculum alignment set a solid foundation for all students to reach their potential. Community involvement was strengthened by the Quandamooka Jarjums Indigenous student camp and the parent and community engagement team. The introduction of Individual Learning Plans for Indigenous students built a rapport with parents (and encouraged student ownership of educational goals.)

Future outlook

Our priorities for 2012.

Continue to development use of individual student data tracking to enhance student performance and outcomes in Literacy and Numeracy.

Further develop a whole school approach to Professional Development with individual attention to staff needs and an agenda concentrating on technology, explicit teaching strategies, use of data and SWPBS.

Create an agreed 'Teaching and Learning Framework'. This framework aims for explicitness, consistency, continuity and to ensure higher order thinking processes are developed for students through the use of digital and traditional strategies.

Our school at a glance

School Profile

DSS is a Band 8 co-educational state school for students from Prep to Year 10 which services the three townships of North Stradbroke Island (Amity Point, Dunwich and Point Lookout).

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 10

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
179	91	88	92%

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 now enrolled. In 2011 45% 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 803 (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. The small number of students in Year 8 to Year 10 is a concern, regarding their opportunity to access a broad curriculum and this being addressed in 2012, in partnership with Cleveland DSHS.

Class sizes –

Phase	Average Class Size
Prep – Year 3	20.8
Year 4 – Year 7	20
Year 8-10	4
All Classes	9.7

School Disciplinary Absences

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

Curriculum offerings

Our distinctive curriculum offerings

Our curriculum is based on the eight Key Learning Areas of English, Mathematics, Science, Study of Society and the Environment, The Arts, Health and Physical Education, Technology and Languages Other than English (French). In 2012 the national curriculum was implemented through a whole school Curriculum to Classroom approach.

Extra curricula activities

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

Instrumental Music Program

Indigenous Dance Workshops are held after school

Choir lessons at lunch times

Dance lessons at lunch times

Recorder group.

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

Indigenous Surfing Program

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

How Information and Communication Technologies are used to assist learning

In 2010 our classrooms transformed with the introduction of interactive whiteboards and data projectors in all classrooms. A computer laboratory was built in the new Library and small banks of computers are situated in each classroom. In 2012, with the assistance of the Turnaround, team staff received “Teamboard” professional development. A Technology Action Plan is in place which includes laptops for each teacher and wireless access across the whole school. More computers will be added to the classrooms and a bank of laptops purchased to allow 1:1 computer access in the classrooms. DSS is dedicated to developing 21st Century 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. A breakfast program is offered to our students each morning and 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 Kurbingai; Yeaca Dhargo; Yulu-Burri Ba Aboriginal Corporation for Community Health and Gallang Place provide school families with support in health, social and behavioural issues. The 2011 School Climate School Opinion Survey data indicates that students and parents were less than satisfied with *below* state mean results across all areas. To address the parent’s discipline and behaviour concerns, the school has tasked a teacher as behaviour co-ordinator in 2012 to develop individual behavioural plans for selected students. The Parent and Citizen Association worked closely with the school in 2010 to build a school community. The Let’s Read Literacy Picnic and the opening of the bookshop and the uniform shop were been well received in 2011.

Parent, student and teacher satisfaction with the school.

Unfortunately, the 2011 School Opinion Survey data revealed that the satisfaction of parents, students and teachers decreased in all areas compared to the 2010 survey data. Please note that small number of students in the secondary department (11 students surveyed) would be a strong variable affecting this data.

The focus for 2012 is about addressing these concerns and improving the satisfaction levels of all groups.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	64%
Percentage of students satisfied that they are getting a good education at school	60%
Percentage of parents/caregivers satisfied with their child’s school	58%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	47%
Percentage of staff members satisfied with morale in the school	71%

Involving parents in their child's education

At DSS we believe that parents are our partners in the education of our young people. We have a very active Parents and Citizens Association, with a subcommittee for Instrumental Music and Indigenous parents who provide mentoring for Jarjums and assist in the Indigenous Surfing Program and other sports. In 2011, the parents hosted a Literacy Picnic and in Term 1. Plans for 2012 include parents training in the "Parent Ready Reader" program and encouragement for parents to volunteer to assist with reading in the classrooms. In 2012, parents will also be represented on the school's EATSIPs committee and the PaCE program, thereby improving parent skills. Parents will then be better placed to support student learning at home and in the classroom. Parents are constantly updated about school activities through the school weekly newsletter.

Reducing the school's environmental footprint

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

There were slight increases in the usage of both electricity and water throughout 2011.

DSS has applied for funding from the Commonwealth Solar Schools Program to have solar panels installed to reduce the carbon footprint. During the course of 2011, 2 small leaks were discovered at the primary campus which contributed to the additional water usage. We have introduced water saving devices throughout the school to assist with the reduction of water usage for the future

Environmental footprint indicators, 2010-2011

	Electricity KwH	WaterKL
2011	97,236	587
2010	87,580	542
% change 10 - 11	9%	9%

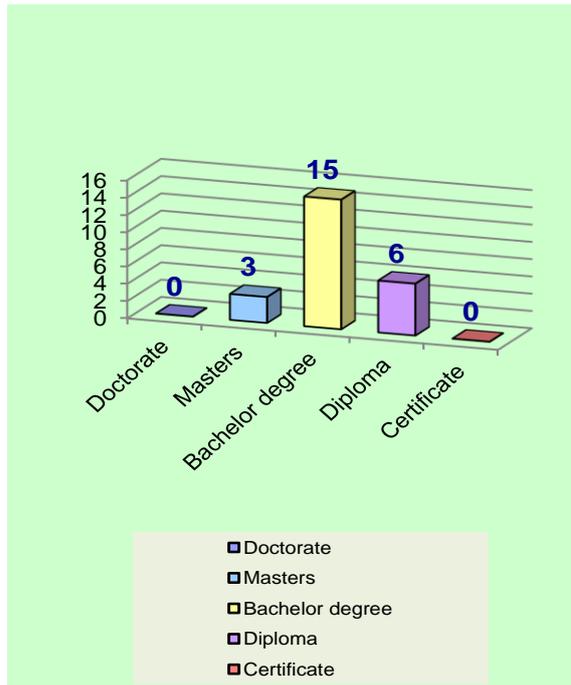
Our staff profile

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	24	18	<5
Full-time equivalents	19	12	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	15
Diploma	6
Certificate	0



Expenditure on and teacher participation in professional development

The total expended on teacher professional development in 2011 was \$18,901. The major professional development initiatives are as follows:

- NAPLAN focus for Year 3,5,7,9 teachers and a NAPLAN preparation program was devised.
- National Curriculum implementation (Bayside)
- Data Analysis of NAPLAN practise tests and individual student learning plans devised from the data, with the assistance of the "Turnaround Team".
- Explicit Improvement Agenda – what does it mean? Consultation with the "Turnaround Team".
- Moderation and Persuasive Writing (Bayside).
- Pretesting for literacy and numeracy and using data to create individual learning plans.
- The Art of Science and Learning'
- Oneschool data entry

The 2011 School Opinion Survey data reveals:

71% of teachers agreed that they have good access to quality professional development

83% of teachers were satisfied with the opportunities given to improve their skills

77% of teachers agreed that they had engaged in "in-house" professional development activities eg facilitated staff meetings.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff was retained by the school for the entire 2011 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 *MySchool* 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

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.

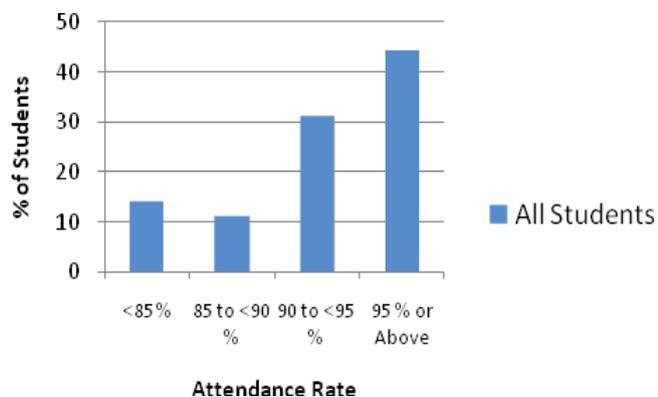
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

| Year |
|------|------|------|------|------|------|------|------|------|------|------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 93% | 93% | 92% | 91% | 94% | 95% | 92% | 96% | 91% | 86% | | |

Student Attendance Distribution

The proportions of students by attendance range.



Performance of our students

Description of how non-attendance is managed by the school

At DSS non-attendance is managed 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.

Congratulation letters were forwarded to all students meeting or above Attendance expectations throughout 2011.

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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Performance of our students

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Achievement – Closing the Gap

Attendance of Indigenous students improved from 88.4% in 2010 to 89.7% in 2011, however, 15.8% of Indigenous students had lower than 80% attendance in 2011. In 2012, the attendance policy and procedures for the school were reviewed. In 2012, an Indigenous Liaison Officer (ILO) commenced duty to track closely the attendance and attainment of our Indigenous students. The ILO commenced individual learning plans for Indigenous students and is assisting indigenous students in literacy and numeracy in classrooms. We are striving to close the gap in all areas and we continue to employ and review strategies that will improve outcomes for these students.