

Dunwich State School (0784)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

We are a very proud school with high expectations for every student. Our school caters for children from Prep to Year 7 in a learning environment that is conducive to every child reaching their full potential.

Enthusiastic students and a professional staff strongly support the whole school focus on literacy, numeracy, science and embedding information communication technology. The entire school is wireless and the students have access to class sets of iTouch's, iPads and laptops. The school motto for Information Communication and Technology is "Embracing Technology Together".

At Dunwich State School we acknowledge the need to provide a safe, supportive and challenging learning environment. The school wide positive behaviour management plan is promoted with the "four bees". Be Safe. Be Respectful. Be Responsible and Be Committed to Learning.

School progress towards its goals in 2012

In 2012 we experienced significant movement to meet our set goals and targets. We celebrated this significant improvement in academic performance and in the literacy and numeracy outcomes for the students. This was evidenced in our NAPLAN results, where the Year 3 results are statistically similar to the nation in all 5 strands and in the Upper 2 Bands (U2B).

The improvement scale shows the percentage improvement in Year 3 results in the upper 2 bands well exceeded the system aspiration of 4% in all strands with Reading having a 33.5% improvement, Writing a 62.9% improvement, Spelling a 14% improvement, Grammar and Punctuation at 21.7% and Numeracy results improved by 41.2%.

The Year 7 NAPLAN data is statistically above the nation in Writing and Numeracy in 2012.

Our achievement in literacy and numeracy and in particular the increase in the percentage of students in the top two bands was celebrated and recognised by our community.

Future outlook

In 2013 the school improvement agenda is firmly related to improvement in student learning outcomes. The collection and analysis of individual student data in the schools "Assessment Schedule" will be aligned to the core priorities of reading, writing, numeracy and science. Each teacher will have "Class Profile" interviews with the Head of Department, Curriculum and the Principal to discuss the progression for every student in their class. Students will use this data to formulate specific individual goals and these will be discussed

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and reviewed with parents.

Senior teachers have responsibilities matched to the core priorities and they are building curriculum and community resources for inspiring and relevant delivery of the national curriculum. Some exciting links include the Museum; The University of Queensland, Marine Research Station and embedding indigenous perspectives into the curriculum by inviting local guest speakers. This is co-ordinated by the Indigenous School Liaison Officer.

In 2013 the Whole School Teaching and Learning Framework will include

- A Whole School Curriculum Assessment and Reporting Framework
- A Pedagogical Framework,
- A Well Being Framework (Kismatter Primary) that will address Parent and Community Engagement.

The Whole School Professional Development Plan in 2013 is aligned to the core priorities and intended to support and inform all staff of the new direction that the school is headed.

The employment of a School Indigenous Liaison Officer in 2013 will address a core priority of closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students.

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Our school at a glance

School Profile

Dunwich State School is a Band 8 co-educational state school for students from Prep to Year 7 which services the three townships of North Stradbroke Island (Amity Point, Dunwich and Point Lookout).

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 10. (*The senior program was transitioned to the mainland in August 2102*).

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 190 | 93 | 97 | 83% |
| 2011 | 179 | 91 | 88 | 92% |
| 2012 | 151 | 74 | 77 | 85% |

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 now enrolled. In 2012 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.

Average Class sizes

| Phase | Average Class Size | |
|------------------|--------------------|------|
| | 2011 | 2012 |
| Prep – Year 3 | 21 | 22 |
| Year 4 – Year 7 | 20 | 20 |
| Year 8 – Year 10 | 4 | 2 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 19 | 38 | 61 |
| Long Suspensions - 6 to 20 days | 2 | 1 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Our school at a glance

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

Instrumental Music Program

Dance Rehearsals at lunch time

Recorder group.

Quandamooka Jarjums Camp (includes DSS Year 7 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)

How Information and Communication Technologies are used to assist learning

In 2012 The Dunwich State School's Technology Action Plan included I pads for each teacher and wireless access across the whole school. Computer labs were added to the classrooms and a bank of laptops and ipads were purchased to allow 1:1 technology 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, 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 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.

Our school at a glance

Parent, student and staff satisfaction with the school

In 2012 the school opinion survey showed a greatly improved confidence in the school and all of its operations.

Performance measure (Nationally agreed items shown*)

| Percentage of parents/caregivers who agree that: | 2012 [#] |
|--|-------------------|
| their child is getting a good education at school | 73.9% |
| this is a good school | 82.6% |
| their child likes being at this school* | 87.0% |
| their child feels safe at this school* | 82.6% |
| their child's learning needs are being met at this school* | 73.9% |
| their child is making good progress at this school* | 69.6% |
| teachers at this school expect their child to do his or her best* | 91.3% |
| teachers at this school provide their child with useful feedback about his or her school work* | 87.0% |
| teachers at this school motivate their child to learn* | 78.3% |
| teachers at this school treat students fairly* | 91.3% |
| they can talk to their child's teachers about their concerns* | 95.7% |
| this school works with them to support their child's learning* | 87.0% |
| this school takes parents' opinions seriously* | 78.3% |
| student behaviour is well managed at this school* | 60.9% |
| this school looks for ways to improve* | 91.3% |
| this school is well maintained* | 95.7% |

Performance measure (Nationally agreed items shown*)

| Percentage of students who agree that: | 2012 [#] |
|---|-------------------|
| they are getting a good education at school | 89.2% |
| they like being at their school* | 81.1% |
| they feel safe at their school* | 83.8% |
| their teachers motivate them to learn* | 88.9% |
| their teachers expect them to do their best* | 94.4% |
| their teachers provide them with useful feedback about their school work* | 94.6% |
| teachers treat students fairly at their school* | 73.0% |

Our school at a glance

| | |
|---|-------|
| they can talk to their teachers about their concerns* | 78.4% |
| their school takes students' opinions seriously* | 83.8% |
| student behaviour is well managed at their school* | 83.3% |
| their school looks for ways to improve* | 85.7% |
| their school is well maintained* | 83.3% |
| their school gives them opportunities to do interesting things* | 83.8% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 86.4% |
| with the individual staff morale items | 96.1% |

* 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 changes to the School Opinion Surveys in 2012, comparisons with results for 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 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 Swimming.

In 2012, 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 and community members are offered training in the "Parent Ready Reader" program and there is encouragement for parents to volunteer to assist with reading in the classrooms. Parents are constantly updated about school activities through the school weekly newsletter.

Reducing the school's environmental footprint

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

Dunwich State School has secured funding from the Commonwealth Solar Schools Program to have solar panels installed to reduce the carbon footprint.

During 2012 there was a massive water leak that was difficult to detect, on the water line running to the toilets and the loss was 6000L a day. We have introduced water saving devices throughout the school to assist with the reduction of water usage for the future.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 44,857 | 542 |
| 2010-2011 | 97,236 | 587 |
| 2011-2012 | 88,651 | 1,269 |

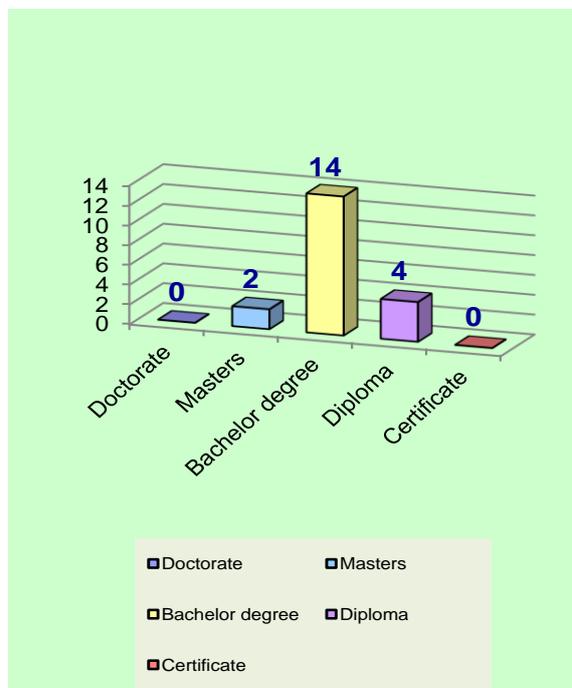
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 20 | 16 | <5 |
| Full-time equivalents | 15.7 | 10.9 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 2 |
| Bachelor degree | 14 |
| Diploma | 4 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$11,852.25. 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.

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.

Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

| Average staff attendance | 2010 | 2011 | 2012 |
|--|-------|-------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96.2% | 96.4% | 96% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 88.5% of staff was retained by the school for the entire 2012 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 | 2010 | 2011 | 2012 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 89% | 92% | 91% |
| The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%. | | | |

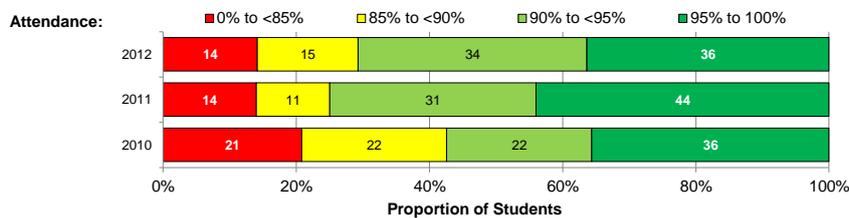
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| 2010 | 91% | 95% | 91% | 90% | 94% | 88% | 92% | 86% | 56% | 73% |
| 2011 | 93% | 93% | 92% | 91% | 94% | 95% | 92% | 96% | 91% | 86% |
| 2012 | 88% | 92% | 93% | 92% | 90% | 94% | 92% | | | |

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 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 high attendance.

Performance of our students

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

In 2012 we had 67 indigenous students attending the primary school. The average attendance rate for these students was 89.5%. These 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. In 2013 select students in year 6 are participating in a Sonic Learning Program to assist them in literacy and numeracy after reviewing the NAPLAN results in 2012.

The Indigenous Liaison Officer (ILO) closely tracks the attendance and attainment of our Indigenous students. We continue to employ and review strategies that will improve outcomes for these students.