

Dunwich State School

Queensland State School Reporting

2014 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. The agreed overarching vision is **"Working together with shared high expectations of each other, our services and our students"**.

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 2014 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
- Involving parents in their child's education
- Our staff profile
- Performance of our students

School progress towards its goals in 2014

Our aim in 2014 was to continue our relentless 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, or staff, parents and volunteers put in 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 2014.

Progress in all strategies objective areas in 2014 was achieved.

The leadership philosophy of being “strong on vision and warm on people’ has created a supportive environment for the whole school community in 2014.

A significant highlight of 2014 was the school being nominated for the Jack Pizzy Award. South East Region recognized Dunwich State School for:-

- exemplary/innovative curriculum, pedagogy, assessment and reporting practices in response to identified student learning needs
- improved student achievement, engagement and wellbeing
- exemplary/innovative leadership practices
- parent or community partnership that has led to positive academic, social and cultural outcomes
- sustainability and effective resource management

The effective engagement of our community partners has shaped the positive and inspirational culture of the school. Our valued partners include a dynamic Parents and Citizens Association as well as many parents and community members who volunteer in the school and classrooms. The Aboriginal Liaison Officer works closely with the EATSIP Committee and has built strong partnerships with families, elders and community organizations. The NSI Museum , Moreton Bay Research Station work closely with the school as well as the local mining company, Sibelco Limited, supporting the school through project funding.

Future outlook

The School Strategic Plan 2013-2017 was developed after the Quadrennial School Review and 2014 saw the first full year of operation towards our goals. The key directions in 2014 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 and 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.
- 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 EATSIP Action Plan including involvement of local resources and traditions in the school.

The Great Results Guarantee improvement targets for 2015 include:

- An increase in 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 and differentiation.
- 60% of students were in the upper two bands for Grammar and Punctuation in Year 3 in 2015
- The spelling mean scale score for NAPLAN in Year 3 was above nation with 53.3% of students in the upper two bands for spelling.
- Increase the percentage of students to the average range in Language Conventions in Prep from 69% to 90%.

Dunwich State is a great school that can only get better in 2015.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	151	74	77	85%
2013	138	65	73	94%
2014	146	66	80	90%

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

Characteristics of the student body:

The school has strong cultural heritage and many families have a long association with the school, with fifth and sixth generations enrolled. In 2014 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 900 (average value = 1000). The school is Percentile 8. The school NAPLAN Mean Scale Score for NAPLAN in 2014 ranged between percentiles 41-71. The students are achieving beyond all expectations.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	20	24
Year 4 – Year 7 Primary	19	18	28
Year 7 Secondary – Year 10	4		
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	61	24	25
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

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 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 e.g. Dance, Soccer, Mad Science Club, Rugby
- Recorder group.
- Quandamooka Jarjums Camp (participants include Dunwich State School Year 6 students and Indigenous Year 6 children from 14 Bayside schools)
- Safe Surfing Program
- Interschool Rugby League competition
- Science in Schools Program – Doctor 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. Dunwich State School is dedicated to developing 21st Century classrooms.

Social Climate

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

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

Dunwich State School 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

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	74%	93%	100%
this is a good school (S2035)	83%	96%	100%
their child likes being at this school* (S2001)	87%	97%	100%
their child feels safe at this school* (S2002)	83%	97%	100%
their child's learning needs are being met at this school* (S2003)	74%	97%	90%
their child is making good progress at this school* (S2004)	70%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	91%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	95%
teachers at this school motivate their child to learn* (S2007)	78%	97%	90%
teachers at this school treat students fairly* (S2008)	91%	86%	90%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	100%
this school works with them to support their child's learning* (S2010)	87%	100%	100%
this school takes parents' opinions seriously* (S2011)	78%	90%	100%
student behaviour is well managed at this school* (S2012)	61%	83%	95%
this school looks for ways to improve* (S2013)	91%	93%	95%
this school is well maintained* (S2014)	96%	97%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	93%	100%
they like being at their school* (S2036)	81%	82%	100%
they feel safe at their school* (S2037)	84%	85%	100%
their teachers motivate them to learn* (S2038)	89%	87%	100%
their teachers expect them to do their best* (S2039)	94%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	89%	100%
teachers treat students fairly at their school* (S2041)	73%	78%	100%
they can talk to their teachers about their concerns* (S2042)	78%	81%	97%
their school takes students' opinions seriously* (S2043)	84%	81%	95%
student behaviour is well managed at their school* (S2044)	83%	57%	95%
their school looks for ways to improve* (S2045)	86%	89%	97%
their school is well maintained* (S2046)	83%	87%	100%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things* (S2047)	84%	85%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		92%	100%
they receive useful feedback about their work at their school (S2071)		81%	79%
students are encouraged to do their best at their school (S2072)		92%	89%
students are treated fairly at their school (S2073)		88%	89%
student behaviour is well managed at their school (S2074)		79%	94%
staff are well supported at their school (S2075)		81%	90%
their school takes staff opinions seriously (S2076)		69%	89%
their school looks for ways to improve (S2077)		96%	90%
their school is well maintained (S2078)		88%	95%
their school gives them opportunities to do interesting things (S2079)		92%	88%

* 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 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

Dunwich State School staff and students conscientiously endeavor to reduce the carbon footprint of our school by reducing electricity usage where possible. Additionally, we educate the students to monitor dripping taps and to report the like to ensure we are water wise campus.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	88,651	1,269
2012-2013	98,777	825
2013-2014	87,816	833

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.

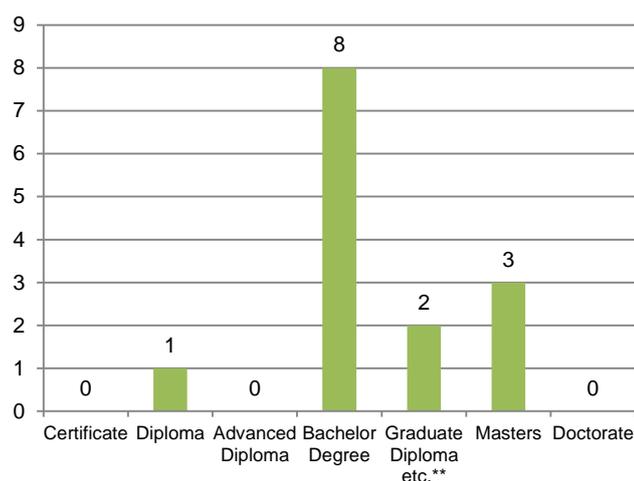
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	14	13	<5
Full-time equivalents	10	10	<5

Qualification 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
Total	14



*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 \$17,516.

The major professional development initiatives are as follows:

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.
- 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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% 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/>.

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

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	90%	88%

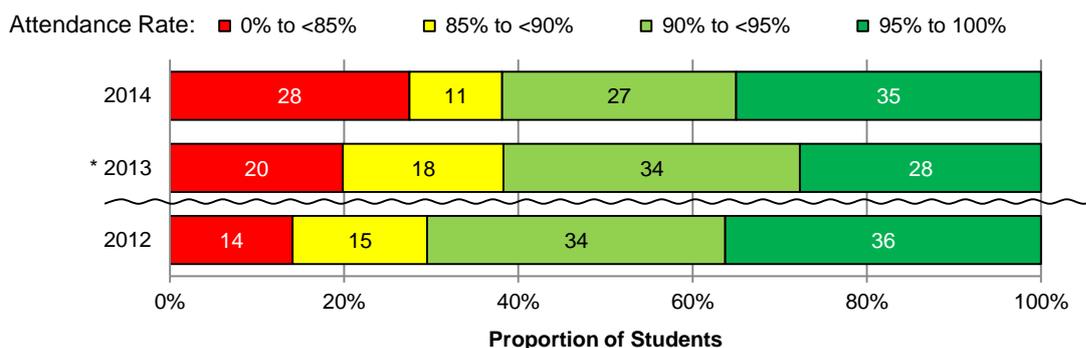
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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	88%	92%	93%	92%	90%	94%	92%					
2013	90%	86%	90%	92%	92%	90%						
2014	90%	87%	87%	88%	86%	91%	87%					

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 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 DETE 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/>.

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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Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

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Achievement – Closing the Gap

In 2014 we had 71 Indigenous students attending the school. The average attendance rate for these students was 88.2%

In 2014, unfortunately 23 of these students had an attendance rate of less than 85% and this is an increase from 14 students in 2013. This is a matter of urgency for Dunwich State School in 2015 and 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.

All Indigenous students continue to improve in terms of Level of Achievement and Literacy and Numeracy outcomes.

NAPLAN results show Indigenous Mean Scaled Scores at or above the state in areas.