



Dunwich State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Dunwich State School is the only school on Minjerribah (North Stradbroke Island). The school provides a quality educational program for students from Prep to Year 6, catering for students and their families from the three major towns of Point Lookout, Amity Point and Dunwich. There are three indigenous clans that comprise the people of Quandamooka, the traditional owners. They are Nughi of Moorgumpin (Moreton Island), the Nunukul and Gorenpul of Minjerribah. The community has a strong cultural heritage. Many local families have a long association with the school, with fifth and sixth generations now enrolled. Our School Vision is to build confident and successful students who have a sense of belonging, a sense of acceptance and value achievement. Our Values - Be Safe, Be Respectful, Be Responsible, and Be Committed to Learning are well established and set the tone for a calm, friendly and safe environment. North Stradbroke Is/ Minjerribah is also a unique marine and island environment. Our school programs incorporate this natural feature into learning programs to value and understand our wonderful island and natural waterways. At Dunwich State School we aim to have a reputation as a high performing school. To achieve this we track individual student progress from Prep to Year 6. We plan explicit, challenging learning programs and work collaboratively with other schools to build our professional knowledge and skills. Our community has a close and valued association with the school and our students benefit from the combined efforts of school, families and community to provide a balanced, rich and engaging learning experience for every child.

Principal's Forward

Introduction

Dunwich State School is a progressive, co-operative and culturally unique school that provides a high-quality education from Prep through to Year 6. Our school is respectful and proud of its rich cultural heritage nurturing the development of the whole individual through all phases of learning.

It is the mission of the school to offer a caring and supportive approach to individual learning coupled with high expectations in performance and behaviour to build **Confidence** and **Success** for every child, both now and for their futures. Our Motto *“Working together to ensure that every day , in every classroom, every student is learning and achieving”*.

Our school maintains a calm supportive learning environment through the consistent and embedded approach to positive values. Our school values are:

- Be safe
- Be respectful
- Be responsible and
- Be committed to learning.

These values are applied and reinforced in every context, classroom, playground, sport and extracurricular engagements and in our travel to and from school. As a school, we work closely with families and community to build these values and collaboratively raise children to build a positive, collaborative future.

The 2016 Dunwich State School Annual Report provides families and the broader community with a snapshot of the achievements of the School over the past year, and plans for the future for 2017 and beyond.

School Progress towards its goals in 2016

At Dunwich State School, we believe that setting the culture of the school provides the foundation for **CONFIDENCE** and **SUCCESS**.

Building a Culture that promotes Learning:

In 2016, we built our culture through our positive learning values and achieved more consistent embedded approaches to our values across the school. The **4 B's values**:

- Be safe
- Be respectful
- Be responsible
- Be committed to learning

These values are now well established and achieving a calm, engaging learning environment in every classroom, and safe respectful play and engagement outside the classroom. The whole school engages in 4B's lessons and produces video training clips for use in classrooms to reinforce our values. Students and staff work consistently to reinforce positive behaviour through Buzzies awards in the classroom and Deadly awards in the playground. Students have shown increasing commitment to making our school a positive respectful community of learners. We have reviewed and improved our **School Responsible Behaviour Plan for Students** to reflect the values approach to positive behaviour and also to clarify the expectations of respectful responsible behaviour for all students and families. These initiatives and endeavours have seen improvement in audit reports and reviews of the PBL program and have raised our whole school commitment to raising the bar even higher in 2017.

Establishing evidence-based Assessment, Data and Reporting

In order to build success and confidence, our school has reviewed and improved the **Whole School Assessment and Data Plan**. This has engaged staff in collaborative planning and professional discussions to identify and commit to the most effective and productive methods and techniques to assess students against the national standards and provide parents, families and the community with a high level of reporting on student outcomes. Reviewed documentation has been prepared and displayed to communicate our plan and expectations to the whole school and community with input from families and community building confidence in the school and our professionalism.

Key learning drivers:

Literacy: Our literacy focus has been targeted to focussed, explicit teaching of reading. The Gradual Release of Responsibility Model (*Pearson and Gallagher, 1983*) outlines Modelled, Shared, Guided and Independent Reading strategies which have proven to be effective in improving reading competencies in young readers. This approach has been implemented in daily guided reading with intensive resourcing to ensure maximum learning for each individual child. Analysis of long and medium term diagnostic data informs teaching and learning programs and builds staff knowledge of every learner. "Relative Gain" of approximately 95% of students in NAPLAN results positioned our students "above" like schools

Numeracy:

Improvement in numeracy has engaged our students in the development of their conceptual understanding building standards in line with the National Curriculum. Analysis of long and medium term diagnostic data has informed teaching and learning programs and continues to build staff knowledge of every child to enable individualised explicit teaching. A common lesson structure in Maths that promotes an 'I do, we do, you do' approach to move from instruction to individual performance has been adopted across the school.

Building Community:

A strong sense of community engagement continued to be demonstrated as evidenced by the 2016 School Opinion Surveys and community involvement in our many school activities. Parents continued to offer support in classrooms and the P%C continues to grow from strength to strength with wonderful community and staff support. Our community groups and Indigenous Liaison Office

continued to play a major role in our school, organising Breakfast Club and offering support to students, families and staff as requested. Our school Chaplain also played a pivotal role in supporting our school community through the work she did in facilitating lunch time play clubs and being engaged in the many social aspects of our school in partnership with the P&C and community groups.

Our Dunwich State School Environment Club continued to see students eager to join and engage in sustainable gardens and maintaining a clean environment.

Future Outlook

The future for Dunwich State School is positive and encouraging in terms of student outcomes, staff expertise and community involvement. We are focussed on ensuring that our strategies to build a strong effective school are embedded in practice and culture. Key strategies are identified in our school's Explicit Improvement Agenda 2017 which focuses on ensuring that we continue to achieve school and regional targets in 2017 as follows:

Focus area for Improvement	Dunwich State School 2017 targets
Literacy	35% students achieving in top 2 bands of all reading and numeracy 100% expected growth in reading 95% above NMS in all areas
Numeracy	35% students achieving in top 2 bands of all reading and numeracy 100% expected growth in reading 95% above NMS in all areas
Confidence	100% parent, student and staff confidence that Dunwich is a good school. 90% confidence parents, students and staff that students are receiving a quality education at Dunwich SS.
Attendance	attendance above 92% Increase in indigenous attendance above 90%

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	146	66	80	71	90%
2015*	159	70	89	69	91%
2016	166	79	87	69	96%

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 2016, 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

Overview

The school has strong cultural heritage and many families have a long association with the school, with fifth and sixth generations enrolled. In 2016 41% of the student body is of Aboriginal and Torres Strait Islander descent. The School's ICSEA (Index of Community Socio-Educational Advantage) value is 915 (average value = 1000), Percentile 12. The school NAPLAN Mean Scale Score for NAPLAN in 2016 ranged between percentiles 32-50 indicating a school performing well above the expectations of the ICSEA range and close to the Nation average.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	24	24
Year 4 – Year 7	28	21	22
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

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).

Co-curricular Activities

Extra curricula activities include:

- 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
- Surfing Camp
- Quandamooka Jarjums Camp (participants include Dunwich State School Year 6 students and Indigenous Year 6 children from 14 Bayside schools)
- Science in Schools Program – Doctor Kathy Townsend (University of Queensland, Moreton Bay Research Station)
- Dunwich Museum visits and co-curriculum planning with teachers.
- Sporting extension programs delivered by Titans; Broncos; OZ Kick; Redlands Soccer; Redlands Netball.
- 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.

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, a large class compatible computer lab as well as smaller 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

Overview

The school aims to provide for students an environment that is calm, respectful and committed to learning. Dunwich State School is a Positive Behaviour School with strategies such as “Buzbies” 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 whole school adoption of the strategy ensures that bullying is identified, minimised and re-educated towards positive relationships with each other. 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. 90% of surveyed parents agreed or strongly agreed that this is a good school.

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	90%
this is a good school (S2035)	100%	91%	90%
their child likes being at this school* (S2001)	100%	100%	80%
their child feels safe at this school* (S2002)	100%	100%	80%
their child's learning needs are being met at this school* (S2003)	90%	91%	90%
their child is making good progress at this school* (S2004)	90%	100%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	90%
teachers at this school motivate their child to learn* (S2007)	90%	91%	100%
teachers at this school treat students fairly* (S2008)	90%	64%	90%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	90%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	100%	91%	90%
this school takes parents' opinions seriously* (S2011)	100%	91%	89%
student behaviour is well managed at this school* (S2012)	95%	91%	80%
this school looks for ways to improve* (S2013)	95%	100%	90%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	96%	96%
they like being at their school* (S2036)	100%	85%	89%
they feel safe at their school* (S2037)	100%	94%	89%
their teachers motivate them to learn* (S2038)	100%	94%	94%
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	89%	94%
teachers treat students fairly at their school* (S2041)	100%	79%	94%
they can talk to their teachers about their concerns* (S2042)	97%	87%	85%
their school takes students' opinions seriously* (S2043)	95%	82%	85%
student behaviour is well managed at their school* (S2044)	95%	72%	70%
their school looks for ways to improve* (S2045)	97%	90%	87%
their school is well maintained* (S2046)	100%	87%	89%
their school gives them opportunities to do interesting things* (S2047)	95%	91%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	88%	95%
they feel that their school is a safe place in which to work (S2070)	100%	92%	95%
they receive useful feedback about their work at their school (S2071)	79%	88%	89%
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)	89%	100%	100%
students are treated fairly at their school (S2073)	89%	100%	100%
student behaviour is well managed at their school (S2074)	94%	88%	100%
staff are well supported at their school (S2075)	90%	79%	84%
their school takes staff opinions seriously (S2076)	89%	96%	85%
their school looks for ways to improve (S2077)	90%	92%	95%
their school is well maintained (S2078)	95%	96%	90%
their school gives them opportunities to do interesting	88%	96%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
things (S2079)			

* Nationally agreed student and parent/caregiver items

'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 Dunwich State School we believe that parents are partners in the education of young people. Large numbers of parents volunteer in Reading Groups and attend parade on Monday afternoons. We have a very active Parents and Citizens Association, with a subcommittee for Instrumental Music, and Swimming. The Parents and Citizens Association also runs the uniform shop, tuck-shops and fundraising activities eg raffles, mother's/father's day stalls, book fair, major fundraising evenings and school discos. The P&C also contributed \$5000.00 to the school in 2016 for the purchase of reading resources and classroom equipment. In 2016, 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 sports, homework club, breakfast club 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 valued projects.

The school also makes every effort to work with families to build positive educational plans especially for students with disabilities. The Special Needs Teacher communicates regularly with parents, updating them on programs, strategies and support services. This ensures parents feel valued as partners in their child's education and have confidence in the school's individualization and differentiation programs.

Respectful relationships programs

We have a zero tolerance of bullying and do not refrain from taking all necessary steps to address this problem. Our approach is underpinned by the school's Responsible Behaviour Plan and is built upon the principles of William Glasser's Choice Theory and restorative justice. The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. Our Responsible Behaviour Plan for Students is grounded in building confidence and success through ensuring every child and adult lives out our values of safety, respect, responsibility and commitment to learning. Our values are reinforced at every parade to engage parents and community in supporting the same values. We employ an Indigenous Liaison Officer to engage with indigenous families to support safety at home for our students and ensure their welfare is a focus as well. Students receive weekly lessons around these positive life values and any disrespectful, or unsafe behaviour has clear consequences which are maintained to consistently send out the message that bullying, violence or abuse are not OK.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	25	24	17
Long Suspensions – 6 to 20 days	0	1	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.

Environmental Footprint

Reducing the school's environmental footprint



Dunwich State School is situated on a beautiful island with well-maintained natural bushland and native wildlife. Protecting our environment and reducing our environmental footprint are vitally important to our school and community. To reduce our footprint, we make known to staff our electricity and water usage. The school commodity footprint covers both the primary campus and previous secondary campus so that we are also continually communicating the need for conservation to occupants of the second campus as well. At our school, we endeavor to use our facilities carefully and reduce waste. Problems with water leakage have been addressed and referred for maintenance.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	87,816	833
2014-2015	84,075	1,875
2015-2016	84,956	6,132

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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 states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	16	13	<5
Full-time Equivalents	12	9	<5

Qualification of all teachers

At Dunwich State School, we believe in lifelong learning and in continuing professional development to ensure our students have the best possible teachers and support personnel.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	3
Bachelor degree	8
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$13090

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:

- Professional development in the teaching of reading
- 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
- Using the standards from the Australian Curriculum to develop A to E matrices.
- Writing moderation across all year levels.
- Cluster moderation and collegial sharing.
- Embedding Aboriginal and TS Islander Perspectives in the curriculum (EATSIPS)
- Workplace Health and Safety
- Corporate Compulsory training
- Behaviour Management – School Wide Positive Behaviour Support (SWPBS)
- Maths cluster group meetings with Cleveland SS and Ormiston SS

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

The percentage of non-teaching staff involved in professional development activities during 2016 was 85%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	90%	89%

*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 student attendance rate in 2016 for all Queensland Primary schools was 93%.

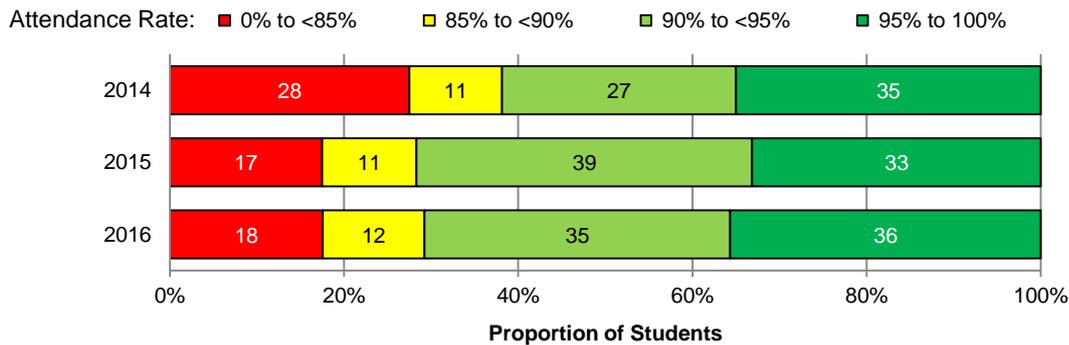
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	86%	90%	87%	87%	88%	86%	91%	87%					
2015	86%	91%	93%	93%	92%	92%	89%						
2016	91%	87%	89%	92%	93%	92%	93%						

*Attendance rates effectively count 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.

Our school closely monitors student attendance. Roll marking occurs in accordance with DET policies. It is recorded on Oneschool. Parents are requested to contact the school office as soon as they are aware that their child will be absent. The absence is then recorded and the classroom teacher informed. In cases where a child has a number of unexplained absences parents are contacted by telephone to ascertain the reason for the absences. We invite the parents/carers to personally discuss the matter with the ILO and School Principal. In cases where students repeatedly do not attend school without reasonable excuse the school implements DET policies. Key strategies to increase attendance include:

- Upon enrolment and special events, parents are encouraged to support our attendance goals and ensure children attend every day.
- A Class Attendance Trophy is presented at each assembly to the class that has the best attendance for that week. This strategy has proven very successful in encouraging students to attend school regularly. AAA awards and Try for 5 Programs also encourage high attendance.
- Emphasis is placed on reminding parents and students to arrive at school on time and not to leave before the end of the school day unless there are extenuating circumstances such as travel across to the mainland. This occurs at the time a student arrives late, on the school sign, in newsletters and at parades.
- Families strongly encouraged to plan family holidays outside the school term.

NAPLAN

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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