



Dunwich State School

# ANNUAL REPORT 2018

Queensland State School Reporting

***Inspiring minds. Creating opportunities. Shaping Queensland's future.***

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

## Contact Information

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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 Foreword

### Introduction

#### Future Outlook

#### *Improvement priority 1. Literacy and Numeracy Improvement: Reading*

Strategy- Common approach to the teaching of reading			
Actions	Targets	Timelines	Responsible Officer/s
Develop common P-2 Reading Strategy	NAPLAN- Yr3/5 Reading MSS >Nation	End of Term 1	P-2 teachers Reading teacher Principal
Develop common 3-6 use of Comprehension Strategies	U2B>Nation	Term 3	3-6 teachers Reading teacher
Train teacher aides in teaching use of reading strategies	NMS>95%	Term 2	Lead teacher P-2 Reading teacher
Provide parent information sessions	80% 'C' or above English reporting	Term 1	P-2 teachers

### Improvement priority 3. Community Partnerships

Strategy- Promote community partnerships through governance and PD			
Actions	Targets	Timelines	Responsible Officer/s
Participate in Regional Leaders' Cultural Training with MMEIC	New school leaders attend	Term 1	Principal Regional office staff
Establish EATSIPS Advisory Committee	Committee established	Term 1	Principal ARD/ADG/PO
Establish Dunwich State School Council	School council established with constitution and elected members	Terms 1&2	Principal
Participate in Hidden Histories Staff PD	All teaching and non-teaching staff	Term 2	Principal Project Officer
Engage Full-time Community Engagement Counsellor	CEC employed	Term 1	Principal Project Officer

### Improvement priority 2. Literacy and Numeracy Improvement: Writing

Strategy- Common approach to the teaching of writing			
Actions	Targets	Timelines	Responsible Officer/s
Develop a P-2 and 3-6 daily writing program	NAPLAN-Yr3/5 Writing MSS= >Nation	End of Term 2	Writing teacher Classroom teachers
Review Marking Guides for alignment with year level expectations	U2B=>Nation	Each term	Principal Classroom teachers
Provide training for teachers and Teacher Aides in strategies for writing instruction	NMS>95%	Term 3	Writing teacher
Develop a P-2 and 3-6 Writing checklist for basic expectations	80% 'C' or above English Reporting	Term 1	Writing teacher Classroom teachers
Strategy- Increased focus on explicit Grammar instruction			
Actions	Targets	Timelines	Responsible Officer/s
Review marking guides for consistent use of grammar terminology and expectation	NAPLAN-Yr3/5 Grammar/Punc MSS= >Nation	Ongoing	Principal Classroom teachers
Provide training for teaching staff in grammar	U2B=>Nation	Ongoing	Writing teacher
Develop capability through collegial discussions based on modelling, observation and feedback	NMS>95%	Terms 2-4	Writing teacher Principal
Develop a suite of explicit grammar lessons aligned to the English Summative Assessment Task	80% 'C' or above English Reporting	Terms 2-4	Writing teacher Classroom teachers

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2017:** Prep Year - Year 6  
**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	159	70	89	69	91%
<b>2016</b>	166	79	87	69	96%
<b>2017</b>	172	80	92	72	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

## Characteristics of the Student Body

### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	24	22
Year 4 – Year 6	21	22	23
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

- 3a Approach in the Early Years of Learning
- Explicit teaching of reading and writing everyday
- Moving Forwards Framework – Holistic Planning and Teaching

### Co-curricular Activities

- After School Sports – Surfing, Cricket, Touch, Hockey.
- Cultural Activities – Dance, Weaving, Visual Art
- On Country Excursions
- Eco Warrior Program
- Environment Club
- Alternative Ed Programs – Bike Building, Cooking Classes

## How Information and Communication Technologies are used to Assist Learning

In 2018 there has been a dramatic transformation of ICT in the school. Prep to year 3 have 1 to 1 devices and all students have access to desktops, laptops and iPads. There are approximately 145 iPads in the school being used every day. Students use devices to design, create and share work from a diverse range of subjects.

## 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 “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 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, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	90%	100%
this is a good school (S2035)	91%	90%	100%
their child likes being at this school* (S2001)	100%	80%	94%
their child feels safe at this school* (S2002)	100%	80%	94%
their child's learning needs are being met at this school* (S2003)	91%	90%	100%
their child is making good progress at this school* (S2004)	100%	89%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	90%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	64%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	90%	100%
this school works with them to support their child's learning* (S2010)	91%	90%	100%
this school takes parents' opinions seriously* (S2011)	91%	89%	88%
student behaviour is well managed at this school* (S2012)	91%	80%	94%
this school looks for ways to improve* (S2013)	100%	90%	100%
this school is well maintained* (S2014)	100%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	96%	97%



Performance measure			
Percentage of students who agree* that:	2015	2016	2017
they like being at their school* (S2036)	85%	89%	95%
they feel safe at their school* (S2037)	94%	89%	98%
their teachers motivate them to learn* (S2038)	94%	94%	100%
their teachers expect them to do their best* (S2039)	96%	100%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	94%	97%
teachers treat students fairly at their school* (S2041)	79%	94%	98%
they can talk to their teachers about their concerns* (S2042)	87%	85%	95%
their school takes students' opinions seriously* (S2043)	82%	85%	97%
student behaviour is well managed at their school* (S2044)	72%	70%	93%
their school looks for ways to improve* (S2045)	90%	87%	97%
their school is well maintained* (S2046)	87%	89%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	92%	98%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2015	2016	2017
they enjoy working at their school (S2069)	88%	95%	96%
they feel that their school is a safe place in which to work (S2070)	92%	95%	100%
they receive useful feedback about their work at their school (S2071)	88%	89%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	96%
students are treated fairly at their school (S2073)	100%	100%	89%
student behaviour is well managed at their school (S2074)	88%	100%	96%
staff are well supported at their school (S2075)	79%	84%	89%
their school takes staff opinions seriously (S2076)	96%	85%	88%
their school looks for ways to improve (S2077)	92%	95%	96%
their school is well maintained (S2078)	96%	90%	100%
their school gives them opportunities to do interesting things (S2079)	96%	100%	96%

\* 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. 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	2015	2016	2017
Short Suspensions – 1 to 10 days	24	17	15
Long Suspensions – 11 to 20 days	1	0	2
Exclusions	0	0	1
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	84,075	1,875
2015-2016	84,956	6,132
2016-2017	129,622	1,691

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

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	14	13	<5
Full-time Equivalents	12	9	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	10
Diploma	
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 2017 were \$15000

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	89%	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 2017 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
2015	86%	91%	93%	93%	92%	92%	89%						
2016	91%	87%	89%	92%	93%	92%	93%						
2017	88%	89%	91%	93%	91%	94%	90%						

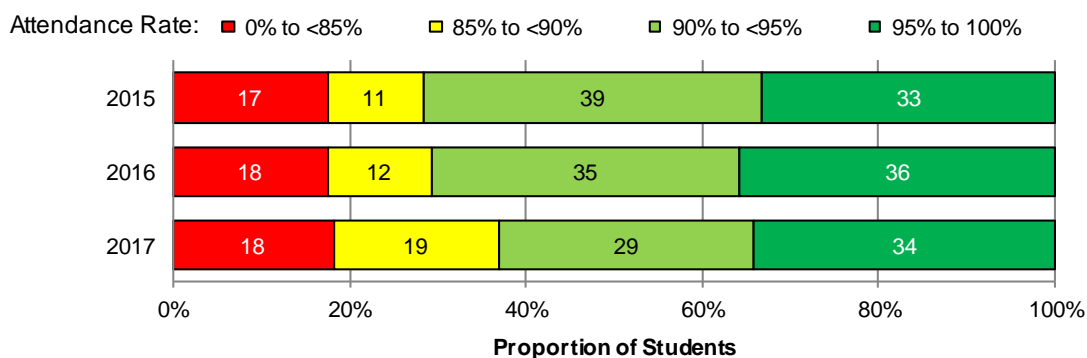
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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 Department of Education 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.

## 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/>.

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☒ Government
   
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