



Dunkeld State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Dunkeld State School is a co-educational one-teacher school, which offers levels Prep to Year 6. The enrolment for the school at present is 6. The school is situated 70 kilometres from the nearest town of Mitchell on the St. George Rd. Students travel from properties around the area. The learning program aims to develop social, intellectual and creative capabilities for each child. The strong literacy and numeracy focus is enhanced by an active arts program which includes ukuleles, marimbas and drama. Manual Arts and Physical Education are delivered through specialist teachers. Japanese studies are delivered through teleconferencing. Visual Arts is supported through visiting professional artists. School funding is supported by RREAP or Rural and Remote Education Access Program. Respect, responsibility and good work ethics are promoted. Dunkeld School has a happy and positive climate and is highly valued by the parent body.

Teaching and Learning at Dunkeld State School is guided by these practices :

- We teach children (we do not 'deliver programs')
- We draw on the Australian Curriculum to do so.
- Our teaching is guided by age-appropriate pedagogies and strategies which have the greatest effect.
- We measure learning as an amount of growth.
- We plan for enjoyment of learning.

Principal's Forward

Introduction

This report contains a snapshot of where Dunkeld State School sits at present, with regard to its systemic testing results, its current profile and school goals.

School Progress towards its goals in 2016.

Goals as stated in 2016 AIP	Progress
Implement the Cluster Small Schools approach to spelling. <ul style="list-style-type: none"> • Fund a cluster Data Officer to support school in collating and analysing data across small schools to identify common trends to inform our improvement agenda. 	Completed. The data collection is systematic and is being used to inform practice.
Continue to implement guided reading and update reading resources.	Completed. The students competed in the Readers Cup State Final. Guided reading resources purchased.
Implement whole school pedagogical practices as set out in Pedagogical Framework. <ul style="list-style-type: none"> • Use data more to plan. • Lead staff through a process to strengthen routines and processes to improve functioning of school program and school management. • Create a whole school view on where students sit with learning and what specific differentiation strategies are used. 	Completed. Data officer has helped to achieve this. The principal attended Dr Pete Stebbins workshops on building strong teams as part of cluster initiative. The school now uses its data wall and the differentiation page is ongoing. Support provisions are outlined where needed on One-School.

Future Outlook

Explicit Improvement Agenda	Time Line	Indicator of success
Introduce the C2C digital technology units.	Term 2-2017	Students' performance on assessment tasks. General use of the 'language' of Robotics. School will have purchased robots and students will design and program.
Students' use of problem-solving processes and strategies will improve.	Begin in term one. Embedded in weekly teaching program by end of term one.	Monitoring of problem-solving using problems from Naplan tests, problem-solving resources.
Students will improve in writing structure – paragraphs, proof-reading, punctuation, appropriate genre.	Begin term 1. Improvement in writing review at end of Semester One.	Writing tasks will show evidence. Students will engage in feedback conversations using the language of writing. e.g topic sentences, introduction.
Reading improvement across all grades. Students will read more fluently, and will read more accurately with regards to small words. This focus will be across all areas of learning.	Implement in term two.	Record of correct words per minute. Running Records.

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	10	4	6	3	100%
2015*	8	3	5	3	90%
2016	9	4	5	3	44%

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

Students all come from rural properties in the Dunkeld area. The School body comprises of 4 families.

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	10	10	4
Year 4 – Year 7			5
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

Explicit teaching occurs in the eight Key Learning Areas. This is supported by

key specialists lessons in the areas of History, Geography and Phys-ed. We provide Instrumental Music with marimbas and ukuleles, and Japanese is provided by Brisbane School of Distance Ed.

Where possible, the school uses local events, competitions and festivals to provide the students with authentic learning contexts in their community. Our school joins with other small schools for camps.



Co-curricular Activities

- * Students participated in netball and football on weekends as part of school sport.
- * School joined with two other band 5 schools for a swim, art, dance camp.
- * Students participated in the Reader's Cup competition, winning at regional level and participating in the state finals in Brisbane.

How Information and Communication Technologies are used to Assist Learning

Students use digital technology as part of daily learning across learning areas. Students' compose and create texts.

This involves – research, presentation, and participation in online programs e.g Mathletics.

Students use cameras to capture their work, then present them to the class in power-point presentations or as part of multi-modal presentations.

Robotics is now part of regular activities.

L.O.T.E students receive their lessons through Brisbane Distance Ed . This is all done via computers. They send recordings of their speaking as well as receive instruction.

Students are learning to use software to compose music for marimbas.

Social Climate

Overview

The positive behaviour of the students at Dunkeld School is highly valued by our community. The students and parents responses were very positive in the opinion survey. Both groups felt that the school was a safe place, and that everyone was treated fairly. The students are happy to come to school and their enthusiasm is something that visiting teachers always comment upon. The school has a friendly and caring climate. Regular discussion of school rules and positive responses by all staff to student behaviour keeps the school values visible and important. The principal attends the Positive Schools Conference regularly and uses this to keep the well-being of our students in sharp focus.

Parent, Student and Staff Satisfaction

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)	DW	DW	DW
this is a good school (S2035)	DW	DW	DW
their child likes being at this school* (S2001)	DW	DW	DW
their child feels safe at this school* (S2002)	DW	DW	DW
their child's learning needs are being met at this school* (S2003)	DW	DW	DW
their child is making good progress at this school* (S2004)	DW	DW	DW
teachers at this school expect their child to do his or her best* (S2005)	DW	DW	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	DW	DW
teachers at this school motivate their child to learn* (S2007)	DW	DW	DW
teachers at this school treat students fairly* (S2008)	DW	DW	DW
they can talk to their child's teachers about their concerns* (S2009)	DW	DW	DW
this school works with them to support their child's learning* (S2010)	DW	DW	DW
this school takes parents' opinions seriously* (S2011)	DW	DW	DW

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	DW	DW	DW
this school looks for ways to improve* (S2013)	DW	DW	DW
this school is well maintained* (S2014)	DW	DW	DW

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	80%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	DW	DW
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

Newsletters, face to face conversations and involvement in the P&C activities are the ways parents can become involved in their students education. The school has a close association with the golf-club which allows the school to use the facilities at no cost (hall, tennis courts, golf course).

Adjustments made to individual students work are discussed with parents and students. Some students work across several class levels. This might be for extension or it might be for revision and explicit re-teaching.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Health Program includes personal safety and awareness, resolving conflict skills and other social skills. The Recognize, React and Report when feeling unsafe Program is also addressed during the year.

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	0	0	0
Long Suspensions – 6 to 20 days	0	0	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

During 2016, although the school is careful with the use of electricity, the need to keep the server/musical instrument rooms air-conditioned over the hot summer period may have contributed to a higher use of electricity. The school is monitoring this closely.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	16,395	0
2014-2015	15,902	
2015-2016	22,920	

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

GO

Sector:

Government

Non-government

SEARCH

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	1	5	0
Full-time Equivalent	1	1	0

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.**	
Bachelor degree	
Diploma	1
Certificate	1

*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 \$9 922.00

The major professional development initiatives are as follows:

- Admin – Corporate Services Training, Leading Where You Are, End of Period Finance Training , Planning and Accountability Training.
- Principal – Positive School's Conference, Cluster Leadership Training with Dr Pete Stebbins, Regional Business Meetings.
- Cleaner - Cleaner Training.

In-kind Training:

- T'aides – Induction training, and training in supporting students with writing and reading (carried out by principal)
- Groundsman – Use of Machinery and equipment - Conducted by outgoing groundsman.

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	100%	100%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% 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).	97%	95%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	98%	93%	96%

*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%.

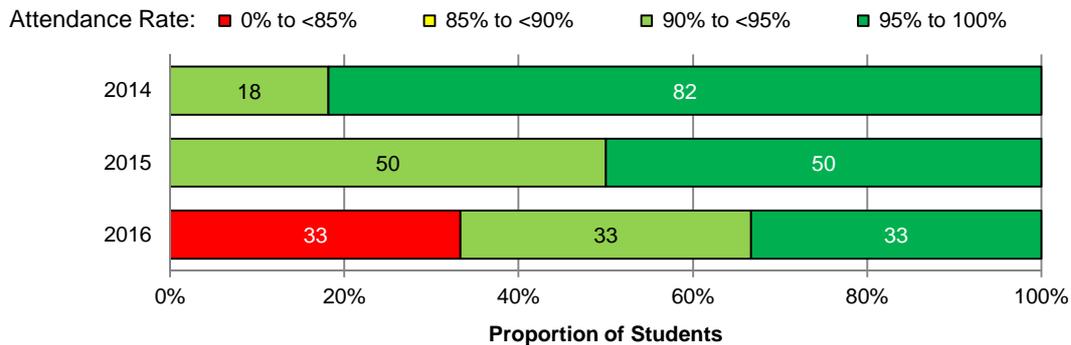
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%		DW	96%	98%	DW	DW						
2015	DW	95%		DW	96%	DW	DW						
2016		DW	83%		DW	88%	DW						

*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.

Close communication with parents is maintained at Dunkeld School. Parents contact the school if their child is going to be absent. Should a child need to be away from school for a longer period, discussions between parents/carers and principal ensure that the best interests of the child is considered.

An engaging program and clear expectations for the communication process.

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.

