

Dunkeld State School

# ANNUAL REPORT 2017

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

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 3. 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 consider individual needs when teaching children
- 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 Foreword

### Introduction

#### School Progress towards its goals in 2017

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 2017

Goals as stated in 2017 AIP	Progress
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Improved student performance in Pat Maths testing with focus on Problem- Solving in Term 4 and in class monitoring during the year..	Completed. Comparison of results of February Pat Maths testing to October Testing showed a year's growth in all students.  Results will guide planning in 2018.
Samples of writing will show improved student performance , with focus on writing structure including: capitals and full stops used correctly, use of connectives, words not left out, spelling checked and paragraphs used.	Completed for 2017. Improvement shown in students' writing samples.  Will be ongoing in 2018 .

## Future Outlook

Explicit Improvement Agenda	Time Line	Indicator of success
Students will improve in writing structure – paragraphs, proof-reading, punctuation, complex sentences, variation of sentence beginnings with regards to appropriate genre. Lower age students to write longer sentences with more detail.	Term 2 2018 Will review progress over semester 1 and plan for focus for Semester 2.	Evidence noted in assessment tasks, homework writing and general class writing.
Students' use of problem-solving processes and strategies will improve.	Embed guided problem-solving sessions in maths lessons. (Using online maths problems as a group focus.)	Monitoring of problem-solving using problems from tests, problem-solving during class work.
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 from beginning of 2017. Ongoing.	Record of Correct words per minute. Running Records. Comprehension checks.

## Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	8	3	5	3	90%
<b>2016</b>	9	4	5	3	44%
<b>2017</b>	6	5	1		100%

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

Students all come from rural properties in the Dunkeld area. The School body comprises of 2 families. Parents drive the students to school.

### 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	10	9	6
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Explicit teaching across the eight Key Learning Areas is supported by:

- Specialist teacher for Phys-ed ,health and technology
- The school provides Instrumental Music with marimbas and recorders
- Japanese is provided by Brisbane School of Distance Ed for year 5 and 6 students

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 and focussed learning days at different band 5 schools in the cluster.

Student learning progress is assessed through ongoing monitoring and formal assessment tasks.

### Co-curricular Activities

- Small school dance/swim/art camp – Five small schools camp with students rotating through learning sessions with professional instructors.
- Small schools camp at North Keppel Island Environmental Centre. ( Focus on environmental sustainability.)
- Small school Robotics Day
- Small schools Problem-solving Day

## 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.

Students participate in online programs e.g Mathletics, Read Theory.

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

Students work with computers with robotics.

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.

## Social Climate

### Overview

The positive behaviour of the students at Dunkeld School is highly valued by our community. Although, due to small numbers, the data is withdrawn, from discussions and comments made, students and parents show very positive feelings about the school. 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. Health and Well-being is always in focus when planning. 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 mental well-being of our students in sharp focus.

Staff feel that the workplace is a happy environment and that their work is valued. Staff are very much involved in the decision-making process and feel proud of the school's achievements.

## 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)	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
student behaviour is well managed at this school* (S2012)	DW	DW	DW

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
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:	2015	2016	2017
they are getting a good education at school (S2048)	100%	100%	DW
they like being at their school* (S2036)	100%	100%	DW
they feel safe at their school* (S2037)	100%	100%	DW
their teachers motivate them to learn* (S2038)	100%	100%	DW
their teachers expect them to do their best* (S2039)	100%	100%	DW
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	DW
teachers treat students fairly at their school* (S2041)	100%	100%	DW
they can talk to their teachers about their concerns* (S2042)	100%	100%	DW
their school takes students' opinions seriously* (S2043)	100%	100%	DW
student behaviour is well managed at their school* (S2044)	100%	80%	DW
their school looks for ways to improve* (S2045)	100%	100%	DW
their school is well maintained* (S2046)	100%	100%	DW
their school gives them opportunities to do interesting things* (S2047)	100%	100%	DW

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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) The school involves the community with special events e.g Under 8's days . The community is invited to the end of year celebration / theatre production.

Adjustments made to individual students work are discussed with parents and students. Health specialists are involved in parent meetings involving their children e.g hearing and strategies to be used to assist in class are discussed with parents.

### Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. The Health Program includes personal safety and awareness, including identifying and responding to abuse and violence. Resolving conflict skills and other social skills are also addressed. 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### Reducing the school's environmental footprint

The school is conscious of being careful with its use of electricity. Attention to turning off lights, and air-con when not needed is a focus. It is positive to see that there is a decrease in consumption of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	15,902	
2015-2016	22,920	
2016-2017	14,570	

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	1	4	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 2017 were \$6 862.64.

The major professional development initiatives are as follows:

- Admin – Corporate Services Training , End of Period Finance Training , Planning and Accountability Training
- Principal – State Schools' Conference, Cluster Training with Dr Pete Steb'Teach Like a Champion' , Regional Business Meetings

- Cleaner - Cleaner Training

#### In-kind Training:

- T'aides –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 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.	100%	100%	98%

### 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 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).	95%	88%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	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 2017 for all Queensland Primary schools was 93%.

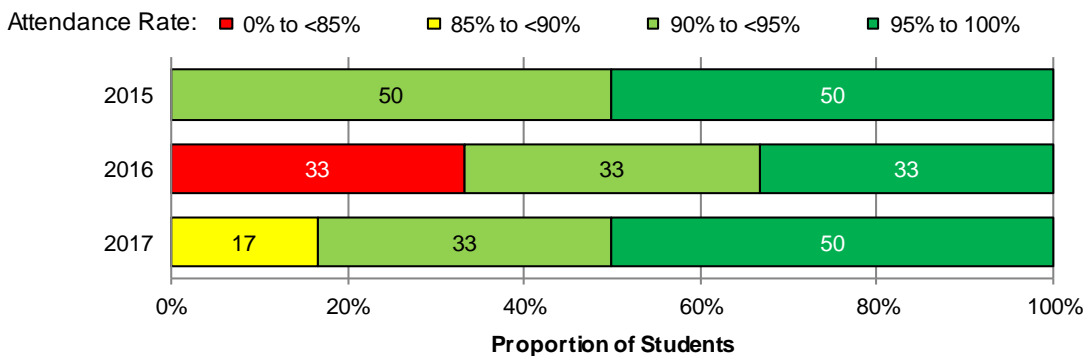
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	DW	95%		DW	96%	DW	DW						
2016		DW	83%		DW	88%	DW						
2017	95%			95%			92%						

\*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 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.

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. Should a child be absent with no message to the school, the principal will ring parents to ensure safety.

An engaging program and frequent communication with parents is a driving strategy to increase attendance.

## 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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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 NAPLAN information is available by selecting '**NAPLAN**' 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 our school's NAPLAN results.

## Conclusion