

Dunkeld State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Dunkeld State School is a co-educational one-teacher school, which now offers levels Kindergarten to Year 6. The enrolment for the school at present is 5 . 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 instrumental music with ,(marimbas and ukeles) and drama. Manual Arts and Physical Education and LOTE (Japanese)are delivered through specialist teachers . Visual Arts and Dance is supported through visiting professional artists. School funding is supported by Regional and Remote Area Access Program funding. Respect, responsibility ,kindness,and safety guide the behaviour expectation. Dunkeld School has a happy and positive climate and is highly valued by the community.

School's Progress towards 2018 goals.

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 2018 AIP	Progress
Students show one year's growth on Pat Spelling Test.	Students all made progress with spelling.
100% of students achieving C or higher in English	Goal Met and will continue to be a focus
Strengthen and develop community and cluster relationships.	Dunkeld School has hosted a Cluster Principals meeting and has organized camps across band 5 schools. These were very successful with all students showing growing confidence in working with similar aged peers in larger groups.
Continue to Build the capacity of staff .	Dunkeld School has provided professional development for all staff during the year. Dunkeld School Principal has engaged in Virtual moderation and virtual lesson observations to receive helpful coaching and feedback to maintain high standard in teaching pedagogy.

Future Outlook

Dunkeld School will continue to embed the inquiry cycle into planning. This is where our goals and strategies are identified, research undertaken, and then measurement of progress and review of process is undertaken.

Writing and spelling will remain a focus and will be reviewed in Term 2 2019. Measures of success will come from Naplan, class assessment tasks and general observation.

Dunkeld will continue to plan multi-school camps and learning opportunities in 2019. Measure of success will be a record of camps, excursions and satisfaction with school in student survey.

The capacity of the staff will be a focus , especially for the pedagogy around working with kindy.

The school is very proud of its successful transition to kindy. The community has been very supportive and we all feel that the changes made to our school have added to our school's positive learning culture.

In the coming year, we look forward to taking on new learnings in the area of technology and use some exciting leading edge technologies to engage our students in the Australian Curriculum. Currently we are working with our IT technicians to bring Virtual Reality into the classroom. It is a learning journey for us all.

Our school at a glance

School profile

Coeducational or single sex Coeducational

Independent public school No

Year levels offered in 2018 Prep to Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	9	6	3
Girls	4	5	3
Boys	5	1	0
Indigenous	3		0
Enrolment continuity (Feb. – Nov.)	44%	100%	100%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Students all come from rural properties in the Dunkeld area. During 2019, the family numbers have increased from two to five.. Parents drive the students to school as there is no bus run.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	9	6	1
Year 4 – Year 6			2
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Explicit teaching across the Key Learning Areas is supported by:

- Specialist teacher for Phys-ed ,health and technology
- The school provides Instrumental Music with marimbas and recorders as part of the music program
- Japanese is currently provided by Specialist LOTE Teacher who also teaches the HASS subject

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 Coolumboola Environmental Centre. (Focus on environmental sustainability.)
- Robotics Day with neighbouring small school
- Participated in 'Paint the Town REaD' in Mitchell, a community project with focus on reading

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, Typing tournament, Online Maths Invaders.

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 .

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.

The Principal ensures that the school has a visible presence within the community. Parents are always made aware of the improvement agenda and how it aligns with departmental expectations and goals.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• 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
• this school looks for ways to improve* (S2013)	DW	DW	DW
• this school is well maintained* (S2014)	DW	DW	DW

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	DW	DW
• they like being at their school* (S2036)	100%	DW	DW
• they feel safe at their school* (S2037)	100%	DW	DW
• their teachers motivate them to learn* (S2038)	100%	DW	DW
• their teachers expect them to do their best* (S2039)	100%	DW	DW
• their teachers provide them with useful feedback about their school work* (S2040)	100%	DW	DW
• teachers treat students fairly at their school* (S2041)	100%	DW	DW
• they can talk to their teachers about their concerns* (S2042)	100%	DW	DW
• their school takes students' opinions seriously* (S2043)	100%	DW	DW
• student behaviour is well managed at their school* (S2044)	80%	DW	DW
• their school looks for ways to improve* (S2045)	100%	DW	DW
• their school is well maintained* (S2046)	100%	DW	DW
• their school gives them opportunities to do interesting things* (S2047)	100%	DW	DW

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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

Percentage of school staff who agree# that:	2016	2017	2018
• 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 our school engages with the school community. The school has an open door approach and welcomes parents into the classroom where they can browse around the learning wall to see what is currently going on in the classroom. . 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.

The principal and staff are all actively involved in the community club

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 education 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. This is discussed in P&C meetings in order to keep parents fully informed.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
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

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.Data is reliant on schools entering invoice data correctly into OneSchool, for example, water consumption

During 2018, the huge heatwave meant that air-conditioning had to be kept on to ensure the computer server was not in danger. This could be one of the reasons for the increase in consumption of electricity.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	22,920	14,570	21,244
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	2	4	0
Full-time equivalents	1	1	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	
Diploma	1
Certificate	

*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 2018 were \$ 6 350.85

The major professional development initiatives are as follows:

- State School Principal Conference
- Positive Schools Conference
- Virtual Meetings within Region
- Regional Business Meetings
- First Aid Training
- Corporate Services Training, Finance Training
- Cleaners training
- Working with Hearing Impaired Students Training for Principal and Teacher Aides

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	100%	98%	99%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

N/A

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	94%	90%
Attendance rate for Indigenous** students at this school	96%		

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

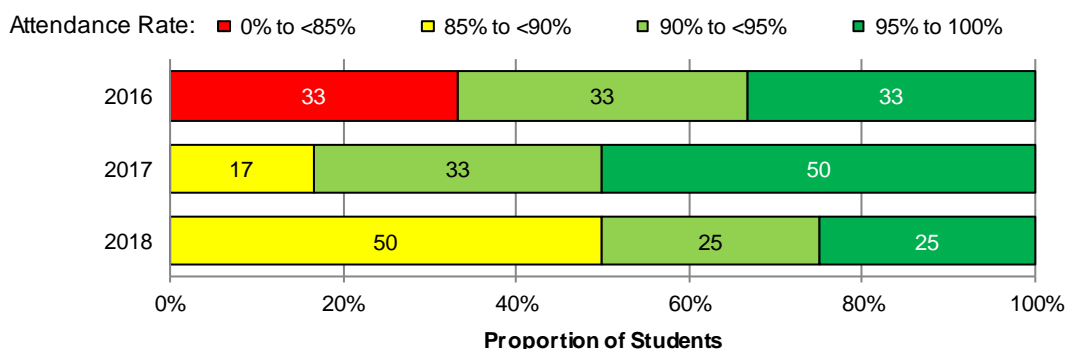
Year level	2016	2017	2018
Prep		95%	
Year 1	DW		89%
Year 2	83%		
Year 3		95%	
Year 4	DW		91%
Year 5	88%		
Year 6	DW	92%	

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

The roll is now being marked on one-school. Parents usually let the school know through e-mail or phone or a note that a student is going to be away. On the occasion that there was not notice, the school will phone the parents to ensure safety. Parents are aware of this process.

Strong communication with parents about school improvement agendas and their child's program encourages good attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.