



Daintree 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

Daintree State School is a small rural school situated in the township of Daintree. It has an enrolment of approximately fourteen students ranging in age from five to twelve years. It is a feeder school for Mossman State High School. The main industries of the Daintree are cattle farming and Eco Tourism. Consequently the school works in partnership with the community utilising ecologically sustainable practices. The school boasts a very active and supportive Parents and Citizens Association and committed school staff. These attributes maintain the very high standard of education at Daintree as evidenced by its NAPLAN results.

School progress towards its goals in 2018

The goals set out in the School Explicit Improvement plan involve both quantitative and qualitative measures.

The qualitative goals (below) revolve primarily around student achievement. These goals were all achieved apart from attendance (92.4%).

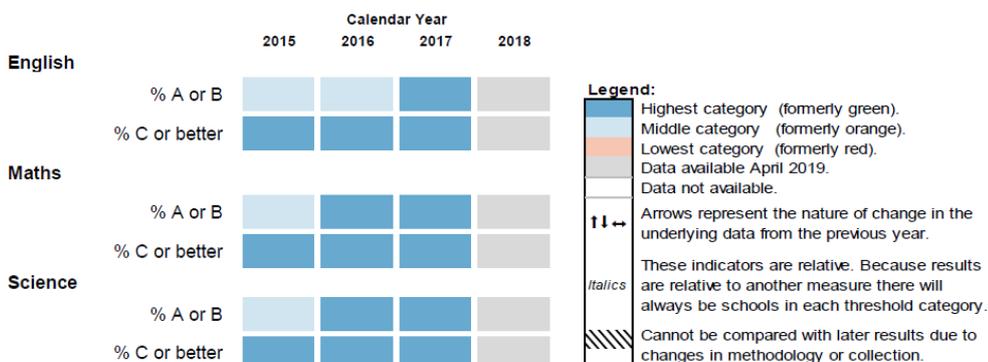
Achievement of internal diagnostic goals	100%
A – C student results English/Maths/Science	100%
<ul style="list-style-type: none"> Reading Writing Numeracy 	100% above NMS
School attendance rate	95%

2018 NAPLAN Performance Measures Summarised for Daintree State School (1022)

For All Students

School	Year Level	Max n	Reading			Writing			Spelling			Grammar and Punctuation			Numeracy		
			Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %	Mean	Top 2 Band %	NMS %
Australia	3		433.8	53.2	95.6	407.1	41.9	94.4	417.6	46.6	94.1	431.8	53.1	94.9	407.7	39.2	95.8
	5		509.3	38.6	94.9	464.7	13.7	89.8	502.4	34.5	94.4	503.8	35.5	94.4	494.0	27.6	95.7
Queensland	3		429.9	51.3	96.2	397.7	36.5	94.0	410.8	43.5	94.3	429.4	51.8	95.4	399.2	35.1	95.9
	5		506.1	37.1	95.1	454.0	11.0	87.5	496.5	31.3	94.6	501.0	34.3	94.4	487.5	24.1	95.9
Daintree State School (1022)	3	3	500.7	66.7	100.0	415.4	66.7	100.0	475.4	66.7	100.0	496.8	66.7	100.0	505.5	100.0	100.0
	5	1	653.6	100.0	100.0	489.0	0.0	100.0	511.0	0.0	100.0	619.2	100.0	100.0	573.7	100.0	100.0

A-E data



Attendance: attendance for 2018 was 92,4%

Future outlook

The 2019 quantitative goals are the same as those for 2018. The non-quantitative goals are:

NON-QUANTITATIVE MEASURES

GOAL SETTING	Data is used consistently to identify students' strengths and areas for improvement. Learning goals are then developed with students.	Routine
CURRICULUM	Teachers and teacher Aides effectively implement the Australian Curriculum Moderation takes place with Cluster schools once per term	Routine
BUILDING CAPABILITY	Staff are encouraged to improve skills and knowledge around pedagogy, curriculum and classroom management.	On-going
SEQUENCING MULTI-AGE TEACHING AND LEARNING	Staff effectively implement AC using appropriate pedagogies	On - going

Our school at a glance

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	13	15	12
Girls	6	8	6
Boys	7	7	6
Indigenous	2	1	
Enrolment continuity (Feb. – Nov.)	92%	86%	92%

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.

School profile

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

Characteristics of the student body

Overview

The Daintree State School Student body is made up from families from the local Daintree Village and surrounding rural areas. Students come from a range of backgrounds and families in the area are predominantly employed in tourism, farming, trade and service industries.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	13	13	12
Year 4 – Year 6			
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

- There is a strong focus on Literacy, Numeracy and Science as well as embedding the Learning Areas of Technology, History, Geography, the Arts, Languages other than English (Japanese) and Health and Physical Education. In addition to these 9 subject areas, Daintree State School offers the following distinctive curriculum offerings:
 - ✓ Multi-age classes
 - ✓ Focus on targeted literacy and numeracy skill development
 - ✓ Support programs for students with special needs
 - ✓ Daily individual reading with staff and volunteers
 - ✓ Swimming program in term 4
 - ✓ Interschool Sports Prep – 6
 - ✓ Opportunities to participate in Douglas District selection trials for a wide range of sports
 - ✓ Cross country
 - ✓ Student leadership camp and ongoing supported program
 - ✓ Student council
 - ✓ Technologically focused curriculum delivery
 - ✓ Robotics
 - ✓ Extension program
 - ✓ Daily Sporting Schools Program
 - ✓ Small School's Sports Day Cross Country and Swimming Carnival
 - ✓ Queensland Arts Council
 - ✓ School Camps
 - ✓ NRL League development program and North Queensland Cowboys school visits
 - ✓ Student rewards days
 - ✓ A Sydney/Canberra trip every 3 years
 - ✓ Weekly whole school cooking program
 - ✓ Sustainability focus
 - ✓ Strong P&C engagement with regular activities

How information and communication technologies are used to assist learning

Daintree State School has embedded the use of technology in the student's learning. A range of technology and software are used by students on a daily basis to assist in most aspects of learning. Students have access to their own laptops, interactive displays, iPads, and digital cameras. Most lessons use technology for instructions and/or independent work to engage and to broaden student's learning. All students have access to technology to assist their learning every day. Digital displays are used daily in the delivery of lessons.

Social climate

Overview

Providing a safe and supportive environment for each child is essential at Daintree State School. Each student has the right to feel safe, respected and be treated fairly at school. Students receive individualised support to help them achieve their potential, socially as well as academically, and an environment is created where each student feels confident to develop his or her skills and achieve highly in a wide range of areas. Issues with behaviour are managed in accordance with the school's Responsible Behaviour Plan. A supportive guidance officer is available for students and families requiring this service. Students enjoy coming to Daintree State School and relate well with each other and with staff, and this is evidenced by high student and parent satisfaction with the school.

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	100%	DW
• this is a good school (S2035)	DW	100%	DW
• their child likes being at this school* (S2001)	DW	100%	DW
• their child feels safe at this school* (S2002)	DW	100%	DW
• their child's learning needs are being met at this school* (S2003)	DW	100%	DW
• their child is making good progress at this school* (S2004)	DW	100%	DW
• teachers at this school expect their child to do his or her best* (S2005)	DW	100%	DW
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	100%	DW
• teachers at this school motivate their child to learn* (S2007)	DW	100%	DW
• teachers at this school treat students fairly* (S2008)	DW	100%	DW
• they can talk to their child's teachers about their concerns* (S2009)	DW	100%	DW
• this school works with them to support their child's learning* (S2010)	DW	100%	DW
• this school takes parents' opinions seriously* (S2011)	DW	100%	DW
• student behaviour is well managed at this school* (S2012)	DW	100%	DW
• this school looks for ways to improve* (S2013)	DW	100%	DW
• this school is well maintained* (S2014)	DW	100%	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%	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%

Percentage of students who agree# that:	2016	2017	2018
• 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%	100%
• 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%

* 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	100%
• 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

Parents are active partners in their child's education at Daintree State School. There is a high level of communication between parents and carers and the school. This frequent informal contact, along with parent-teacher interviews in terms one and three, information sessions, texts to parents, newsletters, and report cards in terms two and four, mean that each student's progress and needs can be individually managed and tracked so that parents and guardians know how their children are progressing and adjustments can be made where required. Parents are also encouraged to support the school's daily reading program with students at school and at home.

Respectful relationships education programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships in and out of the classroom.

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

Daintree State School makes efforts to reduce its environmental footprint through recycling, growing vegetables, composting and education programs in energy reduction.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	11,379	12,945	13,047
Water (kL)	57	660	381

Note:

Consumption data is compiled from sources including ERM, and consistent reporting and administrative processes.

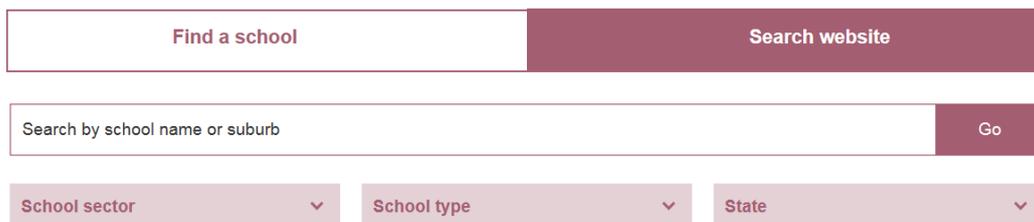
School funding

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](http://www.myschool.edu.au/) 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.



Find a school Search website

Search by school name or suburb 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 'Finances' and select the appropriate year to view the school financial information.



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

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	5	0
Full-time equivalents	1	2	0

*Teaching staff includes School Leaders.

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

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

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters		
Graduate Diploma etc.*	1	
Bachelor degree	3	
Diploma	1	
Certificate	3	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$4541

The major professional development initiatives are as follows:

- Multi-age curriculum delivery
- STEM

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.	98%	99%	100%

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

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	96%	93%	92%
Attendance rate for Indigenous** students at this school	97%	DW	93%

* 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	97%	93%	78%
Year 1	97%	89%	97%
Year 2		98%	DW
Year 3	DW		93%
Year 4	DW	DW	
Year 5	99%	91%	97%
Year 6	93%	93%	92%

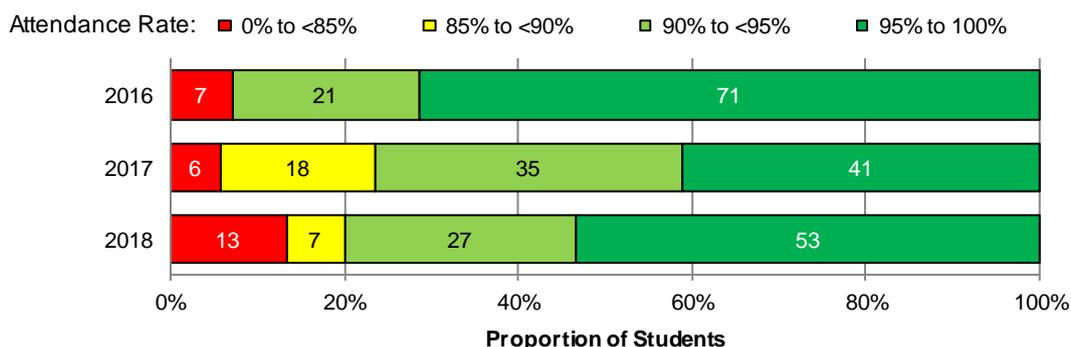
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

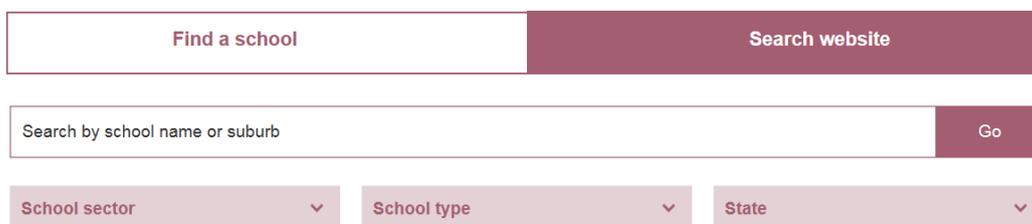
Student attendance is recorded twice each day using OneSchool. Absences are reported directly to the Principal via text messages and any unexplained absences are followed up with text messages or phone call from the Principal.

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

Search by school name or suburb Go

School sector School type State

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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.