



Daintree State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

Contact Information

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School Overview

Daintree State School is a small rural school situated in the township of Daintree. It has an enrolment of approximately fifteen 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 farming and Eco Tourism. Consequently the school works in partnership with the community utilising ecologically sustainable practices. The school also 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 it's NAPLAN results.

Principal's Forward

Introduction

The Annual School Report provides information on the overall performance of Daintree State School across a range of measures in 2016. This report contains an overview of the achievements and highlights at Daintree State School over the last year. A number of key actions have been implemented in the last 12 months to improve student learning and maximise achievement. This report also provides an overview of our priorities for 2017.

School Progress towards its goals in 2016

Provide targeted intervention to those students at risk of being below national minimum standard. (ongoing)

Provide targeted intervention to those students at risk of being below national minimum standard. (ongoing)

Implement Early Start as a way to track prep students progress. (completed)

Guided reading every day. (partially completed)

Future Outlook

Provide targeted intervention to those students at risk of being below national minimum standard.

Students will undertake formative assessment using The FNQ maths assessment to identify areas of weakness to inform teaching and learning

Using collected data, explicit lessons and targeted consolidations will be developed.

Maximise enrolments of students in the catchment.

Hold Prep open days in term 4.

Place advertisements for the school in local paper in term 4.

Send regular news articles to the Port Douglas Mossman Gazette.

Liaise with Playgroup Queensland to start a school based playgroup to start in term 3.

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 | 12 | 4 | 8 | 2 | 50% |
| 2015* | 12 | 4 | 8 | 2 | 100% |
| 2016 | 13 | 6 | 7 | 2 | 92% |

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

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

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 17 | 12 | 13 |
| Year 4 – Year 7 | | | |
| 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

- Daintree State School offers individualised Australian Curriculum programs in multi-age classrooms using C2C resources. 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

Co-curricular Activities

- ✓ 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

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| 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 |
| 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) | 88% | 88% | 100% |
| their school takes students' opinions seriously* | 100% | 100% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: (S2043) | 2014 | 2015 | 2016 |
| 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) | 88% | 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) | 75% | 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 programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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

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

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 16,263 | 130 |
| 2014-2015 | 11,631 | 134 |
| 2015-2016 | 11,379 | 57 |

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

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

| 2016 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 2 | 3 | 0 |
| Full-time Equivalents | 1 | 2 | 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.** | 1 |
| Bachelor degree | 1 |
| Diploma | |
| Certificate | 3 |

*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 \$4587.69

The major professional development initiatives are as follows:

The Seven Steps of Writing

Fleming Education

First Aid

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. | 100% | 98% | 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 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). | 89% | 94% | 96% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 89% | 94% | 97% |

*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%.

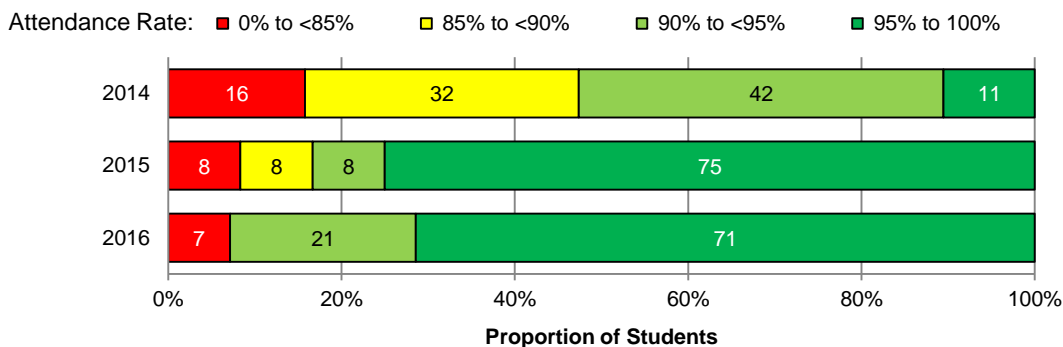
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | | 91% | 91% | DW | 87% | 86% | 90% | DW | | | | | |
| 2015 | 95% | | DW | DW | 99% | 89% | DW | | | | | | |
| 2016 | 97% | 97% | | DW | DW | 99% | 93% | | | | | | |

*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

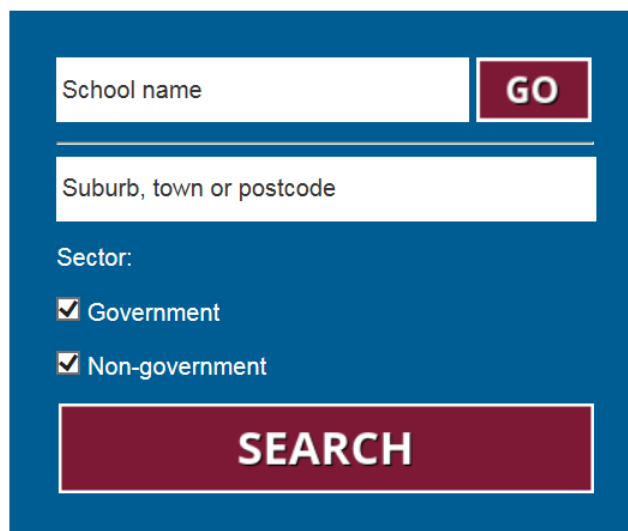
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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.

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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.

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