

Daintree State School

Queensland State School Reporting

2015 School Annual Report



DAINTREE
STATE SCHOOL



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Principal's foreword

Introduction

The Annual School Report provides information on the overall performance of Daintree State School across a range of measures in 2015. 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 2016.

School progress towards its goals in 2015

- Improving explicit teaching – including implementation of Australian Curriculum Geography (Completed)
- Refining and embedding data based decision making (Completed)
- Refining and embedding planning & accountability systems (Partially completed)
- Connecting parents and caregivers with their child's learning (Partially completed)
- Development and implementation of the Great Results Guarantee initiative (Completed)
- Implementation of the Response to Intervention Model (Partially completed)
- Providing individualised programs intervention for the gifted and those below the national minimum benchmark (Partially completed)

Future outlook

- ✓ Improving school wide writing results (Increased professional development funds to increase teacher capacity when delivering writing lessons has helped to increase performance while newly imbedded programs that target specific writing areas have been implemented inside the classroom.
- ✓ Connecting parents and caregivers with their child's learning. (Daintree will be looking to utilise websites and apps that better connect parents with their child's learning. Facebook and QSchools will form the basis of our drive to better connect our parents and caregivers.
- ✓ Refining response to intervention model. (Intervention is an integral part of the success gained by a number of students last year. In 2016 we will be refining our model to better suit those students in need of intervention).
- ✓ Individualised programs for gifted and talented students. (High performing students will be given an opportunity to completed tailor made programs that allow those particular students to reach beyond and gain valuable knowledge).
- ✓ Implementing consolidations and warm ups prior to each lesson no matter the KLA. (Subjects such as Geography and History will now involve detailed consolidations and quizzes prior to all lessons).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	17	6	11	3	74%
2014	12	4	8	2	50%
2015	12	4	8	2	100%

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 2015, 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:

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

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	17	12
Year 4 – Year 7 Primary			
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
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.

Curriculum delivery

Our approach to curriculum delivery

Daintree offers individualised Australian Curriculum programs in a multi-age classroom with a strong focus on Literacy and Numeracy skills and developing a range of qualities in each student including confidence and leadership. We offer the Key Learning Areas of English, Maths, Science, Technology, Geography, History, the Arts, Languages Other Than English (Japanese), and Health and Physical Education. In addition to these 8 subject areas, Daintree State School offered the following distinctive curriculum offerings:

- ✓ Multi-age classes
- ✓ Focus on literacy and numeracy skills development
- ✓ Support programs for students with special needs
- ✓ Swimming program in Term 3
- ✓ Interschool Sports Years 4-7
- ✓ Athletics Day
- ✓ Cross Country
- ✓ Student Leadership Camp and Program
- ✓ Student Council
- ✓ Technologically focused curriculum delivery
- ✓ Gifted and talented program

Extra curricula activities

- ✓ Participation in the local Douglas Cluster of Schools Sporting Program
- ✓ Small Schools Sports Day, Cross Country and the Swimming Carnival
- ✓ Under 8's Day program with nearby schools
- ✓ Queensland Arts Council
- ✓ School Camps
- ✓ Sport development programs
- ✓ NRL Rugby League Development Program and North Queensland Cowboys school visits
- ✓ Local Community Arts activities including NAIDOC Week
- ✓ Student council fun days
- ✓ A Sydney/Canberra camp for senior students every three years
- ✓ Strong P&C engagement with plenty of monthly activities.

How Information and Communication Technologies are used to improve learning

Daintree State School continues to be a leader in using technology to assist students' learning. Students interact naturally and on a daily basis with a range of technology and software including using iPads, laptops, interactive displays, digital cameras and digital video editors, as they complete set tasks and projects. Most lessons use technology for instruction and/or for independent work to engage and to broaden each student's learning. All students have ready access to technology for their learning every day.

Social Climate

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	DW	DW
this is a good school (S2035)	100%	DW	DW
their child likes being at this school (S2001)	100%	DW	DW
their child feels safe at this school (S2002)	100%	DW	DW
their child's learning needs are being met at this school (S2003)	100%	DW	DW
their child is making good progress at this school (S2004)	100%	DW	DW
teachers at this school expect their child to do his or her best (S2005)	100%	DW	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	DW
teachers at this school motivate their child to learn (S2007)	100%	DW	DW
teachers at this school treat students fairly (S2008)	100%	DW	DW
they can talk to their child's teachers about their concerns (S2009)	100%	DW	DW
this school works with them to support their child's learning (S2010)	100%	DW	DW
this school takes parents' opinions seriously (S2011)	100%	DW	DW
student behaviour is well managed at this school (S2012)	88%	DW	DW
this school looks for ways to improve (S2013)	100%	DW	DW
this school is well maintained (S2014)	100%	DW	DW

Performance measure	2013	2014	2015
Percentage of students who agree [#] that:			
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)	80%	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%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they can talk to their teachers about their concerns (S2042)	100%	88%	88%
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%	88%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
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%	75%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

'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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	18,857	110
2013-2014	16,263	130
2014-2015	11,631	134

*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.

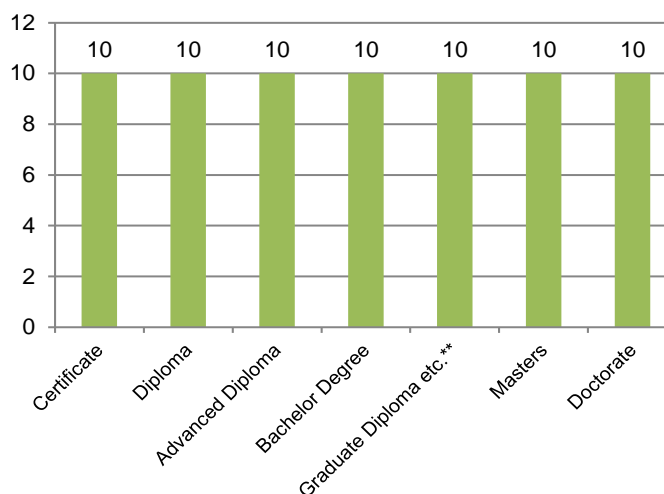
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	1	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	10
Diploma	10
Advanced Diploma	10
Bachelor Degree	10
Graduate Diploma etc.**	10
Masters	10
Doctorate	10
Total	70



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$1200

The major professional development initiatives are as follows:

- ✓ Developing explicit teaching practices.

- ✓ Reviewing other schools practices.
- ✓ Increasing teacher competency around the teaching of writing.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	98%	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 2015 school year.

School income broken down by funding source

School income 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

SEARCH

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
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The overall attendance rate for the students at this school (shown as a percentage). 84% 89% 94%

The attendance rate for Indigenous students at this school (shown as a percentage). 90% 89% 94%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

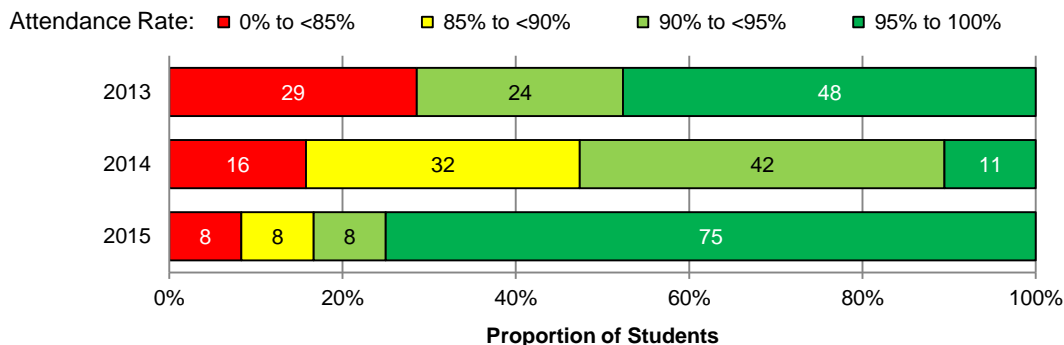
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	97%	68%	82%	95%	98%	54%	73%	95%					
2014		91%	91%	DW	87%	86%	90%	DW					
2015	95%		DW	DW	99%	89%	DW						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Class rolls are marked before 9am in the morning and again after second break in the afternoon. Rolls are marked electronically on OneSchool. All unexplained absences are followed up by the Principal. Parents are contacted and asked to explain the reason for extended numbers of absences. A plan for more regular attendance is created and student attendance is then monitored regularly.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

Sector:

Government

Non-government

Where it says '**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.