Daintree State School
Queensland State School Reporting
2014 School Annual Report

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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 2014. 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 2015.

School progress towards its goals in 2014

Our 2014 goals and actions were:

- ✓ Improve teaching - explicit teaching professional development, use of research backed foundational programs and maintaining high expectations in all areas.

- ✓ Refining and embedding data based decision making - rigorously and individually tracking and monitoring each student's performance.

- ✓ Refining and embedding planning & accountability systems - linking the school to regional improvement and accountability systems.

- ✓ Connecting parents and care givers with their child's learning regular and personal feedback to each parent, sharing positive news and inviting parents and caregivers to events.

- ✓ Enhancing teaching and student learning in a multi-age classroom - with technology continuing the school's iPads for teaching and learning initiative as well as providing a lap top for each student in the school.

- ✓ Improving our writing, reading and numeracy data across the school and imbedding an explicit improvement agenda that drove the increase in performance of these specific areas.

Future outlook

In 2015 Daintree State School will continue to build upon these improvement priorities:

- ✓ Improving explicit teaching – including implementation of Australian Curriculum Geography

- ✓ Refining and embedding data - based decision making

- ✓ Refining and embedding planning & accountability systems

- ✓ Connecting parents and care – givers with their child's learning

✓ Development and implementation of the Great Results Guarantee initiative

✓ Implementation of the Response to Intervention Model

✓ Providing individualised programs/intervention for the gifted and those blow the national minimum benchmark

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	15	3	12	94%
2013	17	6	11	74%
2014	12	4	8	50%

Student counts are based on the Census (August) enrolment collection.

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		
	2012	2013	2014
Prep – Year 3	16	16	17
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
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

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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 class

- ✓ Focus on literacy and numeracy skills development

- ✓ Support programs for students with special needs

- ✓ Earth Smart and Reef Guardian Program (through Tinaroo Environmental Education Centre & GBRMPA)

- ✓ 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

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 assist 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			
Percentage of parent/caregivers who agree[#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	100%	100%	DW
their child feels safe at this school* (S2002)	100%	100%	DW
their child's learning needs are being met at this school* (S2003)	100%	100%	DW
their child is making good progress at this school* (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	DW
teachers at this school motivate their child to learn* (S2007)	100%	100%	DW
teachers at this school treat students fairly* (S2008)	86%	100%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	100%	DW
this school takes parents' opinions seriously* (S2011)	100%	100%	DW
student behaviour is well managed at this school* (S2012)	86%	88%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree[#] that:	2012	2013	2014
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%	80%	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)	100%	100%	88%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
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%	88%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		100%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	75%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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, regular information sessions, texts to parents, newsletters, progress reports in term one and three and report cards in terms two and four means 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.

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	15,159	96

2012-2013	18,857	110
2013-2014	16,263	130

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	2	3	0
Full-time equivalents	1	2	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**
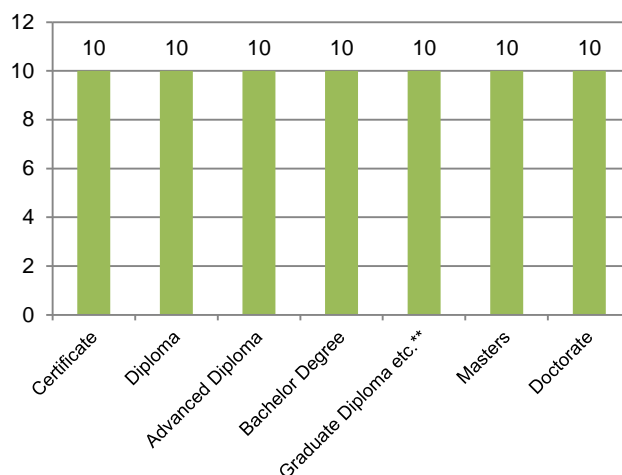
*Teaching staff includes School Leaders

**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 2014 were $950

The major professional development initiatives are as follows:

- ✓ Developing explicit teaching practices.
- ✓ Reviewing other schools practices.
- ✓ Continuing to learn new skills in term of the delivery of the curriculum in a technological rich environment.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	100%

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 2014 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

Search by school name

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
        ☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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

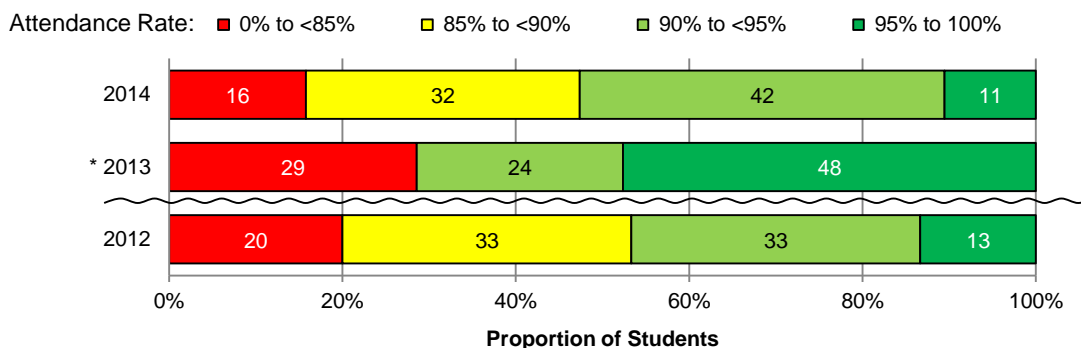| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	84%	89%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)											
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	DW	91%	77%	DW	90%						
2013	68%	82%	95%	98%	54%	73%	95%					
2014	91%	91%	DW	87%	86%	90%	DW					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   □ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	16	32	42	11
* 2013	29	24	48	
2012	20	33	33	13

Proportion of Students (0% – 100%)

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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. We are currently introducing electronic roll marking via One School. Extended 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.

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[   ] GO

Search by suburb, town or postcode

[   ]

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Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.			

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement			
Number of students awarded a Queensland Certificate of Individual Achievement.			
Number of students receiving an Overall Position (OP)			
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).			
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).			
Number of students awarded an Australian Qualification Framework Certificate II or above.			
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			
Number of students awarded an International Baccalaureate Diploma (IBD).			
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.			
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.			
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.			

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012					
2013					
2014					

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

	Number of students completing qualifications under Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above

2012
2013
2014

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.