

Dajarra State School

ANNUAL REPORT 2016

Contact Information

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School Overview

Dajarra is a small rural remote community 153 kilometres south of Mount Isa. Dajarra State School is a Band 6 school catering for students from Kindy to Year 6.

There are two classes composed of Prep to 3 and 3 to 6. Our focus is on providing quality and relevant learning outcomes for all students, especially in literacy and numeracy.

Our fundamental belief is that every child can achieve. Our curriculum works toward ensuring students become life-long learners so that they have the abilities to become active, responsible individuals who are able to engage positively within the community and society.

We are part of a Border School Network which has a focus on the development of an Integrated Curriculum (multi-age classes units of work), assessment and moderation of writing tasks. Collaborative planning and programming provides support for teachers. The school also has a strong focus on implementing and refining programs that support the development of learning English as a Second Language.

The school motto "Where Everyone is an Achiever" is underpinned by our strong behaviour framework which encompasses 4 underlying values:

- Be Responsible
- Re Resilient
- Be Respectful
- Be Safe

Principal's Foreword

Introduction

Dajarra State School's vision is "where everyone is an achiever", and we believe that through quality curriculum, high expectations, a safe, supportive environment, great teaching and consistency of practice, every child can learn and achieve!

In 2016 students were taught in two multi-age settings comprising preparatory to year two and years three to six. The school was staffed with a teaching principal, two classroom teachers, a SEP/STLaN teacher, a part-time indigenous teacher, four teacher aides, a cleaner, schools officer and an administration officer. The school also had regular access to guidance officers, speech pathologists, advisory visiting teachers as needed.

In 2016 Dajarra State School continued the implementation of the Australian Curriculum in English, Maths, Science, History and Geography. The remaining Key Learning Areas Health and Physical Education (HPE), The Arts, Technology, Languages Other Than English (LOTE) were delivered under the Queensland Curriculum and Assessment Reporting Framework (QCARF).

After consultation with the community and students, our school wide expectations were refined, focusing on: Responsibility, Resilience, Respect and Safety

School Progress towards its goals in 2016

Priority / Description	Progress made
The percentage of students achieving a 'C' standard or better in English in Year 3 and 4. Target 100%	Continuing in 2017
Increase the percentage of students achieving a 'C' or better in English from 67% in Year 4 (2015). Target 90%	Target met
Increase the percentage of students achieving a 'C' or better in English from 60% in Year 5 (2015). Target 100%	Target met
The percentage of students achieving a 'C' standard or better in Mathematics. Target 75%	Target met
The percentage of students achieving a 'C' standard against the relevant year level achievement standard for all students on an individual curriculum plan. Target 100%	Continuing in 2017
Implement and embed a mathematics plan across all year levels using high yield number strategies	Continuing in 2017
Develop and implement Digital Technologies: #Coding Counts curriculum across the school	Continuing in 2017
Implement Whole school Local Languages Program	Commenced in 2017
Identified EAL/D students to improve by 1 level	Plan met. Continuing.
Provide explicit feedback to students on their progress and areas for development through the implementation of student goal setting	Ongoing

and sharing of criteria sheets	
Update and embed whole school systemic and internal monitoring and recording	Goal achieved
Embed Dajarra State School Attendance Policy	Goal achieved

Future Outlook

The key priorities for 2017 at Dajarra State School include:

- Improve English and Mathematics outcomes
- Increase attendance rates of students
- Build staff capacity in relation to curriculum implementation and effective pedagogy
- Enhance Community and Parent partnerships within the classroom

Our goal is that by the end of 2017 learning walls will be established and teachers understanding of Quality Teaching and Learning will be embedded so that 80% of Prep to Year 6 students are achieving A to C in English.

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	45	21	24	42	81%
2015*	32	15	17	29	94%
2016	36	20	16	33	94%

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

In 2016 Dajarra State School had –

- * Small class sizes
- * All students except three students live in the community/town area
- * Most students have had no prior education prior to attending prep
- * The majority of students moving on to high school will move from Dajarra and attend Spinifex Residential in Mount Isa or send them to boarding school
- * Special needs students are integrated into the mainstream classroom. Most special needs students have an Individual Education Program. An advisory visiting teacher visits once a month to work with special needs students
- * The school has an 'Index of Community Socio-Educational Advantage' value of 740
- * 95% of our students are Indigenous
- * Student behaviour is good, with only 6 School Disciplinary Absences in 2016

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	23	17	16
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

- Multi-age classrooms allow for differentiated learning
- Knowing and understanding each student, the teacher is able to use optimal techniques to challenge and extend every student in a calm and caring classroom;

Co-curricular Activities

- Dajarra Community ANZAC Day Service
- Sports trials – Karumba Festival of Sports; Border Sports Carnival
- Upper School Camp (year 3 to 6) – In 2016 we went to Paluma
- End of year concert
- Active After School Communities program

How Information and Communication Technologies are used to Assist Learning

- At Dajarra State School, ICTs are used as part of the explicit teaching process. All teachers have attended professional development in the 'Symphony of Teaching and Learning' and use these strategies to support contemporary teaching and learning practices.

- Dajarra State School is well resourced with the latest digital technology resources, including Interactive whiteboards and LCD screens, desktop computers, laptops, data projectors, iPads and a wireless network. A computer-student ratio of 1:2 in all classroom spaces allows students ready access to computers to assist their learning. At the end of 2016, interactive projectors replaced the interactive whiteboards, giving our students more access to current technology.

Teachers at Dajarra State School –

- Use ICT to engage and empower students to transform the ways they think and learn, and to give them greater control over how, where and when they learn.

- Help learners to become skilful in safe, legal and ethical use of technologies and digital resources to learn new concepts, deepen understandings, collaborate and create new ideas and knowledge
- Build the skills and capacities of learners, enabling them to function effectively and productively in technology-rich learning environments and the world they live
- Ensure their classroom planning indicates how they engage with ICTs as part of the General Capabilities of the National Curriculum

Teachers and students at Dajarra State School are supported by and use *The Learning Place* (edstudios, edTube, Virtual Classrooms, Blogs, Wikis, Learning Objects, iConnect, Learning Pathways etc.

Social Climate

Overview

At Dajarra State School, we believe that creating a 'safe, supportive, inclusive and connected learning environment' is one of the foundations to learning and achieving. High standards of student behaviour are a precondition for learning.

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)	75%	100%	83%
this is a good school (S2035)	100%	86%	83%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	71%	100%
their child's learning needs are being met at this school* (S2003)	100%	86%	83%
their child is making good progress at this school* (S2004)	75%	100%	83%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	75%	100%	83%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	75%	43%	83%
they can talk to their child's teachers about their concerns* (S2009)	75%	100%	83%
this school works with them to support their child's learning* (S2010)	75%	86%	100%
this school takes parents' opinions seriously* (S2011)	100%	50%	83%
student behaviour is well managed at this school* (S2012)	75%	43%	83%
this school looks for ways to improve* (S2013)	100%	57%	100%
this school is well maintained* (S2014)	100%	71%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	93%	94%
they like being at their school* (S2036)	91%	100%	100%
they feel safe at their school* (S2037)	95%	73%	100%
their teachers motivate them to learn* (S2038)	91%	87%	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)	95%	93%	100%
they can talk to their teachers about their concerns* (S2042)	95%	93%	100%
their school takes students' opinions seriously* (S2043)	95%	67%	94%
student behaviour is well managed at their school* (S2044)	76%	80%	100%
their school looks for ways to improve* (S2045)	95%	87%	100%
their school is well maintained* (S2046)	86%	73%	100%
their school gives them opportunities to do interesting things* (S2047)	90%	87%	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%	88%	100%
they receive useful feedback about their work at their school (S2071)	100%	88%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	89%	75%	100%
student behaviour is well managed at their school (S2074)	100%	57%	90%
staff are well supported at their school (S2075)	100%	88%	100%
their school takes staff opinions seriously (S2076)	100%	75%	100%
their school looks for ways to improve (S2077)	100%	88%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016

* 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

At Dajarra State School we believe that it is vitally important that the parents be actively involved not only in their own child's education but in the school as a whole.

Some of the strategies we employ include:

- Student reporting processes - Parent/Teacher Interviews, Semester Report Cards.
- Parent participation in Special Events – Under 8's Day, Sports Days, Easter Parade and our end of year concert
- Communication through weekly newsletters, word of mouth, text and email

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	4	2	6
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

As noted below, electrical consumption was higher than previous years. However, Ergon Energy has done significant upgrades to the electrical lines at Dajarra and it is now a lot more reliable. This means we are using more town power and less of the generator that we have previously relied upon.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,820	320
2014-2015	8,269	
2015-2016	14,734	320



ENVIRONMENTAL FOOTPRINT INDICATORS

Years	Electricity kWh	Water kL
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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.

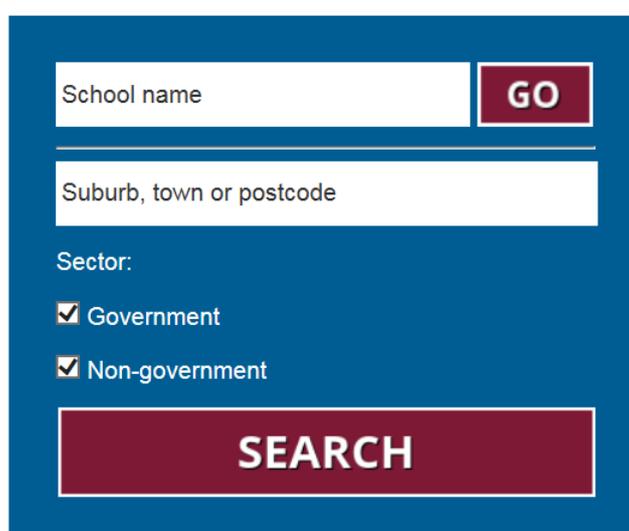
School Funding

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



The screenshot shows a search form with 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 with two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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	5	5	5
Full-time Equivalents	4	3	<5

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.**	
Bachelor degree	
Diploma	
Certificate	

*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 \$9097.36

The major professional development initiatives are as follows:

- Murri Matters
- Data Literacy
- ATSI Leaders
- First Aid
- After School Care Programming
- Beginning Teachers Workshop

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.	98%	99%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 77% 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).	91%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	86%	88%

*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%.

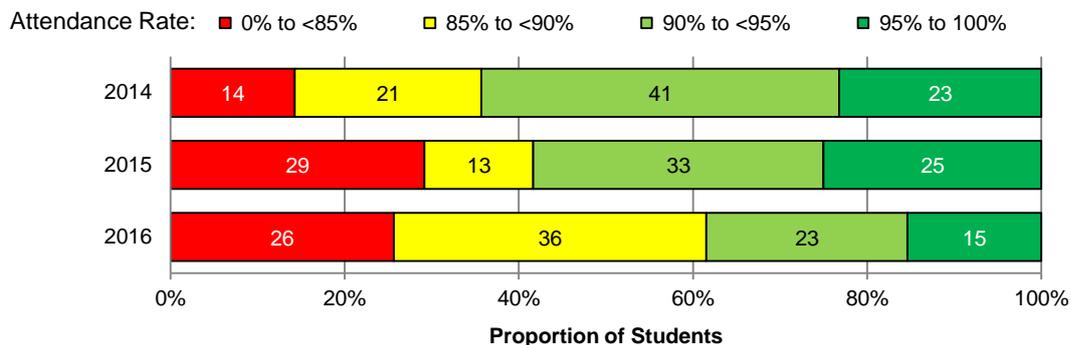
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Yea r 1	Yea r 2	Yea r 3	Yea r 4	Yea r 5	Yea r 6	Yea r 7	Yea r 8	Yea r 9	Yea r 10	Yea r 11	Yea r 12
2014	92%	88%	89%	93%	94%	91%	92%	90%					
2015	87%	82%	86%	86%	88%	89%	92%		DW				
2016	86%	89%	91%	88%	88%	81%	86%						

*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.

Dajarra State School manages attendance by:

- Class rolls are marked by 8:40am and 1:30pm each day. At 9:00am the Administration Officer contacts parents if we have not been previously informed of the absence.
- Communicating the school's attendance policy through school newsletters and 'Everyday Counts' brochures
- Highlighting our attendance targets in the school blog, school newsletters, an admin window display of current student attendance achievement and a front office display.

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

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 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.