



Dajarra State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



**Queensland**  
Government

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<b>Contact person</b>	For further information about the school and its policies contact Principal Mr Miebaka Dede via phone or email listed above.

# From the Principal

## 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 Years Kindy 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 Be Resilient Be Respectful Be Safe

## School progress towards its goals in 2018

In 2018 Dajarra State School focused on 2 Explicit Improvement Agendas:

- Improving Reading through Explicit Instruction of Early Levelled Reading
  - We began with a complete review of the reading demands of the curriculum and the areas our students required the most support. From this it was quickly determined that largest areas of need for improvement were in vocabulary, fluency and comprehension. Students particularly required support with speaking aspects of curriculum.
  - Through the early stages of the inquiry it was determined that improvement in reading would need focused strategies to support the oral language of our Indigenous English as an Additional Language or Dialect (IEAL/D).
  - As a result goals were set forth for 2019 to enlist the support of a Departmental Speech Language Pathologist and Regional EAL/D coach to upskill staff in:
    - EAL/D Bandscaling (Indigenous Perspectives)
    - Creating Teaching and Learning strategies informed by Bandscales
    - Reviewing best practise and embedding strategies across Key Learning Areas
    - Building a whole school approach and systematic framework for vocabulary instruction
    - Strengthening instruction in oral language aspects
    - Tracking improvement
- Engaging in the Early Years Learning Framework
  - The year of inquiry provided many opportunities for staff to participate in professional learning:
    - Abecedarian Approach (3A's)
    - Age Appropriate Pedagogies
    - Face to face visits and conferencing with the school's Department Early Years Coach
    - Support from other Remote Kindy Schools
  - In 2018 our Kindy – Year 2 Teacher created age appropriate settings for her class and inducted a number of Kindy students into school life. She also collaborated efficiently with Playgroup Queensland to hold bi-monthly Playgroups for students in the community 0 – 3 years old. The work completed in the Early Years provided seamless transitions for children, students and families.

## Future outlook

### Curriculum - Oral Language

- Developing staff capability in the delivery of Oral Language strategies for EALD students within the Australian Curriculum.
  - 100% of teachers engage in systematic approach to collection evidence, planning and implementation of best practice to improve oral language.

### Curriculum - Early Years Literacy

- Improve student outcomes across all aspects of literacy by embedding systematic practice around case management, Personalised Learning, Support Provisions and Individual Curriculum Plans.
  - 100% of P-2 students show improvement in reading and writing each term
    - Assessment tools are PM tests, English Levels of Achievement, and NAPLAN relative Gain.
- Embed Teaching with a literacy focus
  - Evidence inquiry cycle and add to Dajarra State School's Pedagogical Framework.

### Community and Social Wellbeing

- Become a Positive Behaviour for Learning (PBL) school.
  - 100% of staff inducted by the end 2019.
- Collaboratively construct a Parent and Community Engagement Framework.
  - Completed end of 2019
- Collaboratively construct a Wellbeing Framework
  - Completed end of 2019

Dajarra State School is deeply embodies the caring and supporting family values of the community. To capture and evidence the work that is done in parent and community engagement and community well-being will form an essential road map for future staff and students necessary to perform and enjoy life in this remote setting.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Early Childhood - Year 6
<b>Student enrolments</b>	

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	36	27	22
Girls	20	14	10
Boys	16	13	12
Indigenous	33	27	22
Enrolment continuity (Feb. – Nov.)	94%	85%	85%

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.

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

## Characteristics of the student body

### Overview

In 2018 Dajarra State School had:

- Small class sizes
- All 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 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
- 100% of students are Aboriginal
- Student behaviour is good, with only 2 School Disciplinary Absences in 2018

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	16	14	8
Year 4 – Year 6			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

Dajarra State School privileges the role of systematic curriculum delivery. We know and understand that school improvement can only occur in the classroom. We have a cohesive and structured curriculum delivery plan that ensures consistent teaching and learning expectations.

At Dajarra State School:

- We teach, assess and report on the Australian Curriculum from Prep to Yr.6 in all subjects/ learning areas.
- We utilise an evidence based pedagogy to build staff capacity and reflect on strong professional practice.
- We use a whole school approach to support student learning that includes differentiation, focused teaching and intensive teaching for students that require it.
- We use the Instructional Coaching Cycle as a means to build staff capacity.
- Multi-age classrooms allow for differentiated learning
- Remote Kindy program is run in conjunction with the Prep to year 2 class.
- 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

We provide a range of extracurricular activities including:

- Cultural community lessons
- School Disco's
- Visiting science specialist every term
- Family holiday events – Easter, Mother's Day, Father's Day
- Science Camp
- Ernest Henry Mine Presentation (3 times a year for Books in homes)
- Community garden workshops
- Travelling animal Petting Zoo
- Sports trials – Karumba Festival of Sports; Border Sports Carnival
- Dajarra Community ANZAC Day Service
- NAIDOC day
- Storey Players – drama and arts workshop and performance
- Didgeribone – music and cultural workshop

## How information and communication technologies are used to assist learning

- 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.
- Interactive projectors are utilised in all key learning areas to enhance student's engagement during the explicit instruction and along a gradual release of responsibility.
- Students use portable ICT to engage to transform the ways they think and learn, and to give them greater control over how, where and when they learn.
- The use of ICT accessories like talking boxes and iPads encourage students to present their knowledge in multimodal formats that are required to be global citizens. Teachers build the skills and capacity of students to function effectively and productively in the technology-rich world they live.
- Teachers and students at Dajarra State School are supported by and use *The Learning Place* (edstudios, edTube, Virtual Classrooms, Blogs, Wikis, Learning Objects, iConnect)

## Social climate

### Overview

Dajarra State School works in a variety of ways to ensure students are catered for physically, socially and emotionally:

- Dajarra State School has adopted a Positive Behaviour for Learning (PBL) approach.
- The school has visiting school Chaplains that support student behaviour and well-being with social skills and lessons on self-regulation.
- Our school uses the Bullying: no way! Program to educate students on the importance of inclusion and creating a safe space for learning.
- We receive support from local QPS officers/Police Liaison Officers to deliver social skills and support our students' positive interactions in the community.
- The local Dajarra Health clinic partners with the school to complete holistic health checks for students on school grounds.
- Cloncurry shire council assists the school to deliver after school and holiday events to increase engagement in school.
- Dajarra State School continues to offer a Healthy Living Program that is deeply embedded with researched based programs like Smart Choices and community initiatives like Gidgee healings Deadly choices. The program includes breakfast and lunch choices and fruit snacks to fuel key learning time.

- The community Playgroups is led by Dajarra State School staff. Staff share early childhood development strategies with parents.
- The school offers learning fairs once a term where parents and the community are welcomed into the school and students can present the learning walls and speak about displays and class projects.

## 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)	83%	90%	100%
• this is a good school (S2035)	83%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	83%	100%	100%
• their child is making good progress at this school* (S2004)	83%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	75%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	83%	90%	100%
• they can talk to their child's teachers about their concerns* (S2009)	83%	95%	100%
• this school works with them to support their child's learning* (S2010)	100%	86%	100%
• this school takes parents' opinions seriously* (S2011)	83%	90%	100%
• student behaviour is well managed at this school* (S2012)	83%	81%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	100%	95%	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 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	100%	100%
• they like being at their school* (S2036)	100%	100%	86%
• they feel safe at their school* (S2037)	100%	100%	93%
• their teachers motivate them to learn* (S2038)	100%	100%	92%
• 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%	79%
• teachers treat students fairly at their school* (S2041)	100%	100%	79%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	79%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	94%	100%	64%
• student behaviour is well managed at their school* (S2044)	100%	100%	79%
• their school looks for ways to improve* (S2045)	100%	100%	93%
• their school is well maintained* (S2046)	100%	100%	69%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	93%

\* 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%	93%	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)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	92%	100%
• students are treated fairly at their school (S2073)	100%	86%	80%
• student behaviour is well managed at their school (S2074)	90%	93%	80%
• staff are well supported at their school (S2075)	100%	100%	80%
• their school takes staff opinions seriously (S2076)	100%	100%	60%
• their school looks for ways to improve (S2077)	100%	86%	100%
• their school is well maintained (S2078)	100%	86%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	80%

\* 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.

The school builds and maintains parent and community engagement with 3 distinct strategies:

1. Building student, staff and parent wellbeing.  
We understand that our remote setting provides challenges to the community and school. The school has enlisted the support of professional community groups such as Family connect; North West Remote Health (NWRH) and Cloncurry Shire, Gidgee (Deadly Choices), PCYC Queensland Police Service Police Liaison Officer service etc. We closely examine the needs of all community members and target the correct services to ensure the wellbeing of all leading to a safe learning environment for students.
2. Parent and community collaboration and education.  
At Dajarra State School parents are community are invited to share in the students learning. The school plans and delivers opportunities for parents to share and understand the strategies used to engage students in learning.
  - Weekly playgroups provide parents with opportunities to learn about early childhood and development strategies from staff, Speech Language Pathologists, Occupational Therapists and Playgroup Queensland leader.



- Parent participation in Special Events – Under 8's Day, Sports Days, Easter Parade and our end of year concert
3. Diverse range of community communication to assist with student engagement and decision making.
- Same day text message, phone calls and home visits regarding attendance and behaviour
  - Fortnightly newsletters
  - Daily social media updates
  - Term by term calendar of events
  - 5 week check in events at school to discuss student progress
  - Weekly parade acknowledging student and school success

## Respectful relationships education programs

Every year the school staff, parents and community leaders collaborate with Department professionals to develop a respectful relationships education program that;

- Meets the needs of students
- Is relevant to our towns geographic and social context
- Is culturally relevant
- Meets the curriculum demands

The program is shared with all staff and parents giving members of the community the skills and building and agreed shared language for developing student knowledge, identifying concerns, reacting and reporting unsafe situations.

The school also partners with our local Queensland Police Service Officer to who delivers a professionally made program to junior students (Years Prep – 4).

## 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	6	5	1
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

A complete check of the school's heavy usage appliances, lighting and air conditioners lead to the replacement and thorough electrical maintenance. The running cost declined in 2017 – 2018 as a result of these repairs and the increased appropriate use of generator.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	14,734	20,345	13,155
Water (kL)	320	320	320

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable 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
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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
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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	4	5	<5
Full-time equivalents	4	2	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	2
Bachelor degree	2
Diploma	
Certificate	

\*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 2018 were \$5,139.06.

A majority of professional development was supported by the in-service training from department professional. The major professional development initiatives are as follows:

- Early Start testing and Literacy Continuum
- Beginning teachers workshop
- Mentoring Beginning Teachers Training
- State Delivered Kindergarten conference
- STEM Queensland State Schools conference
- First Aid
- Early Years Learning Framework
- Sheena Cameron Teaching Literacy Workshops
- STRIVE – Speech Language Pathologists
- 3a's
- Playgroup Queensland
  - Building playgroups instruction
  - Sing and grow literacy

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%	99%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 74% 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	88%	84%	85%
Attendance rate for Indigenous** students at this school	88%	84%	85%

\* 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	86%	86%	70%
Year 1	89%	76%	71%
Year 2	91%	88%	71%
Year 3	88%	86%	91%
Year 4	88%	83%	92%
Year 5	81%	77%	88%
Year 6	86%	89%	90%

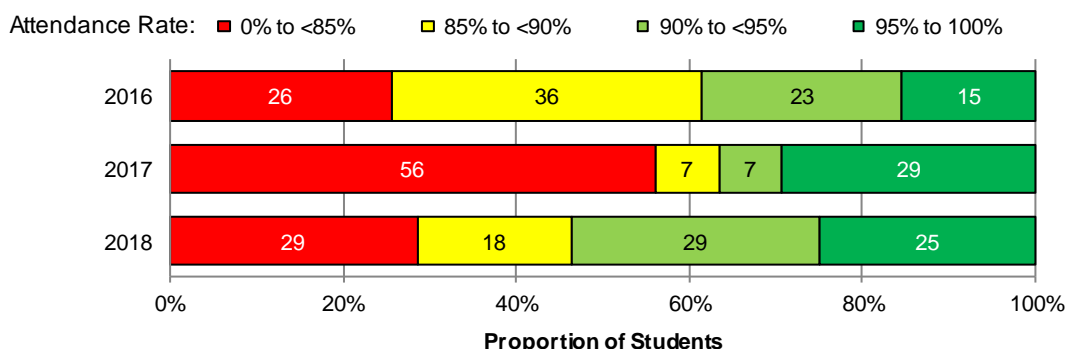
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.
- Dajarra State School manages attendance by:
  - Class rolls are marked by 8:30am 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, parade announcements, community posters and the school digital sign.
  - Highlighting our attendance targets on social media, school newsletters, classroom/school displays of current student attendance achievement and a front office display.
- Improved attendance and correct uniforms are encouraged during class teaching, school calendar events, weekly Friday whole school activities and individual student / class recognition on a weekly and end of term schedule.

## 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

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 '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.