

Denison State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

At Denison State School, in every classroom, every day, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment. We are committed to a collective focus on improved student achievement based on high expectations.

The Denison State School community is committed to 'Advancing Education 2017 – 2020' and delivering an education that is world class. The success of every student at Denison State School will be realised through relational leadership, high quality teaching and consistent curriculum that is implemented through high yield pedagogies and the shared belief that every student will be successful.

Principal's Foreword

Introduction

During 2016, Denison State School continued to provide a stimulating learning environment that has fostered academic and personal growth of students as they strive to achieve their maximum potential. This Annual Report identifies our progress towards our goals listed in our Annual Implementation Plan. The following report identifies our highlights, key achievements and key student outcomes against state and national benchmarks. This should be read in context with our school's profile, curriculum offerings and social climate. The role played by parents is an important partnership within our school and this is identified in this report. We are happy to present this report to you and encourage you to visit other areas of our website. If you would like to view a hard copy of the School Annual Report, please contact the school, or visit the office.

School Progress towards its goals in 2016

2016 saw us complete the final year of a 4 Year Strategic Plan. Below is a table of our improvement goals:

Goal	Achieved: Yes/No/Ongoing
Develop a key focus on mathematical reasoning in problem solving as a key enabler for student achievement in the Upper 2 Bands in NAPLAN Numeracy.	Yes
Develop teacher capability to effectively differentiate programs, lessons and pedagogy to meet student needs.	Yes
Implement Australian Curriculum and C2C units, which are linked to student need, without modifying the assessment.	Yes
Ensure teaching is modified to connect all students with assessment. Unit sequences are planned to ensure high student success in the assessment items.	Yes
Ensure that the School Pedagogical Framework is embedded in all teacher practice.	Yes
Implement attendance monitoring strategies to detect at risk students, and responding to this with the Attendance Management Policy.	Yes

Future Outlook

In 2017 we will embed the use of Experiential Pedagogy and Inquiry Based Learning to promote mathematical fluency, efficiency and reasoning in students.

Utilise Professional Learning and Capability teams to ensure that high levels of collaboration result in effective and evolving teaching and learning cycles. The teams will focus on improving Reading, Numeracy, Digital Technology and Peer Observation.

Contribute as lead school of the BMA READ Cluster, to design a reading program that is aligned across local schools and linked to high schools.

The school will continue to fund support to the position of Master Teacher to improve results for students in Literacy and Numeracy.

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	515	242	273	21	92%
2015*	463	225	238	24	89%
2016	446	202	244	23	96%

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

Students who attend Denison State School mainly reside in the Emerald area. We also have students who travel by bus from Anakie, Sapphire and the surrounding areas. We have students from many countries including The Phillipines, Spain, China, Indonesia, South Africa, Zimbabwe, New Zealand and Polynesia whose parents work in the nearby mining and agriculture industries. 5% of our students identify as indigenous. With the number of jobs using overseas workers in the mining industry we are seeing an increase in English as Additional language students.

The population of the school is not reflective of the population of the town as there has been an increase from 2015.

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	22	23
Year 4 – Year 7	26	25	24
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

Denison State School's Curriculum Framework outlines the scope and sequence for learning based on the Australian Curriculum. At Denison we use the Queensland 'Curriculum 2 Classroom' (C2C) to provide a basis for units of work that are adapted to meet needs of students in our school.

The specific knowledge of the eight Key Learning Areas are balanced in weekly learning programs to ensure appropriate allocation of time while integrating a focus of literacy & numeracy across all learning areas. A constructivist approach to learning, which builds on prior knowledge and links to real life, is a strong focus of our Teaching and Learning.



To partner the Curriculum Plan we have a Pedagogical Framework to ensure that the teaching provided in enacting the prescribed curriculum is effective, engaging and motivating.

The school offers a class music program from Prep to Year 6. An instrumental music program involving woodwind, brass and percussion is available to students in Years 4, 5 and 6.

Denison State School also has a Junior and a Senior choir. These choirs perform at assembly, eisteddfods and other events; the senior choir also performs at festivals.

The Language Other Than English (LOTE) taught at Denison is Indonesian.

This year students in Years 6 and 7 were involved in a variety of activities that included cooking activities, debating, games and various presentations.

The Physical Education program at Denison encourages skill development and maximum participation in swimming, athletics, dance, ball games and minor games. 2015 saw a number of students gain representative honours in the Capricornia Teams. This was the ninth year in succession that students have reached this level.

Co-curricular Activities

The school hosted the following sport teams to participate in local, school based and representative carnivals: Mixed Touch Football teams, Soccer, Rugby League, Netball and Rugby Union. The Central Highlands Eisteddfod (held in Blackwater) saw success for Denison State School in winning: Intermediate Choir, Folk Choir, Verse Speaking. Several sport coaching clinics were run with local sporting clubs and sport specific Development Officers.

How Information and Communication Technologies are used to Assist Learning

Computers are integrated into the school's curriculum from P-6. To facilitate the use of computers, there was a substantial investment in technology capability once again in 2016. Both the school and the P&C have worked together to ensure the school is resourced to implement the Digital Technologies Australian Curriculum in 2017 through the purchase of iPads and a variety of robotics. The wireless capability of the school was completed to enhance use of the electronic whiteboards in classrooms. All learning spaces now have wireless network and internet access. Appropriate ICT Skill development is matched to the complexity of tasks required at various levels so that students continue to grow their skills and meet the requirements of the other KLAs at the same time.

All students are taught to use ICTs from Prep – Year 6 using a developmental approach commencing with basic keyboarding into more challenging tasks including Power-points, Web Development, Ed Studios, Illuminate and online instruction with Brisbane School of Distance Education.

Social Climate

Overview

Our school places an emphasis on the development of social skills with the students. The social climate of the school has improved due to the introduction of the Positive Thinking Room where students can reflect on their actions and develop solutions to conflict. The High Five program is used throughout the school as is the You Can Do It program to model and support students in developing socially appropriate behaviours and skills.

The School Responsible Behaviour Plan for Students is based on the rights and responsibilities of all stakeholders. Parents, students and staff are aware of the philosophy and operating principles of the plan. Proactive and Reactive strategies are implemented by staff and supported by the Principal and Guidance Officer. This Plan was reviewed in 2015 and endorsed by the Principal, President of the P&C and the Assistant Regional Executive Director and will be reviewed again in 2017.

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)	98%	98%	100%
this is a good school (S2035)	99%	98%	100%
their child likes being at this school* (S2001)	96%	98%	98%
their child feels safe at this school* (S2002)	98%	98%	98%
their child's learning needs are being met at this school* (S2003)	91%	98%	94%
their child is making good progress at this school* (S2004)	94%	98%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	98%	98%
teachers at this school motivate their child to learn* (S2007)	91%	98%	96%
teachers at this school treat students fairly* (S2008)	95%	98%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
this school works with them to support their child's learning* (S2010)	95%	98%	98%
this school takes parents' opinions seriously* (S2011)	94%	98%	94%
student behaviour is well managed at this school* (S2012)	95%	93%	98%
this school looks for ways to improve* (S2013)	95%	100%	98%
this school is well maintained* (S2014)	99%	98%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	96%	97%
they like being at their school* (S2036)	97%	92%	90%
they feel safe at their school* (S2037)	96%	93%	95%
their teachers motivate them to learn* (S2038)	99%	95%	95%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	96%
teachers treat students fairly at their school* (S2041)	88%	91%	92%
they can talk to their teachers about their concerns* (S2042)	90%	92%	83%
their school takes students' opinions seriously* (S2043)	93%	94%	81%
student behaviour is well managed at their school* (S2044)	88%	91%	92%
their school looks for ways to improve* (S2045)	99%	96%	96%
their school is well maintained* (S2046)	96%	94%	93%
their school gives them opportunities to do interesting things* (S2047)	98%	89%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	89%	98%
they feel that their school is a safe place in which to work (S2070)	98%	91%	100%
they receive useful feedback about their work at their school (S2071)	93%	80%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	83%	96%
students are encouraged to do their best at their school (S2072)	98%	97%	98%
students are treated fairly at their school (S2073)	100%	97%	100%
student behaviour is well managed at their school (S2074)	98%	97%	100%
staff are well supported at their school (S2075)	89%	83%	85%
their school takes staff opinions seriously (S2076)	81%	74%	85%
their school looks for ways to improve (S2077)	96%	91%	100%
their school is well maintained (S2078)	96%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
their school gives them opportunities to do interesting things (S2079)	95%	86%	95%

* 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

The school community is kept informed of school happenings via a fortnightly newsletter. Class activities, parent nights and school functions are always well supported. A large number of parents attend the weekly assembly. These assemblies have a class performance rostered on at regular intervals to encourage parent attendance. Student of the Week, Deno Readers and Gotcha Awards are also presented each week as well as acknowledging any major student successes.

The Denison State School parents are actively involved in assisting in class, with sporting teams, fundraising activities and musicals. Parents contribute to the school direction via opinion surveys and representation on the Parents and Citizens Association. Parents have contributed to the school facilities through the raising of funds to purchase a variety of items to improve our school and support the Chaplaincy Program. They also conducted many successful fundraising ventures such as the Multicultural Festival & the "Sunday Funday" Community Event with many students and parents in attendance. Prep information sessions conducted in Semester 2 have proven very successful and this has ensured that we maintained the growth to 4 Prep classes in 2016.

Respectful relationships programs

Through the Australian Curriculum - Health, 'You Can Do It' and Social Skills Program run by the Chaplain and Guidance Officer Denison State School teaches students about respectful relationships. The curriculum based programs are supported by the teaching of emotional intelligence through 'You Can Do It' provide student the opportunity to demonstrate the habits of mind when dealing with a variety of situations.

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	3	2	8
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

In 2012 as part of the Solar Schools Scheme we have increased the bank of solar panels for electricity generation installed on buildings in the school. This data is now available on line at the Solarschools website showing our power generation and contribution to the state grid. All buildings have had light bulbs replaced by power saving bulbs and routines have been established in classrooms to ensure lights, fans and air conditioners operate only when required. The slight increase in electricity has been due to hotter than usual conditions for longer periods of time during the year. The use of water continues to be monitored and we are working closely with Building and Asset Services to ensure irrigations are operationally sound. This water usage figure includes water usage of the Capricorn School of Distance Education with whom we share the site.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	174,527	31,185
2014-2015	178,168	
2015-2016		

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	33	16	<5
Full-time Equivalent	30	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Graduate Diploma etc.**	2
Bachelor degree	29
Diploma	0
Certificate	0

*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 \$15217.

The major professional development initiatives are as follows:

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- Reading – Reading Comprehension – BMA READ Project
- Numeracy – High Yield Pedagogies in Inquiry, Thinking and Reasoning
- Mentoring – Mentoring Beginning Teachers
- Inclusion
- Catering for students with ASD
- Hidden Histories – Indigenous Perspectives

The proportion of the teaching staff involved in professional development activities during 2016 was 98%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 87% 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).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	94%	90%

*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

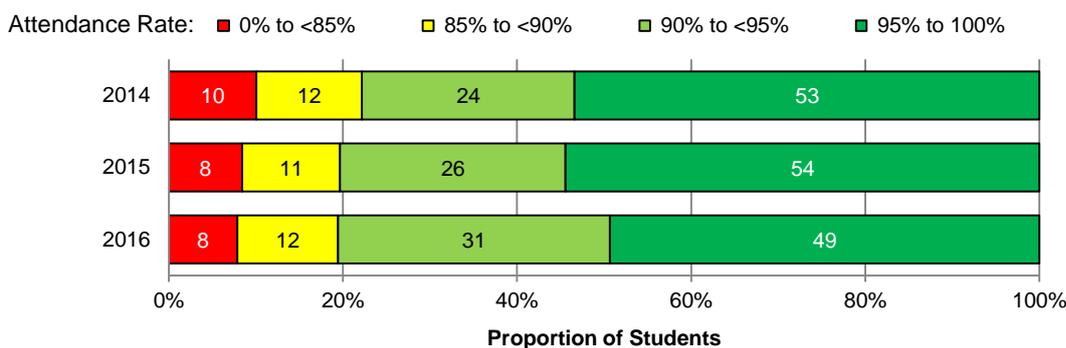
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	94%	93%	94%	93%	89%	92%					
2015	94%	95%	93%	94%	93%	94%	93%						
2016	94%	94%	95%	93%	94%	94%	95%						

*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.

At Denison State School we mark the roll electronically twice a day at (9:00 and after second break at 1:50). An SMS message is sent to the parents and carers of those students who are absent with no explanation. Students who are absent on a regular basis without notice are phoned. Where absences are unexplained and cannot be justified by parents the Managing Student Absences Policy is used and a series of letters is posted to the home and follow up by the Police or DOCS is used where indicated.

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.