Principal’s foreword

Introduction

During 2011 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 Operational 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 web site. If would like to view a hard copy of this School Annual Report, please contact the school or visit the office.
Goal 1. To improve the results of students in all year levels in the area of Reading. To increase the percentage of students in the higher bands of NAPLAN in Years 3, 5 and 7 in this area.

Maintained whole school practices in developing reading skills using a P-3 Learn to Read and a 4-7 Read to Learn framework.

Used the NAPLAN Reading analysis as the model for all school moderation and assessment throughout the school from Year 3-7.

Whole school Teacher toolkit to align agreed practices of reading.

All staff completed Literacy In-service and has been using this knowledge in the classroom with a specific focus on improved reading across all genres.

Whole school analysis of results in reading and pedagogical practices and approaches being used.

Established spreadsheet of results at class and whole school level to map progress of strategy success.

Reviewed Teacher Assessment Schedule with establishment of revised reading targets.

Targeted funds for support to students below benchmarks.

Used ELF and Speech screeners to focus on Prep and Year 1 students early when diagnosed with language difficulties.

Goal 2. Improving the results of students in writing across the school with a focus on planning, spelling and grammar and punctuation. To increase the percentage of students in the higher bands of NAPLAN in Years 3, 5 and 7 in the Writing task and also in the Year 2 net.

Structured year 2 Net intervention from targeted students in semester 2 year 1.

Focussed intervention on responding to individual student learning behaviour and providing intervention at above current level.

Intervention successes achieved through scaffolding and repeated access to content.

Used Seven Steps to Writing across whole school.

Goal 3. Continued use of Electronic Whiteboards (EWBs) in all classrooms using EDUSS software and internet facilities to enhance and improve the Teaching and Learning in all KLAS

Used GLA Upgrade, ICT and P&C funds to ensure that all classrooms have a whiteboard and connectivity given that there were an increase of an additional seven new teachers and three additional classrooms to be connected.

All classrooms equipped with electronic whiteboards.

School provided teacher release for sharing of skills and time given to key ICT teacher to manage hardware issues

Professional Development provided to all teachers on tools available to use on boards.
Mentoring program established to support all staff to use and expand skills in using Electronic whiteboards. Replaced all old eight non-functioning whiteboards with Teamboard Touch Screens. Upgraded all EDUSS software on the network with appropriate site licences. Installed Easi-Teach onto C4Ts (Computers for Teachers). Used the abilities of staff with ICT skills to form working mentor and network arrangements in the school. In-serviced the staff in the use of One Portal and One School applications.

Goal 4. Implement Closing the Gap Strategies
Ensure strategies are in place in each class so that each teacher is aware of who are their indigenous students; their attendance is monitored and additional support using the Closing the Gap funding is used to improve their learning outcomes.

An indigenous aspect was included in all cross curriculum units.

Future outlook
The focus for 2012 is to ensure that all staff work together to improve student learning and performance based on 4 key aspects. These priorities are also clearly linked to the agenda of improvement from the audit. There will also be a continued focus on Reading and the commencement of the University of Queensland ARC Links project.

Data is used in a manner to inform their teaching and learning across the school. Teaching in the classroom is explicit with regular checking against goals set. Differentiation is seen as integral in all classrooms so that the curriculum is engaging, stretching, and challenging for all learners.
Principal and Deputy Leadership in teaching and learning drives the school improvement agenda.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>467</td>
<td>218</td>
<td>249</td>
<td>87%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Students mainly reside in the Emerald area. We also have students who travel by bus from Anakie, Sapphire and the surrounding farm areas. We have students from many countries including Samoa, Indonesia, India, South Africa, Zimbabwe and New Zealand whose parents work in the nearby mining and rural industries. 5% of our students are indigenous. With the number of jobs using overseas workers in the mining industry we are seeing an increase in ESL students.

The population continues to grow with the school growing from 267 in 2007 to the current 467, a growth rate of 42.8%.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>26.9</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>24</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>10</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

Denison State School's curriculum framework is a dynamic document, which demonstrates our move from the Queensland Curriculum Assessment and Reporting Framework (QCARF) Essentials towards the using the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The specific knowledges 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.

The use of ICT's is also becoming increasingly integrated into our units. We have worked towards creating a school curriculum that is engaging, relevant and that leads to academic achievement. We also have many specialist teachers to provide expert knowledge in their area of experience.

The school offers a class music program from Prep to Year 7. An instrumental music program involving woodwind, brass and percussion is available to students in Years 5, 6 and 7.

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 taught at Denison is Indonesian. In 2011 students in Years 6 and 7 were involved in a variety of activities that included cooking activities, 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. 2011 saw six students gain representative honours in the Capricornia Teams. This was the fifth year in succession that students have reached this level.

Extra curricula activities

The Primary After School Sports (PASS) program gives children the opportunity to participate in a range of multi-sport and games activities in a fun and non-competitive environment. The many benefits of the program include improved health and fitness, increased confidence and the chance to develop new sporting and recreational skills in a professional and friendly environment. The program operated on three afternoons on the school oval or junior undercover area in wet weather.

Sporting teams for the Emerald Schools included: Mixed touch football teams, Rugby League and Rugby Union.

Coaching clinics were also conducted for Cricket, Walla Rugby, Golf and Soccer by DET Regional Co-coordinators.

Eisteddfod was held in Capella and our students were successful individually in a number of events as well as winning shields in Verse Speaking, Instrumental Music and Choir.

How Information and Communication Technologies are used to assist learning

Computers are integrated into the school's curriculum from P-7. To facilitate the use of computers, there was a substantial investment in technology capability once again in 2011. The wireless capability of the school was established to enhance use of the electronic whiteboards in classrooms.

As our school grew by 3 more teaching areas additional electronic whiteboards were purchased with P&C assistance to ensure all classrooms have access to this resource. These are being established as a key tool in integrating ICT into the curriculum in an interactive manner.

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.

In 2011 we continued to focus on improving the use of ICT in the school and also improve the skills of staff.
Our school at a glance

by attaining a Pedagogical Certificate or Licence.

Social climate

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.

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 2009 and endorsed by the Principal, President of the P&C and the Regional Executive Director and will be reviewed again in 2012.

Individual behaviour plans for identified students are implemented when required. These are developed collaboratively with the class teacher, Guidance Officer, and parents and students. These plans are reviewed each term.

The anti-bullying procedures at Denison State School are embedded in our positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. In addition the school implements an explicit policy on the use of personal communication devices and use of school ICT devices to minimise the potential for cyberbullying.

In fourth term of 2007 our school commenced its School Chaplaincy program with the support of the Queensland Scripture Union and funding by the State and Federal Governments and continued this throughout 2011. We share a Chaplain, Mr Ross Grierson, with two other schools in Emerald; however when an issue arises which requires his presence for a greater length of time we have a flexible arrangement to cater for these contingencies. Approval has already been approved for the continuation of this successful program beyond 2011.
Parent, student and teacher satisfaction with the school

The satisfaction results for 2011 were on the whole quite supportive. Whilst students and teachers results were higher than the State results in three of the five areas listed below; there was a significant improvement of satisfaction by parents lifting from 67% in 2010 to 86% this year. This result would possibly have been even better if more of the respondents had returned their surveys. The staff morale is well above the State average of 80.9% and actually improved from 93 to 96% in a year. There was also a satisfaction from staff at 80% in comparison to the State with only 69.2% satisfaction for access to professional development.

<table>
<thead>
<tr>
<th>Performance measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education

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, Dragon 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, a successful Frock Swap & Movie Night in 2011 with many students and parents in attendance.

Prep information sessions conducted in November have proven very successful and this has led to the number of enrolments growing significantly to over 80 this year.
Reducing the school’s environmental footprint

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

Last year as part of the solar schools scheme we have had a bank of solar panels for electricity generation installed on the Administration building roof. This data is now available on line at the solarschools site 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 increase in costs in part reflects the increase in a growing population area and the increase in population within the school. The decrease in water whilst pleasing was probably due to the fact that the school was flooded and the sprinkler system for watering the school was inoperative for a long period until repairs were made. Emerald also had above average rainfall. Additional electricity is due to increased enrolments and additional buildings.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>134,840</td>
<td>30,253</td>
</tr>
<tr>
<td>2010</td>
<td>104,042</td>
<td>42,204</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>29.6%</td>
<td>Minus 28.3%</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>35</td>
<td>17</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>31</td>
<td>11</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>33</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $16462 representing 22.3% of the total budget allocation.

The major professional development initiatives were as follows:

- Principal Conference Brisbane
- Michael Carr-Greg Workshop in Brisbane
- Growing School Performance
- Science Sparks – Prep to Year 7
- 7 Steps to Writing Success
- White board training
- POLEY – Oral Language Early Years
- ARC Reading In-service
- Emerald Biennial Conference

The satisfaction from staff to access for professional development that relate to systemic developments was 80%.

The involvement of the teaching staff in professional development activities during 2011 was 100% based on attendance records.
Our staff profile

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2011 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

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

2011 School Annual Report
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%. The overall attendance rate for all Queensland State Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>92%</td>
<td>92%</td>
<td>88%</td>
<td>90%</td>
<td>91%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Chart]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

The roll is marked twice daily and entered into SMS at the end of each week. 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.
Performance of our students

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7 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

<table>
<thead>
<tr>
<th>Search by school name</th>
<th>GO</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Search by suburb, town or postcode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sector: Government</td>
</tr>
<tr>
<td>Non-government</td>
</tr>
</tbody>
</table>

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

With an indigenous population of 5.1% in 2011, results for attendance and attainment scores are based on a small number basis mathematically. The attendance of students at Denison for Indigenous 88.1% and Non-indigenous students 91.0% is similar to the State Average 92%. In 2010 the result was better as the indigenous was 94.8% and Denison 91.7% which showed no gap at all. The slight decline can be attributed to a small number of students who left the school and were on our records until transfer had been confirmed.

In 2011 NAPLAN Indigenous Mean Scale Score Gap attainment results in Year 3 were: Reading QLD 61 Denison 36; Writing QLD 66 Denison -15 (No Gap); and Numeracy QLD 49 and Denison 67. The results were therefore very good in Writing and Closing the Gap in Reading and indicate that Numeracy still requires additional support to Close the Gap.