

Queensland State School Reporting – 2011

Dalby State School (0028)



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person Ms Mona Anau (Principal)

Introduction

Dalby State School, also known locally as Dalby Central, is a school rich in history and it is one of the oldest public schools in Queensland.

Dalby State School celebrates the integral role of parents, staff and the wider community whom all play a role in promoting a safe and intentionally inviting learning environment that provides quality education for students. Our focus is to provide curriculum programs that range from academic, sport and music. Classes are realigned each year to cater for all children.

Our Social skilling program is embedded in our Bullying Prevention Program, Peer Support Program and Student Leadership Program which enhances our students' social skills. Sessions are set aside to teach social skills during our "Meet and Greet" on a Monday morning and on a Wednesday afternoon.

Our school program consistently reflects children's changing needs and that we live in an environment that is constantly changing. Our school is progressive, busy and vibrant as we work towards supporting every child and build positive relationships with students and parents.

Dalby State School is a learning organisation in which "shared leadership is the business of everyone". A belief that is trickled down from administration to our teaching and non-teaching staff and over to our students. This belief will enable high performance and sustainability of an organisation that empowers students, staff and parents.

Our approach at Dalby State School is to work collaboratively as a team to deliver improved learning outcomes for our students. Most importantly, it is about ensuring that our mindset develops internal conditions to maximise learning, continue to monitor and evaluate what we do at our school, and know the jobs that need to be done and ensure the jobs are done. This all leads to a high performing school which is visionary, data based driven and people powered.

This report will provide you with information around about the curriculum delivered at our school, funding information, feedback provided by student, staff and parents. Detailed information around staffing and professional development.

School progress towards its goals in 2011

Key Goals that we achieved:

Leadership:

Formation of a leadership team and reinforcement that "leadership is the business of everyone"

Establishment of Organizational vision and values

Provided opportunities for staff to engage and experience leadership roles

Challenged ourselves and engage in a vision for the future through innovative pedagogical practices

Establishment of student leadership group that is active, supportive, responsible and dynamic

Teaching and Learning:

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Continue with the implementation of a whole school NAPLAN plan
Transition towards implementation of national curriculum program- C2C- (literacy, numeracy and science)
Implementation of the Reading Program from Prep to Year 7
Worked in teams to plan within year levels
Further developed literacy and numeracy groups
Implemented a Primary Science Facilitator based at Dalby State School
Developed "Phase meetings" that enables cohorts to meet regularly to plan, evaluate and moderate
Further developed our Prep and Early Years framework

School Performance:

Comprehensive review of school performance through analysis of:
NAPLAN, Year 2 Data, AOP, Budget, School Annual Report, Learning and Teaching Audit.
Further developed "School Wide Positive Behaviour"
Maintained effective EAP/AIMS information
Developed as a school, inclusive approaches to further enhance learning experiences for all students
Provided in class support to classes with high needs
Strived for success for all students
Continue with implementation of year 7 transition into the high school, creating a seamless pathway to secondary education

Embedding Aboriginal and Torres Strait Islander Program:

Implemented strategies to improve the attendance rate at school of indigenous students
Cultural partnerships with Indigenous community
Improved the literacy and numeracy levels for indigenous students
Continue with "Deadly Program"
Staff PD around Indigenous culture/Implementing indigenous units
Commencement of the "Built it up and break it down program"

Management and Administration

Continue with the roll-over of SMS into one school
Meet regularly with Administration staff (fortnightly)
Implementation of accountability measures for school management procedures in Professional development, curriculum line managers, workplace health and safety, rehab officer

Future outlook

The future outlook for Dalby State School will be exciting as we continue with the National Curriculum in 2012
Programs will be further developed such as our "Social Skilling" program linked with our School Wide Positive Behaviour program. The creation of intentionally inviting classrooms and school environment will improve staff – students' relationships, student-student relationships and staff – parent relationships and staff - colleagues' relationships.

The development of a Peer support and students' leadership program will enable students to support others in class and outside the classroom. The whole school approach towards teaching social skilling will have a positive impact on resiliency and respect towards others.

Conversation around "learning and teaching", productive pedagogies, differentiation will occur regularly at Dalby State School as teaching and non-teaching staff engage more in curriculum talk. Feedback becomes common practice for both staff and students. Collegial coaching will become evident and a common practice in the school as teaching and non-teaching staff work towards ensuring that every child at Dalby State School achieves their best result.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep - Year 7

Total student enrolments for this school: 508

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
508	231	277	91%

Characteristics of the student body:

Dalby State School is a rural school located in the Darling Downs Region. It is one of the oldest schools in the state and is rich in history and tradition. This well established school offers a wide variety of learning experiences for every child, valuing and encouraging individual, team, class and whole school efforts.

School life at Dalby State School is underpinned by the values of SAFETY, RESPECT and LEARNING. Values and appropriate social skills are explicitly taught on a weekly basis throughout the school, helping to build independence, confidence and understanding of values appropriate for school and society.

Our school had 23 classes, five of which were composite.

Approximately 18% of our school population is Aboriginal or Torres Strait Islander. For this reason, we have a full time indigenous support worker and support programs at the school. We are also working with our community to ensure quality cultural programs and activities. We have approximately 4% of our student population that speak English as second language. Of the students where English is a second language (ESL) there are few commonalities for trend data as a total of 8 different languages are nominated as the first language for our ESL students.

Our School has a long history of providing quality education for students with disabilities. 6% of our students have a diagnosed disability. We believe all students can achieve and experience success. This means different things for different people. Our Special Education Program provides support for students with learning disabilities who are based in the unit classes or integrated full time in the classroom throughout the school. Our students in the Special Education program have access to all school facilities. Integration teachers work with small groups of students on a variety of programs focusing on literacy/numeracy, communication and life skills.

Staff provides numerous support and extension programs including robotics, advance computer studies, canoeing, leadership development program, choir and instrumental music.

Education is viewed as a partnership between home and school. Community involved is welcomed at Dalby State School. Dalby State School provides innovative learning experiences for students from diverse, cultural, economic and religious background.

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

Phase	Average Class Size
Prep – Year 3	22.3
Year 4 – Year 10	26
All Classes	23.9

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	69

Our school at a glance

Long Suspensions - 6 to 20 days	16
Exclusions	1
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

At Dalby State Primary School, we believe all students can experience success in learning within a supportive and stimulating environment." Therefore we provide an open and welcoming environment, which encourages students, staff, parents and the community to participate in the life of the school. We also foster self-responsibility and higher order thinking skills in students as preparation for their future. This includes encouraging students to be community minded, tolerant and respectful.

Our school aims to assist students in reaching their potential and living happy, balanced, successful lives. For this reason, it offers a relevant and challenging curriculum with a strong emphasis on literacy and numeracy. We offer a progressive, real life based curriculum incorporating 21st century technology. The study of Japanese and instrumental music opportunities are also features.

Our school offers classroom music, choir and instrumental music. All students from year four to seven are eligible to participate in the choir and the choir and our band perform publicly at a number of functions throughout the year. Instrumental music lessons are offered in the areas of woodwind, percussion and brass instruments to students in year five to seven. Our students also have the opportunity to be part of the school band.

Extra curricula activities

We provide a variety of Extra-Curricular activities for students and these include:

OPTI-MINDS

Optiminds – students who enter into our teams are coached on thinking activities in readiness for a regional competition on a group response to problem solving, thinking tasks. This is an extension group for our higher order thinkers and some weekend and after school involvement is required.

COMMUNITY INVOLVEMENT:

Dalby State School participates each year in the community ANZAC Parade on 25th April. All students are encouraged to participate along with our School Leaders and parents. Our School Choir and Concert band perform at our local Eisteddfod and at a number of community events.

CAMPS & EXCURSIONS:

Year 7 Camp has traditionally been held at Tallebudgera for numerous years. Our students have the opportunity to experience the beach and participate in a variety of team building activities whilst developing an understanding of beach and water safety.

INSTRUMENTAL PROGRAM:

We are fortunate to have a very well-run instrumental band at Dalby State School. Students who are musically gifted are selected in year 5 to join the beginner's band and to continue in year 6 & 7 to join the intermediate band. The students play on parade every week and participate in various performances locally and throughout the district. Some of these events include the Dalby Eisteddfod, Creek side markets, Spring concert and end of the year event.

SPORTS:

Sporting Representation Opportunities at the School, Bunya District, Darling Downs and State level. These include: Athletics, Cross Country, Swimming, Touch Football, AFL, Rugby League, Netball, Soccer and Tennis.

Social climate

We offer a pastoral care program with a chaplain working at our school 2 days per week. Students can visit our chaplain on a needs basis. Our chaplain has also been involved in facilitating a variety of programs for grief and loss.

In 2011, we have reflected upon data and focused strongly on continuing to implement School Wide Positive Behaviour. Our focus has been around professional development for teachers, a larger focus on rewarding quality student work and behaviour, and

Our school at a glance

consistent consequences for students. We have also endeavoured to involve our community actively in behaviour management by seeking input into discussions and redrafting through a parent forum, several behaviour meetings and also a series of Quadrennial School Review meetings.

We utilised our data to inform before school, after school and lunch duty supervision practises. We completed this process at the end of 2011 and our plan was endorsed by our Assistant Regional Director

In 2011, the school continued to focus on explicitly explaining to students our behavioural expectations before going into the community arena. We have received numerous commendations of the high standard of our students' behaviour from both Dalby and Toowoomba business owners, event organisers and other schools.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	77%
Percentage of students satisfied that they are getting a good education at school	69%
Percentage of parents/caregivers satisfied with their child's school	89%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	47%
Percentage of staff members satisfied with morale in the school	87%

Overall feedback from parent, students and staff has improved since 2010. The greatest improvement is the staff members are satisfied with the morale in the school an increase of 18% since 2010. Parents/Caregivers continue to be satisfied with their child's school which has also improved in 2011. Accessing Professional development will be considered in 2012.

Involving parents in their child's education

Parents are encouraged to be part of their child's education. Parental involvement is sought in a variety of ways. We encourage parents to attend our P&C meetings, be part of our Creek side Market team, and to be volunteer helpers in classrooms.

We invite parents, teachers and members of the school community to attend our Meet and Greet welcome BBQ at the beginning of the year. We also invite new parents and Prep parents to a morning tea on the front lawn on the first day of school. Throughout the year we host a variety of forums, parent workshops and meetings where parent input is sought and valued. We also invite parents to year level information sessions where curriculum programs, camps and excursions are openly discussed. Parents are also encouraged to participate in parent teacher interviews twice per year. We believe that we will achieve our best outcomes when students, parents and the school are working together.

Reducing the school's environmental footprint

Our school at a glance

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

There has been a huge focus on reducing environmental footprint led by the health and safety committee and officer. Each class has conserved energy by limiting the use of electricity in classrooms. This was monitored regularly by the Work place health and safety committee.

Environmental footprint indicators, 2010-2011

	Electricity Kw H	Water KL
2011	128,838	599
2010	0	0
% change 10 - 11	N/A	N/A

Our staff profile

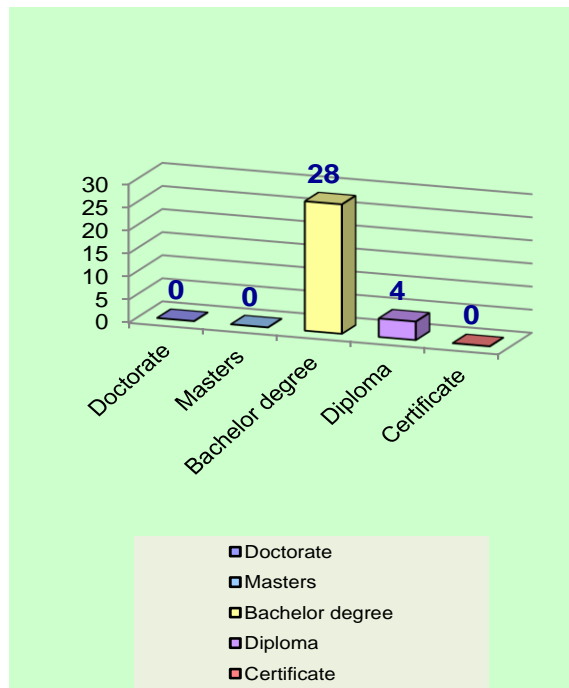
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	39	29	<5
Full-time equivalents	33	17	<5

The staff composition, including indigenous staff at Dalby State School, range from staff members that have taught at our school for a very long time to those who have a short term contract (teaching and non-teaching staff). Dalby State School has a Learning Education Centre which caters for students with disabilities. The Learning Education Centre is also located within the school, managed by Head of Department of Special Needs.

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Bachelor degree	28
Diploma	4
Certificate	0



Majority of our teachers are Primary trained, ranging from early phase of learning, middle phase of learning and upper primary. The strengths of our teaching staff range from Literacy, Numeracy, Science, and The arts, Music, Physical Education and Instrumental. Our teacher aides are trained in supporting students in the classroom which is evident throughout the day. Dalby State School also offers LOTE as a language to students in year 5-7. All students are involved in Music. Year 5-7 students are offered to participate in our instrumental program which occurs on a Thursday. All students are offered Physical Education.

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$10,000.00

We have also focused on School Wide Positive Behaviour running a variety of internal professional developments and also linking in to an external facilitator where all teachers completed the Essential Skills behaviour course.

The involvement of the teaching staff in professional development activities during 2011 was 100%. In August the proportion of the teaching staff satisfied with access was 76%. In the later half of the year we investigated access and took on board ideas from staff to improve perceived and actual access to professional development.

The major professional development initiatives are as follows:

- Developing Performance Framework PD
- Transition to the National Curriculum
- National Curriculum (C2C)/ ACARA/ C2C planning with one school
- Scribbly Gum questions and answers
- Elluminate Live session PD
- Coaching through Developing Performance Framework conversations
- Reading program and what this means?
- Coaching workshops (leadership and staff)

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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

GO

Search by suburb, town or postcode

Sector Government Non-government

SEARCH

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

Our staff profile

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

Performance of our students

Key student outcomes

Student attendance - 2011

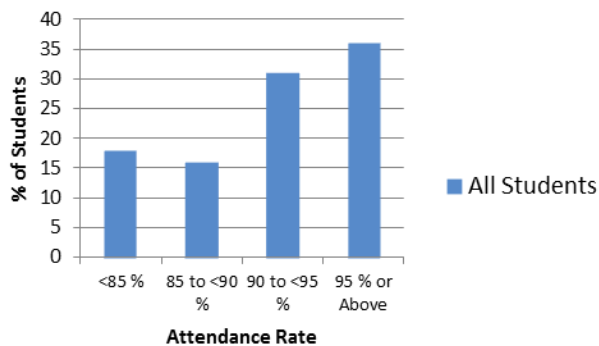
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 91%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
90%	94%	91%	91%	92%	89%	90%

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 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.

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Our school teachers mark the roll twice per day, in the morning at 9am and after lunch at 1.45 pm. When students are absent and the school has not been notified of absences, our teachers try and follow up with a telephone call to the parents/guardians. When there is more than three absences administration also follow-up with families. The follow-up is dependant upon people needs as sometimes with telephone connectivity it will be a telephone conversation, at times it is a home visit and at other times it may be a letter from the Principal encouraging parents/guardians to contact the school and discuss the child's attendance.

We have an Indigenous liaison officer who conducts home visits and helps plan travel arrangements with families. A variety of our school staff, depending upon the need and situation (Guidance Officer, Principal, Deputy, Indigenous liaison officer, teacher) meet with families to offer support strategies if students are concerned or anxious about school attendance. We also help to link parents into the bus transport system. When attendance does not improve with supportive strategies and family meetings we issue letters in accordance with DET policies, SMS-PR-029: Managing Student Absence, informing parents/guardians of their legal obligations. Where possible we continue to try and engage our families by offering supports when non-attendance is an ongoing issue.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

Performance of our students

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' textbox.

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select '<GO>'.</p>
</div>
<div data-bbox="91 384 880 409" data-label="Text">
<p>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.</p>
</div>
<div data-bbox="91 424 782 439" data-label="Text">
<p>If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results</p>
</div>
<div data-bbox="91 457 300 472" data-label="Section-Header">
<h2>Achievement – Closing the Gap</h2>
</div>
<div data-bbox="91 475 867 500" data-label="Text">
<p>18% of Dalby State School's students' population is Aboriginal or Torres Strait Islander descent. The breakdown of indigenous in each grade is listed below:</p>
</div>
<div data-bbox="91 501 386 515" data-label="Text">
<p>Attendance rate of Indigenous students – 88.7%</p>
</div>
<div data-bbox="91 529 454 544" data-label="Text">
<p>2011 NAPLAN results of indigenous students is listed below</p>
</div>
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<th>Area</th>
<th>Year 3
(Total Indigenous enrolment in this year level)</th>
<th>Achievement Above Similar Below</th>
<th>Year 5
(Total Indigenous enrolment in this year level)</th>
<th>Achievement Above Similar Below</th>
<th>Year 7
(Total Indigenous enrolment in this year level)</th>
<th>Achievement Above Similar Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>14</td>
<td>Above 78.6%
At 21.4%
Below 0%</td>
<td>7</td>
<td>Above 28.6%
At 42.9%
Below 28.6%</td>
<td>13</td>
<td>Above 38.5%
At 38.5%
Below 23.1%</td>
</tr>
<tr>
<td>Writing</td>
<td>13</td>
<td>Above 69.2%
At 23.1%
Below 7.7%</td>
<td>7</td>
<td>Above 72.4%
At 28.6%
Below 0%</td>
<td>13</td>
<td>Above 46.2%
At 30.8%
Below 23.1%</td>
</tr>
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<td>Spelling</td>
<td>14</td>
<td>Above 64.3%
At 14.3%
Below 21.4%</td>
<td>7</td>
<td>Above 72.4%
At 14.3%
Below 14.3%</td>
<td>13</td>
<td>Above 53.9%
At 30.8%
Below 15.4%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14</td>
<td>Above 78.6%
At 21.4%
Below 0%</td>
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<td>Above 25%
At 12.5%
Below 62.5%</td>
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At 66.7%
Below 8.3%</td>
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<p>2011 School Annual Report</p>
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<p>Queensland Government</p>
</div>