

Dalby State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

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, Meet & Greet as well as a 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 improve 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 needs 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 2014

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

Continue with the Implementation of the Dalby State School Pedagogical framework.

Continue with the implementation of explicit teaching.

Establishment of the Social and Wellbeing framework.

Implementation of student leadership group that is active, supportive, responsible and dynamic Teaching and Learning:

Continue with the implementation of a whole school NAPLAN plan

Transition towards implementation of national curriculum program- C2C- (literacy, numeracy and science)

Continue with the Implementation of the Reading Program from Prep to Year 7

Worked in teams to plan within year levels

Further developed literacy and numeracy groups

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, AIP, 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

Meet regularly with Administration staff (Weekly)

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 specifically C2C 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 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 in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	483	228	255	86%
2013	479	226	253	93%
2014	506	250	256	87%

Student counts are based on the Census (August) enrolment collection.

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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	18	19

Phase	Average Class Size		
	2012	2013	2014
Year 4 – Year 7 Primary	21	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	45	55	51
Long Suspensions - 6 to 20 days	11	4	5
Exclusions [#]	0	2	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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:

Dalby State School 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. Year 6 camp will be occurring at Tallebudgera in 2014.

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.

How Information and Communication Technologies are used to assist learning

Students at Dalby State School use a number of technological tools in the class including Laptops, iPad, tablets etc. Each classroom has an interactive white board, in which teachers use to deliver the curriculum. ICT is used in a range of areas as a tool for students to access courses online, such as Unify and project 600. Students and staff also access courses on the learning place. The Learning place provides safe and secure access to an innovative range of digital tools, resources and spaces for teaching, learning, collaborative networking.

Teachers have access to digital pedagogies, digital practise guides, one channel, eLearning 'teachers of prep programme' as well as distance education modules that relate to the C2C curriculum.

Currently our focus will be:**A) eLearning for the special needs students:**

Implementation of eLearning for special needs students. This will involve digital tablets for the students to utilise.

B) Student ICT Expectations:

A plan has been set up to ensure that students are engaged in learning experiences that will incorporate the use of ICT.

C) The learning place:

Teachers accessing the learning place to utilise the digital tools and resources. Encouraging students to use the spaces in the learning place as a learning centric environment.

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 2014, 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 consistent consequences for students. We have also endeavoured to involve our community actively in behaviour management by seeking input into discussions, we utilised our data to inform before school, after school and lunch duty supervision practices.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	100%	95%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	97%	100%	100%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	97%	94%	100%
their child is making good progress at this school* (S2004)	97%	94%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	94%	91%
teachers at this school motivate their child to learn* (S2007)	94%	89%	91%
teachers at this school treat students fairly* (S2008)	100%	100%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%	95%
this school works with them to support their child's learning* (S2010)	100%	94%	95%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	89%	95%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	94%	89%	91%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	96%	97%	96%
they like being at their school* (S2036)	88%	94%	96%
they feel safe at their school* (S2037)	88%	94%	98%
their teachers motivate them to learn* (S2038)	96%	88%	100%
their teachers expect them to do their best* (S2039)	97%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	97%
teachers treat students fairly at their school* (S2041)	89%	83%	94%
they can talk to their teachers about their concerns* (S2042)	87%	85%	94%
their school takes students' opinions seriously* (S2043)	87%	90%	94%
student behaviour is well managed at their school* (S2044)	87%	93%	92%
their school looks for ways to improve* (S2045)	96%	94%	100%
their school is well maintained* (S2046)	97%	93%	99%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	93%
they feel that their school is a safe place in which to work (S2070)		100%	97%
they receive useful feedback about their work at their school (S2071)		89%	80%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		95%	97%
staff are well supported at their school (S2075)		89%	90%

Performance measure

Percentage of school staff who agree [#] that:	2012	2013	2014
their school takes staff opinions seriously (S2076)		86%	88%
their school looks for ways to improve (S2077)		100%	97%
their school is well maintained (S2078)		97%	97%
their school gives them opportunities to do interesting things (S2079)		97%	86%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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

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

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	139,650	1,718
2012-2013	130,506	2,331
2013-2014	132,940	2,060

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

Our staff profile**Staff composition, including Indigenous staff**

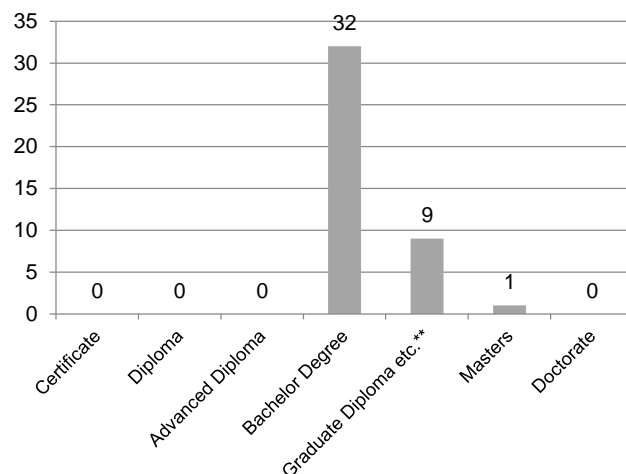
The staff composition, including indigenous staff at Dalby State School, range from staff members that have taught at our school for a very long time to those who a short term contract (teaching and non-teaching staff). Dalby State School has a Learning Education Centre whereby catering for students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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	27	<5
Full-time equivalents	34	18	<5

Qualification of all teachers

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.

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	9
Masters	1
Doctorate	0
Total	42



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$30,000

The major professional development initiatives are as follows:

- Explicit Instruction/Anita Archer
- PM workshop
- Magic 100 workshop
- Mentoring program - reading

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2014 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

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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%

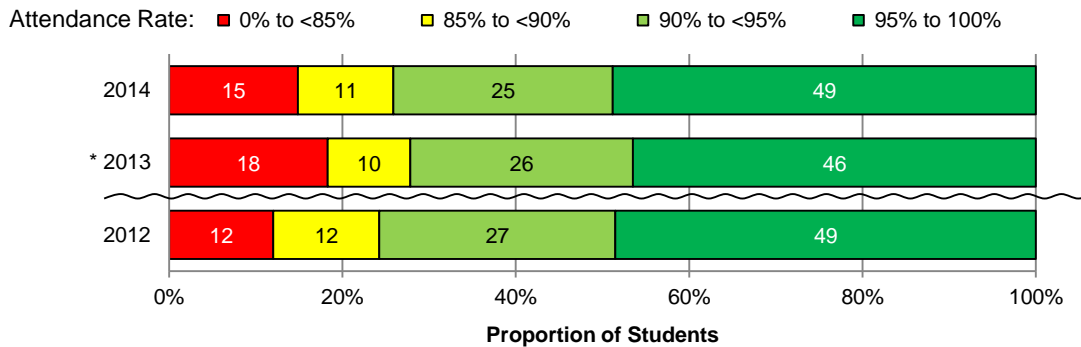
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	93%	93%	94%	92%	92%	94%	90%	N/A	N/A	N/A	N/A	N/A
2013	89%	92%	91%	93%	91%	89%	90%	N/A	N/A	N/A	N/A	N/A
2014	90%	91%	93%	93%	94%	91%	91%	N/A	N/A	N/A	N/A	N/A

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 1.45pm. 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 dependent 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 arrangement 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 D4ET 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/>.

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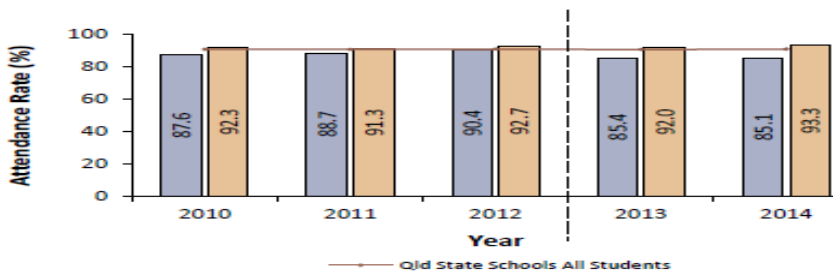
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Achievement – Closing the Gap

Student Attendance

Student Attendance Rate Semester 1
Indigenous & Non-Indigenous Students



Proportion of Students by Attendance Range
Semester 1, 2014 - Indigenous & Non-Indigenous Students

