



# Dalby State School



# ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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## School Overview

Dalby State School is a co-educational, Independent Public School located in the Darling Downs Region with an enrolment of 579 students from Prep to Year 6. As one of the oldest public schools in Queensland established in 1861, our school is rich in history and is committed to continual improvement and innovation. Parents, staff and the wider community all play a role in promoting a safe, intentionally inviting learning environment that provides quality education for students.

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 RESPECT, SAFETY and LEARNING. Our school Positive Behaviour for Learning focus plays a significant part in creating a safe supportive environment as well as establishing expectations of how all stakeholders behave at our school.

Our school is progressive, busy and vibrant as we work towards supporting every child and building positive relationships with students and parents. All classrooms are air conditioned and fitted with electronic whiteboards or interactive screens that enhance the learning environment and enable our experienced and professional staff to deliver programs including our Music Program of Excellence which includes Senior and Junior Choirs and Instrumental Music, Robotics, Laptop classes, a Visual Arts teacher, a wide variety of sporting opportunities including Touch Football, Rugby League, Netball, Archery, Canoeing, Swimming, Basketball, Cricket, programs for Gifted and Talented students and a leadership development program to ensure that all students have the ability to reach their full potential are also offered.

Innovative programs such as Lift (Learning is Fun Together) Playgroup and Lift Off (pre Prep transition program) provide a smooth transition to Prep. There is also before and after school care available on site to provide support to families. Values and appropriate social skills are explicitly taught on a weekly basis throughout the school, helping to build independence, confidence and active and informed citizenship. Education is viewed as a partnership between home and school and parental and community involvement is welcomed. The school provides innovative learning experiences for students from diverse cultural, economic and religious backgrounds.

## Principal's Foreword

### Introduction

This School Annual Report (SAR) provides information to parents and the wider community about the progress and achievement of the school over the past 12 months. This includes details of activities and events during 2017 and highlights strengths and identifies areas for development and improvement. There are sections relating to School Progress, Future Outlook, School Profile, Student Body, Curriculum Delivery, Social Climate, Parent and Community Engagement, Student Attendance and Performance.

#### School Progress towards its goals in 2017

<b>SCHOOL COUNCIL</b>	<ul style="list-style-type: none"> <li>Dalby State School became an Independent Public School in 2017 and established the Dalby State School Council</li> </ul>				
<b>FACILITIES</b>	<ul style="list-style-type: none"> <li>After years of planning, a large covered area was installed with SSS and P&amp;C funds</li> <li>Following a fire on 25<sup>th</sup> April, 2017, the Administration, Staffroom and the newly refurbished Music wing were destroyed. Only one school day was lost from this event and Dalby State School received overwhelming support from schools and businesses all over the state and the local community</li> <li>An admin demountable was installed</li> <li>A section of the library was made into offices</li> <li>Double classroom demountable was installed</li> <li>Music demountable was installed</li> <li>A Block was repaired and became the school staffroom</li> <li>Planning began on the rebuild of buildings destroyed by fire</li> <li>Telephone upgrade commenced in March</li> <li>NBN preparation</li> </ul>				
<b>NAPLAN</b>		<b>Year 3</b>	<b>Improvement 2008-2017</b>	<b>Year 5</b>	<b>Improvement 2008-2017</b>
	<b>Reading</b>	389.0	4.8	479.3	22.8
	<b>Writing</b>	369.5	-4.5	473.4	40.3
	<b>Spelling</b>	365.8	5.8	479.1	7.7
	<b>GP</b>	401.9	8.1	487.2	35.6
	<b>Numeracy</b>	367.0	-9.4	462.0	5.1

<b>STUDENT COUNCIL</b>	<ul style="list-style-type: none"> <li>• Crazy Costume Day held in March</li> <li>• Harmony Day held in March</li> <li>• Free Dress – Sporting Theme in July</li> <li>• 80's Disco in August</li> <li>• Day for Daniel in November</li> <li>• Melbourne Cup – Pizza and Popper Day</li> </ul>
<b>LEADERSHIP</b>	<ul style="list-style-type: none"> <li>• Student leaders attended the Grip Leadership Conference at Highfields</li> <li>• Student leaders attended the Zonta Women's breakfast</li> <li>• Student leadership ceremony</li> <li>• School Anzac ceremony</li> <li>• Community Anzac Day March</li> <li>• Remembrance Day Ceremony</li> </ul>

School Targets	Prep	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
<i>By the end of 2017, 80% of students will receive a "C" standard or above in English in Semester 1 &amp; 2.</i>		67%	77%	71%	58%	81%	72%
<i>By the end of 2017, 85 % of students will receive a "C" and above for behaviour in Semester 1 &amp; 2</i>	achieved	87%	93%	94%	92%	97%	94%
<i>By the end of 2017, 96% of students in Year 3 &amp; 95% of students in Year 5 will meet NMS.</i>				91.7%		91.3%	
<i>By the end of 2017, 26% of year 3 &amp; 30% of Year 5 will reach Upper 2 band in Reading.</i>				31.9%		23.9%	
<i>By the end of 2017, 23 % of Year 3 students and 30% of Year 5 reach Upper 2 band in numeracy.</i>				19.4%		10.6%	

Recommendation	Action	Result
Sharpen the narrow improvement agenda by collaboratively developing and aligning appropriate targets, timelines, resourcing and professional development for all school personnel to embed consistent practice across the school	<ul style="list-style-type: none"> <li>• Collaboratively establish "Organisational Values &amp; Principles" that will determine professionalism at all times and that everyone is accountable during the learning process</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Collaboratively develop an "Organisation Structure" that clearly defines how the organisation operates, as well as establish vision, beliefs and organisational values (behaviours).</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Revise and reflect on School's belief and vision to ensure that everyone's best interest is for our students and their family</li> </ul>	Achieved Achieved
	<ul style="list-style-type: none"> <li>• Implement a Service Delivery commitment to ensure that every child at Dalby State School can succeed through the "Learning and Achieving Framework"</li> </ul>	Achieved
Develop and implement a systematic coaching, observation and feedback culture to embed consistent practice in Explicit Instruction and the	<ul style="list-style-type: none"> <li>• Implement and monitor the Data Plan that will inform and support the Explicit Improvement Agenda</li> </ul>	Achieved
	<ul style="list-style-type: none"> <li>• Establish and monitor time and resources allocated to facilitate in depth data discussion and analysis</li> </ul>	Working Towards
	<ul style="list-style-type: none"> <li>• Early and ongoing diagnostic and achievement data used to identify and monitor individual learning needs and develop targeted interventions for students, including absences/disengagement data</li> </ul>	Current Focus
	<ul style="list-style-type: none"> <li>• Professional learning provided for staff to develop expertise to support students including a range of pedagogies to match the readiness, interest, aspirations and learning style of the students.</li> </ul>	Working Towards
	<ul style="list-style-type: none"> <li>• Implement and ensure Developing Performance Plan meetings occur – teacher, teacher aide, office, cleaners and grounds – 3 meetings to occur throughout the year</li> </ul>	Current Focus
	<ul style="list-style-type: none"> <li>• Creation of Professional learning communities – by Strategic leaders and cohort leaders.</li> </ul>	Current Focus
	<ul style="list-style-type: none"> <li>• Establish a workforce plan for the next 4 years</li> </ul>	Working Towards
	<ul style="list-style-type: none"> <li>• Continue to focus on Reading, Attendance and Behaviour and aligning targets, timelines, resourcing and professional development</li> </ul>	Achieved

<p>Dalby State School way of teaching reading from Prep to Year 6</p>	<ul style="list-style-type: none"> <li>• Develop a School Data plan that schedules the collection and analysis of key data sets including: Academic (Reading), Behavioural &amp; Attendance</li> <li>• Continue to provide release time for planning and ensure that every staff member has equal amount for planning that occurs in a collaborative and collegial way</li> <li>• Explore ways to identify/analyse and implement support through the use of OneSchool in unit planning, managing behaviour and attendance.</li> <li>• Enhance the use of ICT in the classroom as well as developing digital practice of teachers and teacher aides</li> </ul>	<p>Achieved</p> <p>Working Towards</p> <p>Current Focus</p>
<p>Purposely adapt the current Australian Curriculum units to more appropriately meet local needs with a priority focus on English for Prep to Year 6 and share the curriculum plan with the school community</p>	<ul style="list-style-type: none"> <li>• Develop and implement a systematic coaching, observation and feedback culture to embed consistent practice in Explicit Instruction and the Dalby State School way of teaching reading from Prep to Year 6</li> <li>• <b>Mentoring</b> –Beginning teachers are provided with formal mentors – senior teachers or Experience Senior teachers</li> <li>• <b>Coaching</b> – Team building trust to be implemented</li> <li>• <b>Feedback:</b> -Vignettes recorded and stored on the intranet.</li> </ul>	<p>Working Towards</p> <p>Current Focus</p> <p>Current Focus</p> <p>Current Focus</p>
	<p>To continue the implementation of the Australian Curriculum</p> <ul style="list-style-type: none"> <li>• As KLAS/Subjects are supported for release by the QTU, a plan is to be made to introduce them. Consideration needs to be given to Teacher workload, readiness and resourcing capabilities within the school.</li> <li>• Consideration will be given to reflecting and revising the Curriculum Framework and what this looks like by asking “what is working?”, “What is not working?” and “what is possible” (only focusing on English and Maths and considering monitoring and summative tasks)</li> <li>• Use the agreed planning template to collegially plan for English, Mathematics, Science &amp; History/Geography</li> </ul>	<p>Current Focus</p> <p>Achieved</p> <p>Achieved</p>
<p>Build and sustain the school capacity to effectively differentiate to meet the needs of the full range of students at the school</p>	<p>Build and sustain the school capacity to effectively differentiate to meet the needs of the full range of students at the school.</p> <p>An agreed school-wide approach to differentiation exists including:</p> <ul style="list-style-type: none"> <li>- Curriculum content adjustments</li> <li>- Pedagogical adjustment</li> <li>- Assessment adjustments</li> </ul> <p>Targeted programs and adjustment for identified groups (gifted and talented, high achieving, indigenous, EAL/D, refugee, learning and difficulties and SWD)</p> <p>Creation of an extension program – Music/instrumental/sporting by identifying/tracking/ implementing support program to extend student learning, focusing specifically on higher order thinking and multi-intelligence</p>	<p>Current Focus</p> <p>Working Towards</p> <p>Achieved</p> <p>Working Towards</p>
	<ul style="list-style-type: none"> <li>• Focus on Vocabulary instruction &amp; Comprehension</li> <li>• Mapping vertically, aligning across Australian Curriculum</li> <li>• Filming of vignettes of best practise – teaching &amp; case management meetings</li> <li>• Building the capacity of Success Criteria and Learning Intent and how this drives improvement in the classroom.</li> </ul>	<p>Current Focus</p> <p>Current Focus</p> <p>Working Towards</p> <p>Achieved</p>
<p>Review and make explicit the roles &amp; responsibilities of school leaders, key personnel and staff in leading the current school improvement focus on reading, behaviour and attendance</p>	<p>Memorandum of understanding documents to be signed by parties in specific areas:</p> <ul style="list-style-type: none"> <li>• Indigenous playgroup</li> <li>• Strong working relationship with Goodnir/PCYC/Dalby Police</li> <li>• Document and implement programs and strategies that support effective transition between primary and high school</li> <li>• Document programs offered at LIFT and LIFT Off</li> <li>• Implement data collection on client satisfaction and improvement strategies and begin planning the next 5 years of early transition – sustainability plan of workforce and curriculum program</li> <li>• Implement the next 5 year grounds and facilities plan by working collaboratively with P&amp;C and other stakeholders</li> <li>• Further strengthen transition programs with early childhood providers</li> <li>• Clear plan of the extra curriculum (music/choral/sport/extension programs)</li> <li>• Implement a 2017-2019 facilities plan</li> </ul>	<p>Achieved</p> <p>Achieved</p> <p>Current Focus</p> <p>Achieved</p> <p>Current Focus</p> <p>Working Towards</p> <p>Current Focus</p> <p>Current Focus</p> <p>Current Focus</p>

Initiatives	Result
Increase teacher's repertoire of effective strategies for teaching reading, specifically in comprehension	Current Focus
Develop collaborative data inquiry processes to build teacher's ability to interpret data, identify and scale up effective teaching practices and differentiate effectively in the classroom. Enable teachers to effectively triangulate data and focus on A-E and NAPLAN data	Working Towards
Embed the culture, climate, processes and protocols of classroom observation and feedback to support	Working Towards
Professional development and reflective practice/action learning, enhancing coaching and mentoring programs from Prep – Year 6	Current Focus
Prepare Upper 2 band students to excel in literacy and numeracy	Current Focus
Monitoring attendance, behaviour, and enrolment data at a Strategic level, every day, to ensure NMS targets are achieved	Achieved
Create Professional Learning Communities across cohorts and phases to improve attendance, behaviour and reading from Prep – Year 6	Achieved
Provide education for parents of pre-Prep to Year 6, to support the development of oral language and early literacy and numeracy skills at home	Current Focus
Develop a network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1	Working Towards
Better prepare and support teachers and teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic)	Current Focus
Create opportunities for students in the middle phase of learning to access our ICT/STEM program	Achieved

## Future Outlook

- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 96% in 2017 in Year 3 reading to 97% in 2018.
- Increase the percentage of students at or above the NAPLAN National Minimum Standard from 95% in 2017 in Year 5 reading to 96% in 2018.
- Increase the percentage of students receiving a "C" standard or above in English from 74% in 2017 to 78% in 2018
- Increase the percentage of Year 3 students in the U2B in reading from 31% to 34%.
- Increase the percentage of Year 5 students in the U2B in reading from 23% to 26%.
- Increase the percentage of Year 3 students in the U2B in Numeracy from 19% to 25%.
- Increase the percentage of Year 5 students in the U2B in Numeracy from 10% to 25%.
- Improve teacher capabilities, including Pedagogical practice, data analysis, through professional development and focused feedback to achieve improved student outcomes.
- Increase the percentage of Prep students able to read and comprehend short, predictable texts and compose and record short, meaningful sentences from 64% to 75%.
- Our attendance target for 2018 will continue to be 94%
- By the end of 2018, 87% of students will receive a "C" and above in their Semester 1 & 2 report for all Key Learning Areas.
- By the end of 2018, 78% of students from Prep – Year 6 will receive a "C" or above in English for Semester 1 & 2.
- 75% of students will achieve at or above regional benchmark by the end of the year.
- By the end of 2018, 94% of students will receive a "C" or above for behaviour in Semester 1 & 2.
- By the end of 2018, 97% of students will receive a "C" or above for Effort in Semester 1 & 2.



Our initiatives include

- Develop collaborative data inquiry processes to build teacher capability to interpret data by using OneSchool to differentiate their planning and teaching of literacy. This will enable teachers to effectively triangulate data and focus on NMS, U2B data and the use of Early Start, PAT-R & M, PM and Semester reports [A-E] to improve results.
- Increase teacher skills in analysing PAT-R data to improve student comprehension skills.
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development in literacy and numeracy, to enhance coaching and mentoring programs from Prep – Year 6 supported by instructional coaches.
- Provide education for parents of pre-Prep to Year 6, to support the development of oral language (phonological and phonemic awareness at home) as well as the importance of attendance.
- Prepare and support teachers and teacher aides to consolidate student learning in the implementation of “Read it Again” in early phase of learning, supported by speech language pathologist and external experts.
- Provide targeted and scaffolded Explicit Instructions to ensure highly effective teaching of essential English and Mathematical concepts evident in Australian Curriculum.
- Support and engage teachers and teacher aides to assess all students in P – 6 on the literacy continuum and be able to implement strategies to enhance student literacy outcomes.
- Provide intensive support for targeted students demonstrating high levels of achievement in literacy and numeracy through IMPACT, coding, robotics and OptiMinds.
- Strengthen our Positive Behaviour Program and “every day attendance” through the purchase of resources and materials to ensure a safe, motivating and inviting environment.
- Develop a formal network of local early childhood centres and kindergartens to enhance knowledge of on-entry to Prep expectations and to assist in a smooth transition of children into Prep and Year 1 and strengthen Dalby SS transition program.
- Creation of an ICT coach to enhance the teaching of literacy and numeracy. Enhance middle management ability to become instructional coaches to support teachers in the classroom in literacy and numeracy.
- Increased focus on Student and Staff Wellbeing – Wellbeing Committee, Kilometre Club, Engaging Students through Movement program.

<ul style="list-style-type: none"> <li>• Employing a speech language pathologist (0.5 FTE) to develop structured oral language programs for Prep – Year 1. SLP to train teachers, teach parents to support student progress in literacy.</li> </ul>
<ul style="list-style-type: none"> <li>• Developing, resourcing and implementing a professional development program to support teachers in data gathering, collation and analysis during planning days (PAT-R &amp; M, PM, A-E, NAPLAN Data and Literacy Continuum).</li> </ul>
<ul style="list-style-type: none"> <li>• Developing a shared understanding of ‘data literacy’ and supporting teachers and Cohort Coordinators and Strategic Leaders to effectively use data to inform a focused teaching approach</li> </ul>
<ul style="list-style-type: none"> <li>• Undertaking parent and community education sessions on the importance of attendance and home reading (phonological and phonemic awareness) and numeracy, leading to the development of a mutual agreed upon approach between the school and community.</li> </ul>
<ul style="list-style-type: none"> <li>• Providing intensive support for students demonstrating high levels of achievement in literacy and numeracy through IMPACT, coding, robotics and OptiMinds.</li> </ul>
<ul style="list-style-type: none"> <li>• Creating and implementing instructional coaches (Tech Ambassador, Master Teacher, Strategic Team and Cohort Coordinators) to enhance learning and engagement in literacy and numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>• Continuing with the work already implemented in the establishment of an Early Learning Centre which delivers playgroup (LIFT) and Prep transition program (LIFT OFF), as well as establishing a strong relationship with other early learning providers.</li> </ul>
<ul style="list-style-type: none"> <li>• Creating an ICT coach to support teachers in the digital and technology curriculum aligning to the focus of enhancing Visual Literacy as well as increasing teacher use of effective strategies for teaching text processing and comprehension across Key Learning Areas.</li> </ul>
<ul style="list-style-type: none"> <li>• Upskilling teachers in the use of OneSchool, OneNote and Learning Place so that all teachers utilise EQ platforms to enhance the teaching of Literacy and Numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>• Purchasing resources to sustain the implementation of Positive Behaviour for Learning and encouraging “every day attendance” at Dalby State School</li> </ul>
<ul style="list-style-type: none"> <li>• Continuing administration support to enhance strategic direction supporting all students in Literacy and Numeracy by providing targeted Professional Development and coaching to deepen teacher understanding of the Australian Curriculum including mathematics learning areas and provide targeted and scaffolded instruction to secure highly effective first teaching of essential mathematical concepts and skills in classrooms</li> </ul>
<ul style="list-style-type: none"> <li>• Supporting and providing teachers the opportunity to participate in classroom observation, feedback, mentoring and coaching to support and enhance literacy and numeracy outcomes at Dalby State School.</li> </ul>

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	517	245	272	90	89%
<b>2016</b>	579	290	289	124	91%
<b>2017</b>	579	284	295	125	94%

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

## Characteristics of the Student Body

### Overview

Dalby State School is a co-educational Independent Public School located in the Darling Downs South West Region. It is a Band 9 school with an Index of Community Socio-Educational Advantage (ICSEA) value of 927, which places the school in the 16<sup>th</sup> percentile. The school has a diverse population including 22.3% of students identifying as Aboriginal and Torres Strait Islander and 6% identifying English as a Second Language. Approximately 3.5% of students at Dalby have a diagnosed disability, with 22.2% of students receiving adjustments made to address disability under the Disability Discrimination Act.

Parents, staff and the wider community all play a role in promoting a safe, intentionally inviting learning environment that provides quality education for students. We believe all students can achieve and experience success.

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 RESPECT, SAFETY and LEARNING. Our school Positive Behaviour for Learning plays a significant part in creating a safe supportive environment as well as establishing expectations of how all stake holders behave at our school.

Dalby State School has fast become the school of choice in the town of Dalby and enrolment numbers continue to grow from 579 on Day 8 in 2017 to 597 at the end of 2017 and has an enrolment management plan in place. Our school has 24 classes, four of which are composite. Our Special Education program provides support for students with learning disabilities and all students are integrated in the classroom. Integration teachers work with small groups of students on a variety of programs focusing on literacy/numeracy, communication and life skills.

Education is viewed as a partnership between home and school and community involvement is welcomed. Dalby State School provides innovative learning experiences for students from diverse, cultural, economic and religious backgrounds.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	25	27	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery



## Our Approach to Curriculum Delivery

- **Bring Your Own Laptop Program**

In 2017, Dalby State School began offering students in Years 4 to 6 the opportunity to join our BYOL program. This new and exciting initiative has been a huge success and we are pleased that we will be able to continue using BYOL in future years. Towards the end of each year expression of interest forms will be sent home with students outlining the requirements and fees for the next year's program. Bring Your Own Laptop (BYOL) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students or staff use their personally-owned laptop to access the department's information and communication (ICT) network. Access to the department's ICT network is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device. Students and staff are responsible for the security, integrity, insurance and maintenance of their personal laptops and their private network accounts. The department has carried out extensive BYOL research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts. We have chosen to support the implementation of a BYOL model because: BYOL recognises the demand for seamless movement between school, work, home and play; our BYOL program assists students to improve their learning outcomes in a contemporary educational setting; assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.

- **English**

- The study of English is central to the learning and development of all young Australians.
- The Literacy Model – Prep to Year 6 was developed during 2017.
- Investigation into the Big 6 program began for implementation in 2018 and commenced the Letters and Sounds Program.
- A speech language pathologist was employed to develop structured oral language programs for Prep – Year 1. SLP to train teachers, teach parents to support students' progress in literacy.
- Implementation of a "Reading intervention program" such as *Read-it-Again* to Year 1 students and trial in Prep.
- Procuring of ICT and/or programs to enhance literacy and numeracy development in the area of comprehension
- Providing support to Upper 2 band students in literacy and numeracy by accessing IMPACT online

- **Maths**

Learning mathematics creates opportunities for and enriches the lives of all Australians. Commenced formulating Dalby State School Mathematics and Numeracy Policy – Prep – Year 6 for completion in 2018.

- **Pre-Prep programs**

LIFT OFF is our very own Pre Prep program delivered by a teacher with the assistance of a teacher aide. Together students are immersed in literature and hands on 'fun' activities focusing on developing: Oral language; Metalinguistic skills; Early numeracy and Fine/gross motor skills. Children transition to prep classrooms and school playgrounds to develop familiarity. Parent workshops are delivered by outside agencies and school personnel on topics related to child readiness for school during this time. LIFT Off runs three two hour sessions a week during term 3 & 4.

- **LIFT (Learning is Fun Together) Playgroup**

LIFT Playgroup provides an opportunity for children from birth to 5 years and their parents to interact with each other through play and talk in a relaxed, social and fun learning environment. Our sessions are planned to include; reading, craft, gross and fine motor activities and outdoor play. On Friday we offer a play based music session for all families. The sessions are all themed, and always include; gross and fine motor activities, craft and focused reading demonstrations followed with shared reading by the parents. Imaginative play opportunities are created by the variety of toys, dress-ups and play equipment in the room. LIFT offers parents and their children a chance to play, read, sing, dance and create together but more importantly have FUN together.

- **Geography**

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

- **History**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination.

- **Science**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

- **Sports**

At Dalby State School, each class has Physical Education Lessons organised and delivered by a specially trained Physical Education teacher. Students from Prep to Year 6 undertake an 8 week swimming program in Term 4. As well as swimming skills, the program teaches the children basic survival and safety skills. As well as participating in games and skilled structured lessons, students have the opportunity to compete in Cross Country, Athletics and Swimming Carnivals throughout the year. Students also have the opportunity to be selected to represent the school, Bunya District, Darling Downs and Queensland School Sport via a series of sport specific trials. Before school and lunch time coaching is available through the Sporting Schools program. Other competitions available to students during the years include the Dalby AFL schools competition, Rugby 7s, Cricket and various Tabloid activities. The specialist PE Teacher also co-ordinates visits and clinics by sport specific Development Officers as well as the Jump Rope for Heart program. Development Cup Rugby League, All School's Touch Football, Netball and Rugby Union. Our school values the Friday Sport Program with classes from Years 3 – 6 participating in organised activities such as Canoeing, Archery, Lawn bowls, Gymnastics, Golf, Touch Football and Mini Soccer.



- **Visual Arts Program**

Dalby State School runs a specialised Visual Art Program for Prep to Year 6, where each class receives at least one half hour art lesson each week with an Art Teacher in a dedicated art space. These lessons teach children about the elements of art, including colour, line, shape and texture, through practical experiences as well introduces them to a wide range of art styles, artists and their work.

- **Professional Development**

- Continue to develop, resource and implement a professional development program to support teachers in data gathering, collation, and analysis
- Provide professional development for teachers and school leaders to increase capability to initiate and implement innovative practices
- Strengthening the support for students, by employing a teacher to enhance differentiation programs from Prep – Year 6
- Provide TRS to enable triads of teachers/leaders to engage in collaborative data inquiry, action learning, classroom visits and professional conversations
- Engaging the service of external providers to assist in the implementation of a consistent approach towards formative and summative assessment in the early phase of learning
- Upskill teachers in the use of OneSchool so that all teachers are using the developmental mark books, Individual Curriculum Plan, differentiation placements and dashboard functionality
- Continuing to develop the capacity of strategic leaders by enhancing coaching and mentoring programs to support every teacher in the classroom

## Co-curricular Activities

- **Music Program of Excellence**

In 2016 Dalby State School embarked on a journey to create an initiative which saw the development of The Music Program of Excellence. The establishment of our Musical Excellence Program was built upon our already highly successful musical program.

One of the most important aspects of implementing this initiative in 2016 was the continuance of our music classes, school bands and choirs, with the addition of extra classes and challenging endeavours. It is our intention to continue this initiative in 2017 and beyond, we envision grouping our school musicians together thus allowing us the opportunity to offer additional opportunities for them to develop their instrumental, choral and performance skill.

Currently our school offers music and instrumental lessons for students. Students have the opportunity to be involved in the Beginner, Concert or Stage Band, Junior or Senior Singers and every second year a School Musical. Our school is very involved within the community and our students have many and varied opportunities throughout the year to perform at Community and school events. The students play on parade every week and participate in various performances locally and throughout the district. Some of these events include the Creekside Markets, Spring Concert, Dalby Show, the Musical cast visited the local Radio Station in October and End of Year Concert. This program also enables students to complete Grade 1 AMEB theory in the classroom. AMEB is a nationally accredited program. The Bands and Choirs also compete at Fanfare, Choral and Instrumental Eisteddfods. Our school participates in Creative Generation and is also in the process of formulating a Prep/Year 1 Choir and this will commence in 2018. Instrumental Music students also attend the annual Intermediate and Advanced Music Camps and the End of Year Dreamworld Trip.



- **Rugby League School of Excellence**

Dalby State School became a Rugby League School of Excellence in 2018. The program provides an extension program that compliments the existing, inclusive Rugby league and Touch Football sporting partnership program. This program provides students with the opportunity to develop their potential along the elite pathway of Rugby League whilst maintaining their performance in academic studies. The program provides students with quality coaching and feedback on their development within the school in Rugby League and Touch Football across the Region. Dalby State School has consolidated partnerships with the NRL, Brisbane Broncos, Dalby Devils and the Dalby Diehards. Currently our school offers Rugby League drills and skills sessions, Boys to Men, Dream – Believe – Achieve program and fitness sessions that extend the students skills, strength and condition, speed and agility development. We also participate in the Backyard League Program in conjunction with the NRL Sport Schools Program. Students in the program are both boys and girls and all students who are in Year 5 – 6 will complete an introductory coaching and refereeing accreditation. The program implements a holist approach to Rugby League and learning that seeks to develop pride, persistence and passion in all Rugby League students.

- **OptiMinds:** 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.

- **Camps & Excursions:** Year 6 Camp has traditionally been held at Tallebudgera for many 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. Each year level also organise their own yearly excursion which may be a day event or overnight excursion:

- Yr 6 Tallebudgera Camp
- Yr 2 excursion to Darling Downs Zoo
- Yr 4 excursion to Museum in Brisbane
- Yr 5 excursion to Lake Moogerah in July
- Prep excursion to Amaroo
- Yr 1 excursion to Highfields Pioneer Village
- Yr 6 end of school pool breakup – December
- Robotics Workshops
- Deadly Australians visit
- Yr 5 Wonder of Science in June
- Yr 6 attend Dalby State High School “Mary Poppins” preview
- Prep fun day at pool – December
- End of year Movie – December
- Music Excellence students attended the production of ‘Matilda’ at QPAC



- **Eisteddfod:** Our School Choir and Concert band, as well as class groups perform at our local Eisteddfod and at a number of community events throughout the year.
- **Choral Fanfare:** The school’s Senior Singers participate in this Regional event.
- **Biannual School Musical:** Dalby State School presents a well-polished whole school musical every second year.
- **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.
- **Visiting School Performances:** A variety of visiting performances occur at different times throughout the year. Bravehearts visited in July And the Forensic Workshop was in August.

**Gifted and Talented students:** Dalby State School offers a wide range of opportunities across the learning areas and disciplines to extend students. Opportunities for internal and external participation in a broad range of activities support our students’ growth and development. These programs are actively supported by the school community. Some of the programs Dalby State School are involved in include: ICAS testing; Optiminds; STEM sessions at the High School; Impact lessons; Brainways Academicus

#### **How Information and Communication Technologies are used to Assist Learning**

Digital pedagogy refers to the use of digital technologies to engage students with the curriculum and to promote learning. It is a new way of working and learning with information and communication technology (ICT). It moves the focus from simply using ICT tools and skills to a way of working in a digital world.

Students at Dalby State School use a number of technological tools in the class including Laptops and iPads. Each classroom has an interactive white board. ICT is used in a range of areas as a tool for students to access courses online. Dalby State School is continuing to develop a technology rich environment to support the students with their learning. Technology is integrated across the curriculum supporting students to learn within the digital

world they live in. Our students are living in a world where they have immediate access to information anytime and anywhere. With digital learning, every student can access high quality and rigorous instruction, thereby maximising their opportunity for success in school and beyond.

- **Full time Tech Ambassador** to commence in 2018
- **Bring Your Own Laptop Program**  
 In 2017, Dalby State School began offering students in Year 4 to 6 the opportunity to join our BYOL program. This new and exciting initiative has been a huge success and we are pleased that we will be able to continue using BYOL in future years. Towards the end of each year expression of interest forms will be sent home with students outlining the requirements and fees for the next year's program. Bring Your Own Laptop (BYOL) is a new pathway supporting the delivery of 21st century learning. It is a term used to describe a digital device ownership model where students or staff use their personally-owned laptop to access the department's information and communication (ICT) network. Access to the department's ICT network is provided only if the laptop meets the department's security requirements which, at a minimum, requires that anti-virus software has been installed, is running and is kept updated on the device. Students and staff are responsible for the security, integrity, insurance and maintenance of their personal laptops and their private network accounts. The department has carried out extensive BYOL research within Queensland state schools. The research built on and acknowledged the distance travelled in implementing 1-to-1 computer to student ratio classes across the state, and other major technology rollouts. We have chosen to support the implementation of a BYOL model because: BYOL recognises the demand for seamless movement between school, work, home and play; our BYOL program assists students to improve their learning outcomes in a contemporary educational setting; assisting students to become responsible digital citizens enhances the teaching learning process and achievement of student outcomes as well as the skills and experiences that will prepare them for their future studies and careers.
- **ICT Team** established and regular meetings held
- **Gifted & Talented/Extension** - B-Bots (P/1 – teaching of coding, working with teachers to build their capacity to future deliver, Impact, U2B Naplan, Code-a-pillars (Early Phase); Robo sparks/Robo Cup Jnr
- **Resources:**
  - Code-a-pillars
  - Scratch app (Jnr)
  - Impact
  - Rob-o-Cup (Investigate fee)
  - 3D Printer – 4,5,6, space -> design
  - B Bots
- **Minecraft education trial** to commence in 2018
- **Robotics – Sumo in Years 5 – 6 and dancing in Years 3 – 4** commencing in 2018
- **iEducate** – Staff presented at the iEducate conference in November in Brisbane
  - Contemporary schools mirror global change to instruments and processes for work & life through:
    - Strong leadership
    - Collaborative practices
    - Local decision-making
    - Quality digital pedagogies
    - Successful eLearning
  - Global digital revolution
    - Embed digital practices within their learning programs
    - Use digital technologies to enhance literacy and numeracy practices
    - Close the gap: Technologies for life v traditional paper-based processes for schoolwork
    - Teacher capabilities v student expectancies
  - Future Thinking
    - Digital innovation in the workplace
    - Changing occupational requirements
    - Ability in relation to future jobs markets
    - Advancing education and Innovation strategies
    - Economic and political change
    - Increased research and commercial interest
    - Focus on STEM and NAPLAN online
    - Recognition of engagement with digital games and communication
    - Cyber Safety and Reputation Management
    - Using our data effectively
    - Harnessing this for teaching and learning
  - Pedagogy is the driver; Technology is a powerful learning accelerator



## Social Climate

### Overview

The professional and caring staff at Dalby State School are committed to ensuring that students have access to a safe, supportive and disciplined learning environment. Our School Opinion Survey shows that the majority of parents, students and staff are satisfied and feel that Dalby State School is a good school.

- Our school values are, Trust, Respect, Integrity and Teamwork
- Our Belief/Vision Statement is "Every student in every classroom is learning and achieving"
- During 2017, the School Responsible Behavior Plan was revised to reflect the school's expectations around Behaviour.
- There have been a number of information sessions for students and parents about Cybersafety, personal safety and anti-bullying
- Dalby State School continues to reinforce our school expectations of Respect, Safety and Learning
- There is also a strong leadership program in place and leaders are encouraged to be respectful leaders that lead by example
- Whole school assemblies and weekly "Cool Tool" lessons reinforce school rules and highlights areas needing improvement
- Our school has a part time Chaplain to assist students with their emotional wellbeing and assists with a number of programs at Dalby State School including our Breakfast Club
- Dalby State School has a close relationship with the Police Liaison Officer and our Adopt a Cop and this ensures that students are receiving regular safety messages
- There is a Before and After School Care program onsite
- A larger focus on rewarding quality student work and behaviour and consistent consequences for students

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	98%	100%	100%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	95%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	98%	100%
their child is making good progress at this school* (S2004)	100%	98%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	95%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	98%	98%	100%
this school takes parents' opinions seriously* (S2011)	95%	100%	97%
student behaviour is well managed at this school* (S2012)	95%	100%	95%
this school looks for ways to improve* (S2013)	98%	100%	100%
this school is well maintained* (S2014)	95%	100%	93%

#### Student opinion survey

Performance measure	2015	2016	2017
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	100%	96%	95%
they like being at their school* (S2036)	99%	97%	94%
they feel safe at their school* (S2037)	94%	98%	92%



Performance measure			
Percentage of students who agree# that:	2015	2016	2017
their teachers motivate them to learn* (S2038)	97%	98%	95%
their teachers expect them to do their best* (S2039)	99%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	93%
teachers treat students fairly at their school* (S2041)	95%	91%	85%
they can talk to their teachers about their concerns* (S2042)	93%	90%	90%
their school takes students' opinions seriously* (S2043)	95%	89%	86%
student behaviour is well managed at their school* (S2044)	91%	89%	83%
their school looks for ways to improve* (S2045)	96%	95%	95%
their school is well maintained* (S2046)	94%	96%	92%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	96%	97%	100%
they feel that their school is a safe place in which to work (S2070)	96%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	83%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	94%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	94%	93%
student behaviour is well managed at their school (S2074)	88%	89%	95%
staff are well supported at their school (S2075)	85%	80%	90%
their school takes staff opinions seriously (S2076)	85%	74%	90%
their school looks for ways to improve (S2077)	96%	97%	100%
their school is well maintained (S2078)	96%	94%	100%
their school gives them opportunities to do interesting things (S2079)	81%	94%	98%

\* 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

- Parents are encouraged to be part of their child's education
- Parents are invited to Meet and Greet and to drop school books into the classroom on the last student free day before school commences at the beginning of the year
- We encourage parents to attend our monthly P & C meetings
- Parents are welcome and encouraged to attend Kilometre Club
- Parent representatives assist with decision making following the establishment of the School Council
- Parent information sessions are offered:
  - Reading,
  - Cybersafety
  - BYOL program information sessions for parents in August and October
  - Bush Children's seminar – Raising Resilient Children
  - Bush Children's seminar – The Power of Positive Parenting
  - Bush Children's seminar – Raising Confident, Competent Children
  - Parent and Prep morning in July and Preppie for a Day in October

- Instrumental Music Introduction
- Computer awareness session in November
- Specialists invited to the school to talk to parents eg. Paediatrician
- Audiologist invited to test children's hearing
- Regular notes, school newsletters, school web site and School Facebook posts keep parents informed
- Parents are always welcome to attend our weekly whole school parades and are given an invitation when their children are receiving certificates etc.
- Liaising with parents for our annual Creekside Markets
- An online ordering process has been established for the school Tuckshop to assist parents
- Parents assist as classroom helpers
- Introduction of Qparents App
- Regular sms to inform parents of any changes or events
- Throughout the year we host a variety of forums, parent workshops and meetings where parent input is sought and valued
- Parents assist on class excursions
- We also invite parents to year level information sessions where curriculum programs, camps and excursions are openly discussed.
- Parents assist with swimming lessons
- Undertaking parent and community education sessions around the importance of attendance and home reading and numeracy, leading to the development of mutual agreement between the school and community
- Classroom teachers provide parents with a classroom information letter at the beginning of each school year
- Our end of year concert is always well attended by parents
- Before and after school care is offered on site
- Parents attend Lift (Learning is Fun Together) Playgroup and Lift Off pre Prep transition which is offered on site
- Student report cards are emailed or sent home with the student at the end of each semester
- Parents are invited to parent/teacher interviews twice a year to discuss their child's progress
- Dalby State School participates in the annual Delicious and DeLIGHTful festival by making a large lantern for the parade and over 100 small lanterns are decorated and carried by students
- Dalby State School is also a member of the Dalby Chamber of Commerce and is represented at each Business After Hours meeting
- Our School received an award at the Business Excellence Awards
- Our school hosts work experience students from Dalby State High School, Our Lady of the Southern Cross, Bell SS and Christian College
- DSS hosts Pre-Service teachers
- Dalby Kindergartens visit our school as part of the transition from Kindy to Prep
- RAR Fundraising Concert
- Dalby State School participates in the annual Relay for Life event
- Dalby State High School used Kavney Hall for Dance classes in October
- iAims research day in October
- Visits from Dalby State High School to talk to Yr 6 about Behaviour at DSHS
- Year 6 transition visit to Highschool in October
- Choir visit to Ningana (aged care facility)
- Bunnings installed a sitting area
- Our Band performed at the Dalby Street Christmas Party
- Performing Arts Night in November
- End of Year Concert in November
- Awards Ceremony
- Year 6 Graduation Ceremony
- Our school has access to and support from the regional EAL/D teachers and have a teacher aide who works with our EAL/D students. Our EAL/D students are mapped using Bandscales for EAL/D learners. These guide us on how our students are progressing in English language development and describe typical second language acquisition stages for students in the early and middle phases of learning. The Bandscales enable teachers to assess the English language proficiency levels of EAL/D learners in listening, speaking, reading/viewing and writing. They assist teachers to plan the support necessary to enable EAL/D learners to access the intended curriculum.
- Dalby State School offers a wide range of opportunities across the learning areas and disciplines to extend students. Opportunities for internal and external participation in a broad range of activities support our students growth and development. These programs are actively supported by the school community. Some of the programs Dalby State School are involved in include: ICAS testing; Optiminds; STEM; Impact; Brainways Academicus
- Our Learning and Achieving team consists of very experienced support personnel who work with students and assess students who may require additional support. The Learning and Achieving team meet regularly to monitor student progress and prioritise needs. The team consists of the Guidance Officer, Support Teacher – Literacy and Numeracy, Head of Special Education Services, Speech Language Pathologist and Principal.
- The Speech Language Pathologist at Dalby State School is sourced from Regional Office. Our SLP works as a member of the school Learning and achieving team to determine the educational needs of students with special needs in communication and/or eating and drinking difficulties. This role assists in developing and delivering programs that enhance or support a student's communication skills that are necessary for access and participation in the curriculum.

- Dalby State School has a long and proud history of providing quality education for Students with Disabilities. Through our Special Education Program (SEP) dedicated Teachers and Teacher Aides provide support to students in their base classes and offer additional support for students on Individual Curriculum Plans. This is overseen by the Head of Special Education Services. As a school we adopt a flexible approach to catering for student needs in order to ensure that student educational requirements are individually met. Our goal is to ensure that students with disabilities are provided with a curriculum which is rigorous, relevant and meaningful, and which will help them to develop the understanding and skills needed to be happy, independent and productive members of their community. We understand that, over time, our students' needs change and we work with our families and external stakeholders to regularly review and update our programs. Our staff continue to complete Professional Development to be up-to-date on catering to the needs of individual students. Staff are passionate about education for all students and believe that:
  - All students can achieve and experience educational success;
  - All students have specific needs, characteristics and learning styles;
  - All students have the right to receive an education that is appropriate for their abilities.
 In addition to delivering curriculum at appropriate educational levels, our SEP caters for Students with Disabilities by accessing Occupational Therapists, Physiotherapists, Speech Language Pathologists, Nurses and Advisory Teachers to ensure that the whole spectrum of a student's needs are being addressed. Additionally, alternative programs such as Zones of Regulation, Cooking, Fine Motor and Dragsters are offered through the SEP for all students who require some additional support.

## Respectful relationships programs

- The school has revised the Responsible Behaviour Plan for Students to reflect the school's expectations around behaviour
- Our school values are, Trust, Respect, Integrity and Teamwork
- There have been a number of information sessions for students and parents about Cybersafety, personal safety and anti-bullying
- Dalby State School continues to reinforce our school expectations of Respect, Safety and Learning
- whole school assemblies and weekly "Cool Tool" lessons reinforce school rules and highlights areas needing improvement
- Our school has a part time Chaplain to assist students with their emotional wellbeing and assists with a number of programs at Dalby State School including our Breakfast Club
- Dalby State School has a close relationship with the Police Liaison Officer and our Adopt a Cop and this ensures that students are receiving regular safety messages
- The Guidance Officer provides support in our school 2 days a week by providing counselling, psycho-educational assessment and individual student support with disabilities, behaviour, mental health and learning difficulties. Groups are offered to students to help build resilience, reduce anxiety or personalised according to the needs of the students. This service also assists decision making about critical educational, personal, social and emotional development. The Guidance Officer also provides leadership and specialised support in response to child protection issues, critical incidents and emergencies, and transition of students into high school and other programs.
- Our school community provides a Chaplaincy Program endorsed by our Parents & Citizens' Association and is available on a voluntary basis to all students. The Chaplain is involved in a range of activities and programs. These activities at our school can be free of religious, spiritual and/or ethical content.
- Positive Behaviour for Learning (PBL) is a systems approach to establishing the social culture and behavioural supports needed for all children in a school to achieve both social and academic success. PBL is not a packaged curriculum, but an approach that defines core elements that can be achieved through a variety of strategies." (G.Sugai, R. Horner; 2007) Positive behaviour supports can effectively address a range of behavioural needs from those who just need minor supports to those who require more intensive in-depth supports. The goal of PBL is to enhance the capacity of schools to educate all students, especially students with challenging social behaviours, by establishing an effective continuum of PBL systems and practices. With PBL:
  - Expectations for student behaviour are defined by a school based team with all staff input.
  - Effective behavioural support is implemented consistently by staff and administration.
  - Appropriate student behaviour is taught
  - Positive behaviours are publicly acknowledged.
  - Problem behaviours have clear consequences
  - Student behaviour is monitored and staff receive regular feedback.
  - Effective behavioural support strategies are implemented at the school-wide, specific setting, classroom, and individual student level.
  - Effective behavioural support strategies are designed to meet the needs of all students.

### Dalby State School Reinforcement of Expected Behaviour

- Behaviour walls in each classroom display our school values and school expectations. Strategies to reinforce expected behaviours including a focus on positive consequences for behaviour are included.
- Each week Student of the Week Awards are presented on parade to students demonstrating our values. A student from each class is recognised for demonstrating an aspect of our values or improvement in either academic or behaviour.
- Class Dojo – Teachers use Class Dojo to record positive behaviour choices made in classroom settings. These points are awarded each time a child is demonstrating one or more of the school values of "Respect, Safety and Learning". These points are accumulated throughout the year with students accessing the rewards menu and collecting bag tags at regular intervals. Free and frequent awarding of points if encouraged to ensure a positive learning culture within your classroom.

Dalby State School is working towards introducing a whole school approach to respectful relationships. Information is shared with the school community regarding appropriate communication and interaction with others.



## 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	2015	2016	2017
Short Suspensions – 1 to 10 days	70	46	46
Long Suspensions – 11 to 20 days	1	3	6
Exclusions	0	1	2
Cancellations of Enrolment	0	0	0

## Environmental Footprint

### 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

There is also regular communication with staff on ways to reduce photocopying and limits are set to help reduce the environmental footprint. The school enrolment continues to grow so this is reflected in the use of electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	158,274	8,899
2015-2016	175,910	9,005
2016-2017	209,086	5,762

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	33	<5
Full-time Equivalents	40	22	<5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	2
Bachelor degree	36
Diploma	5
Certificate	

\*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 2017 were \$38 710.13.

The major professional development initiatives are as follows:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• iEducate Conference in November</li> <li>• Staff attended Lyn Sharratt</li> <li>• Staff attended Bruce Sullivan workshop</li> <li>• OneSchool Training sessions</li> <li>• Cybersafety staff session</li> <li>• Literacy Continuum Training</li> <li>• Beginning Teacher Conference</li> <li>• Staff attend Shine PD</li> <li>• First Aid Training for staff</li> <li>• Business Manager conference</li> <li>• Hosting 1<sup>st</sup> Five reference group meeting</li> <li>• Future Leader's Symposium 4</li> <li>• Learning and Achieving PD in April</li> <li>• Visit to Laidley High School in September</li> <li>• Visit to Banksia Beach State School</li> <li>• Tennis PD</li> <li>• EdStudio PD in November</li> <li>• Qldtechschools induction in November</li> <li>• HR roadshow</li> </ul> | <ul style="list-style-type: none"> <li>• SBMAQ meeting in November</li> <li>• HPE PD in July</li> <li>• Early Start Workshop in November</li> <li>• State Schooling Roadshow in October</li> <li>• PBL Conference in July</li> <li>• IPS conference in October</li> <li>• Reading PD in August</li> <li>• Annual cohort plan implemented</li> <li>• Establishment of cohort coordinators</li> <li>• Meeting cycle established</li> <li>• Introduction of planning days</li> <li>• Improved communication through Principal's communique and Deputy Principal's weekly memo</li> <li>• Research of Big 6 in readiness for 2018 introduction</li> <li>• Web conference about establishing a School Council</li> <li>• Leadership team became a Strategic team</li> <li>• Line managers</li> <li>• Defined roles and responsibilities</li> </ul> |
|--|---|

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 90% of staff was retained by the school for the entire 2017.

## Performance of Our Students

### Key Student Outcomes Student Attendance

#### Student attendance

Dalby State School created an enrolment and attendance officer (A02) working collaboratively with the principal and teaching staff to track attendance, enrolment and well-being of students

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	87%

\*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 2017 for all Queensland Primary schools was 93%.

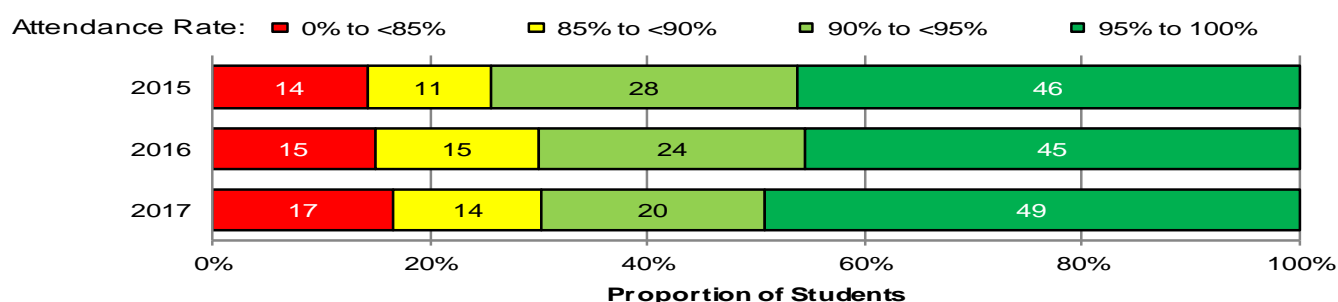
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	92%	91%	92%	92%	91%	92%	94%						
2016	92%	92%	92%	93%	92%	93%	92%						
2017	91%	91%	91%	92%	91%	90%	90%						

\*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Dalby State School Attendance Plan and Policy was developed in 2016 and updated in 2017. Dalby State School is committed to providing a safe and supportive learning environment for all students while addressing their educational needs. This school believes that consistent, full time attendance and punctuality is essential to support students throughout their education and to ensure academic success. Rolls are marked by the classroom teacher on OneSchool at 9:00am & 2:00pm. Dalby State School expects at least 94% attendance with no unexplained absences. Dojo points are awarded for attendance. Our attendance expectations are: Be At School; Be Here Every Day; Be On Time.

Dalby State School attendance policy aims to ensure that all students are accounted for in a safe and supportive learning environment.

At Dalby State School the consequences or impacts of unexplained or unauthorised absences might include the following:

- SMS message each unexplained day
- Telephone call from teacher following 3 days unexplained absence
- Absence letter sent at the end of each week
- In cases of very poor attendance, record all attempts of contact and any replies on OneSchool
- Notice - Form 4 – Failure to attend sent by Registered Mail following 15 unexplained days
- Warning Notice - Form 5 – Failure to attend sent by Registered Mail if no reply to Form 4 following another 7 days
- Advise School Operations Unit before commencing General Briefing Note (GBN) in preparation of legal proceedings
- Liaising with the local Police force
- Home visits by Principal

## 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a maroon "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large maroon button with the word "SEARCH" in white capital letters.

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.

## Conclusion

2017 was a challenging year for Dalby State School following a fire on 25<sup>th</sup> April, 2017. The Administration building, Staffroom and the newly refurbished Music wing were destroyed. Only one school day was lost from this event and Dalby State School received overwhelming support from schools and businesses throughout the state and the local community. Students, parents and staff rose to the challenges ahead of them and showed the strength, determination, teamwork and good humour necessary to focus on the task of recovering.

We look forward to continuing to grow and improve through commitment and innovation. More information about our school is available by going to our website: [www.dalbyss.eq.edu.au](http://www.dalbyss.eq.edu.au)

