

# Dalby State School (0028)

## Queensland State School Reporting

### 2012 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 2012

#### 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

# Queensland State School Reporting

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Provided opportunities for staff to engage and experience leadership roles  
Challenged ourselves and engage in a vision for the future through innovative pedagogical practices  
Implementation of the Dalby State School Pedagogical framework.  
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)  
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, Year 2 Data, 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 (fortnightly)  
Implementation of accountability measures for school management procedures in Professional development, curriculum line managers, workplace health and safety, rehab officer

### **Future outlook**

The future outlook for Dalby State School will be exciting as we continue with the National Curriculum in 2013  
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

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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 2012:** Prep - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	518	232	286	92%
2011	508	231	277	91%
2012	483	228	255	86%

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 were 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		
	2010	2011	2012
Prep – Year 3	18	22	18



# Our school at a glance

## 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, ipads, 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 2012, 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 endeavored to involve our community actively in behaviour management by seeking input into discussions and redrafting through a parent forum, several behaviour meetings and also a series of Quadrennial School Review meetings.

We utilised our data to inform before school, after school and lunch duty supervision practices. We completed this process at the end of 2012 and our plan was endorsed by our Assistant Regional Director

In 2012, the school continued to focus on explicitly explaining to students our behavioural expectations before going into the community arena. We have received numerous commendations of the high standard of our students' behaviour from both Dalby and Toowoomba business owners, event organisers and other schools.

## Parent, student and staff satisfaction with the school

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

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	97.1%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	97.1%
their child is making good progress at this school*	97.1%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	91.4%
teachers at this school motivate their child to learn*	94.3%
teachers at this school treat students fairly*	100.0%
they can talk to their child's teachers about their concerns*	97.1%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	100.0%
student behaviour is well managed at this school*	100.0%
this school looks for ways to improve*	100.0%
this school is well maintained*	94.3%

<b>Performance measure</b> (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	96.5%
they like being at their school*	88.4%
they feel safe at their school*	87.8%
their teachers motivate them to learn*	95.7%
their teachers expect them to do their best*	97.4%
their teachers provide them with useful feedback about their school work*	91.3%
teachers treat students fairly at their school*	89.4%
they can talk to their teachers about their concerns*	86.7%
their school takes students' opinions seriously*	87.0%

# Our school at a glance

student behaviour is well managed at their school*	87.0%
their school looks for ways to improve*	96.5%
their school is well maintained*	97.4%
their school gives them opportunities to do interesting things*	93.9%

## Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	86.0%
with the individual staff morale items	97.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.



# Our school at a glance

## 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

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

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

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	168,788	2,291
2010-2011	128,838	599
2011-2012	139,650	1,718

# Our staff profile

## Staff composition, including Indigenous staff

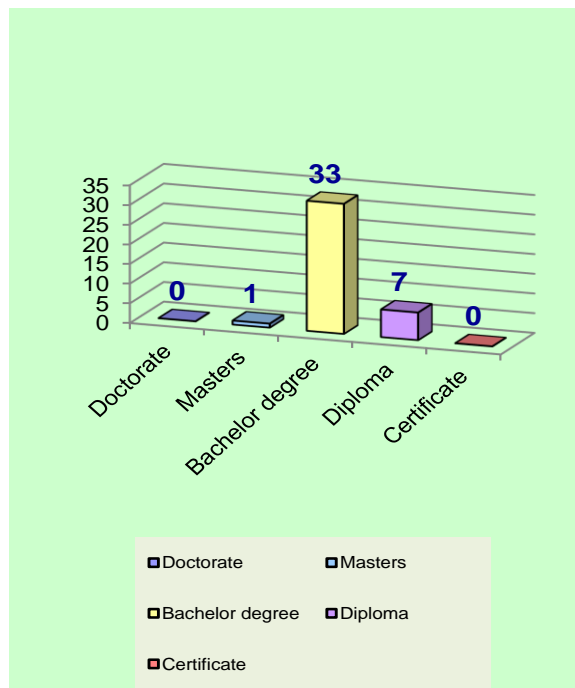
The staff composition, including indigenous staff at Dalby State School, range from staff members that have taught at our school for a very long time to those who a short term contract (teaching and non- teaching staff). Dalby State School has a Learning Education Centre whereby catering for students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

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	40	27	<5
Full-time equivalents	33.6	15.5	<5

## Qualifications 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 classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	33
Diploma	7
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were **\$10,000.00**

The major professional development initiatives are as follows: We have also focused on School Wide Positive Behaviour running a variety of internal professional developments and also linking in to an external facilitator where all teachers completed the Essential

# Our staff profile

Skills behaviour course.

The involvement of the teaching staff in professional development activities during 2012 was 100%. In August the proportion of the teaching staff satisfied with access was 76%. In the latter half of the year we investigated access and took on board ideas from staff to improve perceived and actual access to professional development.

The major professional development initiatives are as follows:

Developing Performance Framework PD

Transition to the National Curriculum

National Curriculum (C2C)/ ACARA/ C2C planning with one school

Scribbly Gum questions and answers

Elluminate Live session PD

Coaching through Developing Performance Framework conversations

Reading program and what this means?

Coaching workshops (leadership and staff)

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

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.6%	95.6%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 97.6% of staff was retained by the school for the entire 2012 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 web page.

## Our staff profile

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

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

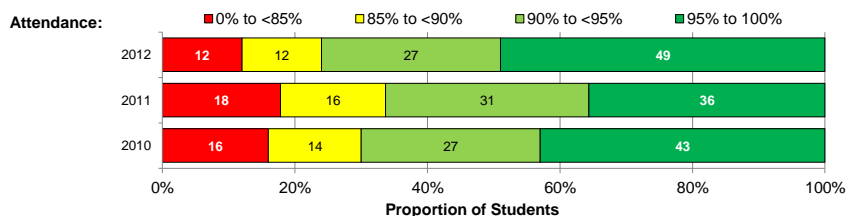
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	94%	92%	91%	90%	91%	92%	92%					
2011	90%	94%	91%	91%	92%	89%	90%					
2012	93%	93%	94%	92%	92%	94%	90%					

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

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

Our school teachers mark the roll twice per day, in the morning at 9am and after lunch at 1.45 pm. When students are absent and the school has not been notified of absences, our teachers try and follow up with a telephone call to the parents/ guardians. When there is more than three absences administration also follow-up with families. The follow up is 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 DET policies, SMS-PR-029: Managing Student Absence, informing parents/ guardians of their legal obligations. Where possible we continue to try and engage our families by offering supports when non- attendance is an ongoing issue.

# Performance of our students

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

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

### NAPLAN Year 3 Mean Scale Score - Indigenous/Non-Indigenous Gap

