


QUEENSLAND STATE SCHOOL REPORTING - 2010

Dalby State School (0028)

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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. Over \$3 million dollars' worth of facility upgrades have taken place here over the last 2 years which have contributed to the establishment of a vibrant learning community.

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

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

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

Dalby State School is a learning organisation that Shared leadership is the business of everyone at Dalby State School. 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.

School progress towards its goals in 2010

Key Goals that we achieved:

Leadership:

Leadership planning for Principal, Deputy Principal, Facilitator of Curriculum, Head of Special Education and Business Service Manager in alignment with "Professional development for leaders"

Multi- tasking framework for ancillary staff

Further articulated and explored "Ever Onwards"

Provided opportunities for staff to engage and experience leadership roles

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

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

Teaching and Learning:

Continue with the implementation of a whole school NAPLAN plan

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

Developed a Reading Program from Prep to Year 7

Reviewed and enhanced school curriculum

Worked in teams to plan within year levels

Further developed literacy and numeracy groups

Implemented a Primary Science Facilitator based a Dalby State School

Developed "Phase meetings" that enables cohorts to meet regularly to plan, evaluate and moderate

Further developed our Prep and Early Years framework

School Performance:

Comprehensive review of school performance through analysis of:

NAPLAN, Year 2 Data, AOP, Budget, School Annual Report, Learning and Teaching Audit.

Student Services:

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

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Management and Administration:

Continue with the roll- over of SMS into one school

Meet regularly with Administration staff (fortnightly)

Implementation of accountability measures for school management procedures in Professional development, curriculum line managers, workplace health and safety, rehab officer

Future outlook

The future outlook for Dalby State School will be exciting as we venture towards full implementation of National Curriculum in 2011.

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- staff relationships.

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

Conversation around "learning and teaching", productive pedagogies, differentiation will occur regularly at Dalby State School as teaching and non-teaching staff engage more in curriculum talk. Feedback becomes common practice for both staff and students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
518	232	286	85%

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, two of which were composite and one that was a multi-aged class.

Approximately 15% of our school population is Aboriginal or Torres Strait Islander. For this reason, we have a full time indigenous support worker and support programs at the school. We are also working with our community to ensure quality cultural programs and activities. We have approximately 4% of our student population that speak English as second language. Of the students where English is a second language (ESL) there are few commonalities for trend data as a total of 8 different languages are nominated as the first language for our ESL students.

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

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

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

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	18	100%	100%	0%	0%
Year 4 – Year 10	24	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	20	100%	100%	0%	0%

Our school at a glance

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	70
Long Suspensions - 6 to 20 days	8
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

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

Our school at a glance

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

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

Extra curricula activities

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

OPTI-MINDS

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

INSTRUMENTAL PROGRAM:

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

SPORTS:

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



Our school at a glance



How Information and Communication Technologies are used to assist learning

Information and Communication Technology is utilised to assist learning on a daily basis. All students in the school have access to our computer lab which has thirty computers. Teachers book into the lab and have a variety of educational programs and communication tools. Each classroom from year 1 to 7 also has a minimum of four student computers and each teacher has their own lap top. Several classrooms also have interactive whiteboards and the use of this technology has made a large difference to student engagement, so much so that we will in 2011 be investing considerable funds to ensure more classes have access to the interactive technology. We have also made digital cameras more readily accessible to all classrooms and encouraged the sharing of best practice between teachers.

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 2009, we have reflected upon data and focused strongly on continuing to implement School Wide Positive Behaviour. Our focus has been around professional development for teachers, a larger focus on rewarding quality student work and behaviour, and consistent consequences for students. We have also endeavoured to involve our community actively in behaviour management by seeking input into discussions and redrafting through a parent forum, several behaviour meetings and also a series of Triennial School Review meetings. We utilised our data to inform before school, after school and lunch duty supervision practises. We completed this process at the end of 2009 and our plan was endorsed by our Executive Director. In 2010, the school continued to focus on explicitly explaining to students our behavioural expectations before going into the community arena. We have received numerous commendations of the high standard of our students' behaviour from both Dalby and Toowoomba business owners, event organisers and other schools.

Parent, student and teacher satisfaction with the school

Over the last few years our school has undergone numerous changes in school leadership. As of 2010, Dalby State School strongly focused on school improvement and SOS data provided a basis for change and guiding the learning journey.

Dalby State School is focusing on ensuring that parents know about the learning and teaching that is occurring in the classroom. There is a clear focus on improving school performance. As a result of the feedback from students, students have been invited to give input into decision making. Student feedback has also lead to the purchasing of more sports equipment and technology devices.

Change has meant challenge and our staff has worked hard and continues to work hard to provide quality

Our school at a glance

education for all of our students. The 2010 indicates the need to focus heavily on professional development and also to ensure that we celebrate the success of the journey.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	73%
Percentage of parents/caregivers satisfied with their child's school	83%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	55%
Percentage of staff members satisfied with morale in the school	69%

Involving parents in their child's education.

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

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

Reducing the school's environmental footprint

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

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity Kwh	WaterKL	GasMJ
2010	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0	0	0
2009	\$35,706	\$30,040	\$0	\$0	\$2,464	\$283	\$2,919	181,318	1,357	0
% change 2009 - 2010	-100%	-100%	N/A	N/A	-100%	-100%	-100%	-100%	-100%	N/A

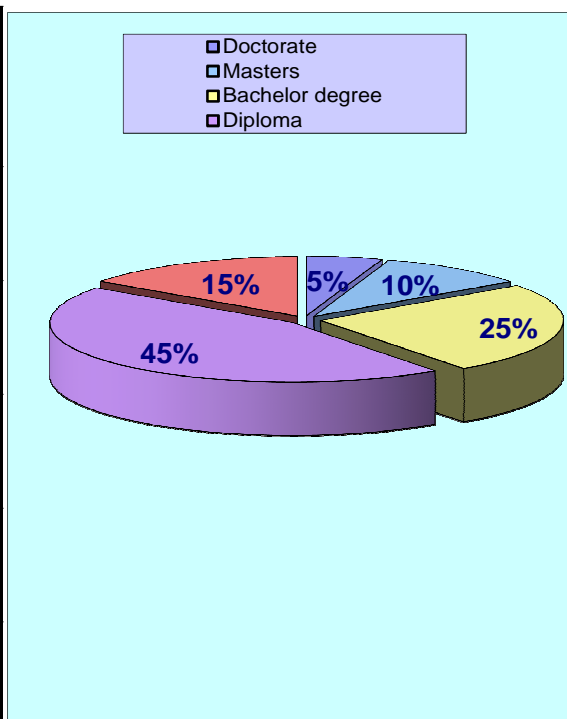
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	41	27	<5
Full-time equivalents	33	15	<5

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	10
Bachelor degree	25
Diploma	45
Certificate	15



Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$36 448. The major professional development initiatives are as follows: First Steps in Mathematics Number (18 hours per teacher), we also focused on the elements of a good reading program and the specific teaching skills needed to deliver a good reading program. We

Our staff profile

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

The involvement of the teaching staff in professional development activities during 2010 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.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 97% of staff were retained by the school for the entire 2010 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 92%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
94%	92%	91%	90%	91%	92%	92%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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Our school teachers mark the role 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.

Achievement – Years 3, 5, 7, and 9

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. (The School results below are available within OneSchool. For parents/caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached)

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

To access our NAPLAN results, click on the MySchool 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 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

Teaching and non-teaching staff continued to use closing the gap strategies in 2010 around attendance, attainment and retention –

Indigenous students attendance in 2010 was 87.6% compared to non-indigenous attendance – 92.3%. There is still a lot of work needed around indigenous attendance. Teachers continue to track indigenous students' attendance and home visits have occurred by our indigenous liaison officer.

Indigenous students have improved academically over the last two years. Results indicate that achievement levels are similar to non-indigenous students.

Teachers continued to analyse data around indigenous students' attendance, attainment and retention. Through the "Dare to Lead Audit", Indigenous students, staff and parents strongly identify that Dalby SS is a good place to be. The use of an indigenous liaison officer has been very useful around supporting indigenous students and creating positive relationships with indigenous parents.