



DALBY STATE SCHOOL ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

*Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training*



Contact Information

Postal address:	PO Box 488 Dalby 4405
Phone:	(07) 4672 3666
Email:	principal@dalbyss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Ms Mona Anau

School Overview

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. Our school celebrates the integral role of parents, staff and the wider community whom all play a role in promoting a safe, 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.

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**. Our School Positive Behaviour of Learning plays a significant part in creating a safe supportive environment as well as establishing expectations of how all stake holders behave at our schools. Our values are taught in the classroom and at Whole school parade.

Our school is progressive, busy and vibrant as we work towards supporting every child and build positive relationships with students and parents. Innovative programs such as Lift and Lift Off have enhanced early transition. The Excellence in Music Program has supported all students as well as our upper 2 Bands online programs. This year's introduction of Bring Your Own laptop classes (BYOL) has enhanced online learning at Dalby State School.

Dalby State School is a learning organisation in which "shared leadership is the business of everyone". This belief has trickled down from administration to our teaching staff, 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 successful outcomes for our students. Most importantly, it is about ensuring that our mindset develops internal conditions to maximise learning. We continue to monitor and evaluate what we do at our school, and know the jobs that need to be done and to ensure the jobs are done. This all leads to a high performing school which is visionary, data based driven and people powered.

Introduction

School Progress towards its goals in 2016

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
- Increased opportunities for staff to engage and experience leadership roles
- Increased engagement in a vision for the future through innovative pedagogical practices
- Enhancing explicit teaching in the classroom.
- Implementation of a whole school NAPLAN plan
- Implementation of the National Curriculum
- Continue with the Implementation of the Reading Program from Prep to Year 6
- Teachers worked in teams to plan curriculum within cohorts
- Development of our Prep and Early Years framework, through the implementation of Age Appropriate Pedagogy

School Performance:

- Comprehensive review of school performance through analysis of:
 - NAPLAN
 - AIP
 - Budget
 - School Annual Report
 - Four year Strategic Plan align to School Review Report 2015
- Further developed Positive Behaviour of Learning
- 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
- Further development and enhanced transition

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

Meet regularly with:

- Strategic Team
- Cohort Team
- Review Team
- Staff Meetings

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 to:

- Focus on the National Curriculum and use C2C as a resource and skill teachers to understand content descriptors & achievement standards aligned Key learning areas, general capabilities and Cross Curriculum priorities.
- Create inviting classrooms and school environment
- Increase teacher's repertoire of effective strategies for teaching reading, specifically in comprehension
- 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
- Embed the culture, climate, processes and protocols of classroom observation and feedback to support professional development and reflective practice/action learning, enhancing coaching and mentoring programs from Prep – Year 6
- Prepare Upper 2 band students to excel in literacy and numeracy
- Monitor attendance, behaviour, and enrolment data at a Strategic level, every day, to ensure NMS targets are achieved
- Create Professional Learning Communities across cohorts and phases to improve attendance, behaviour and reading from Prep – Year 6
- 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
- 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
- Better prepare and support teachers and teacher aides to consolidate student learning in numeracy and literacy (including oral language and metalinguistic)
- Create opportunities for students in the middle phase of learning to access our ICT/STEM program
- Encourage Conversation around "learning and teaching", productive pedagogies, differentiation to occur regularly at Dalby State School as teaching and non-teaching staff engage more in curriculum talk.
- Implement "collegial coaching" as well as a feedback process that becomes common practice for both staff and students.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	506	250	256	79	87%
2015*	517	245	272	90	89%
2016	579	290	289	124	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a Pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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 24 classes, four of which were composite.

Approximately 21% 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 6% 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 7 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. 14% 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.

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 backgrounds.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	23	23
Year 4 – Year 7	26	25	27

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

LIFT Off/LIFT program:

LIFT OFF focuses on preparing future enrolments for learning at our school. Prior to lift Off, a playgroup called 'LIFT', was running three mornings per week. Both of these programs were in development prior to the Step up initiative. Prior to these initiatives, our only transition programs were local kindergartens visiting for a morning session and two student orientated transition mornings into the Prep classrooms

LIFT (Learning is Fun Together) playgroup was initially started with our Support Teacher Literacy and Numeracy (STLaN) conducting sessions three mornings per week who worked closely with our Speech Language Pathologist to plan an age appropriate fun program for our families Our 'LIFT' playgroup proved to be very popular and a teacher aide was employed to run it in 2013. The Step up initiative allowed us to grow our ideas.

With the movement of Year 7 to high school adversely affecting enrolment numbers, enhancing enrolment growth at our school was crucial Data was showing students had limited knowledge required to access the Prep Curriculum. We had close the gap for students entering our school. Oral language and metalinguistic skills became a priority.

Music Program of Excellence:

Dalby State School was endorsed as a Music Program of Excellence:

- Provide an extension program that complements the existing, inclusive Music Program.
- Support students to reach their creative and expressive potential through music.
- Early phase music program provided in Prep as well as in our Prep transition program (LIFT and LIFT off).
- Enable all students complete Grade 1 AMEB in theory in the classroom, which is a nationally accredited program.
- Provide specialised AMEB theory/practical lessons to extend targeted students with the view to sit AMEB exams.
- Provide opportunities for performance including Dalby Eisteddfod, Fanfare, Choral and Instrumental, TYME
- Encourage small group explicit instruction to extend listening, performing and composing opportunities, extended

- Create the opportunity for independent rehearsals and introduction to digital composition platforms
- Enable students to participate in state and national festivals. E.g. Brisbane Choral Festival, Music Fest. Creative Generation

THE INSTRUMENTAL MUSIC PROGRAM IS PART OF THE EXCELLENCE IN MUSIC PROGRAM:

The school is fortunate to have a very well-run instrumental program at Dalby State School. Students who are musically gifted are selected to join the Beginner, Concert and Stage Bands. 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 and End of Year Concert.

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. Our School Choir is also part of the Choral Fanfare, locally and regionally. Dalby State School also participate biannually in the Creative Generation in Brisbane and preform a School Musical on alternative years

CO-CURRICULAR ACTIVITIES

Dalby State School provide a variety of Extra-Curricular activities for students and these include:

OPTI-MINDS:

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

COMMUNITY INVOLVEMENT:

Dalby State School participates each year in the community ANZAC Parade on 25th April. All students are encouraged to participate along with our School Leaders and parents.

CAMPS & EXCURSIONS:

Year 6 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 2015. Each year level also organise their own yearly excursion which may be only a day long event or overnight excursion.

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:

There are usually 3 visiting performances per year where students are able to attend entertaining educational productions.

HOW INFORMATION AND COMMUNICATION TECHNOLOGIES ARE USED TO ASSIST LEARNING?

Dalby State School's digital vision is to "Create a clever future today". This vision is realised through innovation, creativity and futures orientation of its teaching and learning programs enabling students to become IT savvy and digitally safe now and in the future.

Our school has invested heavily in "Bring your own Laptop". Students in year 4-6 are encouraged to participate in the BYOL program. Conversely, our school provide school devices to support all

students in the digital space involved in learning. Teachers are also provided professional development to improve their knowledge and ICT skills to enhance the delivery of ICT in the classroom. 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.

Each classroom has an interactive white board, 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 IMPACT for Upper 2 band students.

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.

Social Climate

Overview

Dalby is a rural farming community in whereby the population has varied over the last few years due to the mining boom. However, with the reduction of the mining industry in the Western Downs has an impact on the school's enrolment.

Most students who come to our school remain here for the remainder of their Primary schooling, however we do have a medium transient population. Our students come from a broad range of family structures that are evident within our broader society, we pride ourselves on having developed a supportive environment characterized by high expectations for all.

Our Music of Excellence program is attracting some students from outside of our catchment with talent and interest in this area to our school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	98%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	98%
their child is making good progress at this school* (S2004)	95%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	95%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	100%	100%
this school works with them to support their child's learning* (S2010)	95%	98%	98%
this school takes parents' opinions seriously* (S2011)	100%	95%	100%
student behaviour is well managed at this school* (S2012)	95%	95%	100%
this school looks for ways to improve* (S2013)	100%	98%	100%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
this school is well maintained* (S2014)	91%	95%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	96%
they like being at their school* (S2036)	96%	99%	97%
they feel safe at their school* (S2037)	98%	94%	98%
their teachers motivate them to learn* (S2038)	100%	97%	98%
their teachers expect them to do their best* (S2039)	97%	99%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	93%	96%
teachers treat students fairly at their school* (S2041)	94%	95%	91%
they can talk to their teachers about their concerns* (S2042)	94%	93%	90%
their school takes students' opinions seriously* (S2043)	94%	95%	89%
student behaviour is well managed at their school* (S2044)	92%	91%	89%
their school looks for ways to improve* (S2045)	100%	96%	95%
their school is well maintained* (S2046)	99%	94%	96%
their school gives them opportunities to do interesting things* (S2047)	98%	96%	97%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	96%	97%
they feel that their school is a safe place in which to work (S2070)	97%	96%	100%
they receive useful feedback about their work at their school (S2071)	80%	88%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	97%	88%	89%
staff are well supported at their school (S2075)	90%	85%	80%
their school takes staff opinions seriously (S2076)	88%	85%	74%
their school looks for ways to improve (S2077)	97%	96%	97%
their school is well maintained (S2078)	97%	96%	94%
their school gives them opportunities to do interesting things (S2079)	86%	81%	94%

* 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. 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

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships. This program is part of our "Cool Tools" that is taught once a week throughout the year. The "Cool Tools" address behavioral expectations between all stakeholders. We also have an anti-bullying program, "Stop, Walk and Talk" which are taught regularly throughout the Semester.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	51	70	46
Long Suspensions – 6 to 20 days	5	1	3
Exclusions	2	0	1
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	132,940	2,060
2014-2015	158,274	8,899
2015-2016	175,910	9,005

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

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

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.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	45	31	<5
Full-time Equivalents	40	20	<5

Qualification of all teachers Majority of our teachers are Primary trained, ranging from early phase of learning, middle phase of learning and upper primary. The strengths of our teaching staff range

from Literacy, Numeracy, Science, and The arts, Music, Physical Education and Instrumental. Our teacher aides are trained in supporting students in the classroom which is evident throughout the day. Dalby State School also offers LOTE as a language to students in year 5-6. All students are involved in Music. Year 4-6 students are offered to participate in our instrumental program which occurs on a Thursday. All students are offered Physical Education.

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	35
Diploma	9
Certificate	3

*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 2016 were \$40,304.37

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2016 was 98%.

The major professional development initiatives are as follows:

- Coaching & Mentoring
- Master Teacher
- First aid & CPR course
- iAims
- Cleaners training
- Indigenous Program
- ICT
- Literacy & Numeracy
- Beginning Teachers
- OT
- WH&S
- Putting faces on the data

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	89%

*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 2016 for all Queensland Primary schools was 93%.

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	93%	90%	91%	93%	93%	94%	91%	91%
2015	92%	91%	92%	92%	91%	92%	94%	N/A
2016	92%	92%	92%	93%	92%	93%	92%	N/A

Description of how non-attendance is managed by the school

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

Non-attendance is managed in state schools in line with the DET 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. Our school teachers mark the roll twice per day, in the morning at 9am and after lunch at 1.45pm. When students are absent and the school has not been notified of absences, our teachers try and follow up with a telephone call to the parents/guardians. When there is more than three absences administration also follow-up with families. The follow up is dependent upon people needs as sometimes with telephone connectivity, it will be a telephone conversation, at times it is a home

visit and at other times it may be a letter from the Principal encouraging parents/guardians to contact the school and discuss the child's attendance.

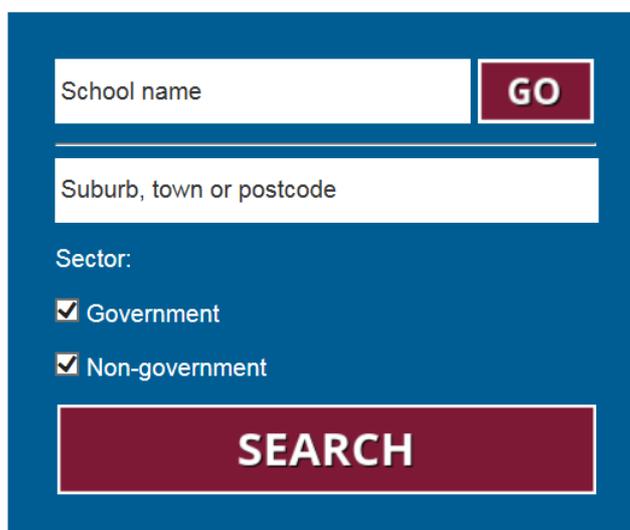
We have an Indigenous liaison officer who conducts home visits and helps plan travel arrangement with families. A variety of our school staff, depending upon the need and situation (Guidance Officer, Principal, Deputy, Indigenous liaison officer, teacher) meet with families to offer support strategies if students are concerned or anxious about school attendance. We also help to link parents into the bus transport system. When attendance does not improve with supportive strategies and family meetings we issue letters in accordance with D4ET policies, SMS-PR-029: Managing Student Absence, informing parents/guardians of their legal obligations. Where possible we continue to try and engage our families by offering supports when non-attendance is an ongoing issue.

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



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

Dalby State School is an Independent Public School that provides a quality education to all students. The school continues to establish processes and framework that supports the teaching and learning in the classroom as well as implementing roles and responsibilities for all stakeholders. There is a strong focus on developing the leadership of staff in all levels, creating Professional learning teams that is based on Respect, Trust, Integrity and Team work. Innovation is a constant theme in which the school work towards catering for students today and for citizens in the future.