



## Dimbulah State School P-10

# 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



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## School Overview

Dimbulah State School is a small rural school situated 110 kilometres west of Cairns. Our size and Prep to Year 10 set-up enables us to offer many innovative programs aimed at improving outcomes for all our students. Our school values working closely with parents and students to create strong partners in a supportive learning environment. Together we ensure that every day in every classroom every child is learning and achieving. This has been achieved by creating high performing teams that value data analysis and feedback. Our school has many distinct curriculum offerings and extra-curricular activities.

Dimbulah State School P-10 sets high expectations for students and staff. These are based around the following values:



## Principal's Foreword

### Introduction

The school annual report outlines the reporting requirements for all state and non-state schools. It enables the school to communicate with the community in a different way. This report outlines progress and performance in a variety of areas including the nine areas of school improvement to value-add to the education that students are receiving.

## School Progress towards its goals in 2016

### **PRIORITY 1: Explicit improvement agenda.**

**1.11 SCHOOL FOCUS: "Reading blitz" (C/S, S/M, Before school reading and one-on-one reading recovery)**

**1.12 Attendance Focus <90%**

**1.13 STAFF IMPROVEMENT AGENDA - Embed DSS Feedback Culture (formal observations and profiling)**

**1.14 Implement P-10 Numeracy improvement plan - number facts (Cams & Stams + Maths Mentals)**

**1.15 Develop and communicate whole school meeting and staff learning schedule**

**1.16 Embed the utilisation of "data analysis" for enacting all school change**

**1.21 NAPLAN Goal (reading and numeracy focus) - goal 100% @NMS (Year 3, 5, 7 & 9)**

**1.22 NAPLAN and student achievement targets:**

a. Year 2 - 85% of students achieving "C" or above in English

b. Year 3 - 30% of students achieving U2B for Reading

c. Year 6 - 85% achieving "C" or above in English

d. Year 8 - 80% of student achieving "C" or above in English

e. Year 8 - 75% of students achieving "C" or above for Maths

f. Year 3,5,7 & 9 NAPLAN completion @ <95%

### **PRIORITY 2: Analysis and discussion of data.**

**2.11 STAFF IMPROVEMENT AGENDA - Developing staff capacity to produce and interpret relevant data sets (O/S - class dashboard)**

**2.12 Refine and communicate whole-school data collection, analysis and change-management timeframes including:**

a. Whole-school diagnostic testing schedule (including NAPLAN)

b. A-E Semester Data (English, Maths and Science)

c. Attendance (2xterm)

d. Behaviour management referrals and incidents (PB4Lcommittee - 2xterm)

e. Cars & Stars reading strategy data (1xterm)

**2.21 NAPLAN Analysis (to enact change Term 3)**

**2.22 Data sharing is timetabled and included with calendar updates (Staff and cohort meetings)**

**2.23 Increased promotion / celebration of school/student successes (school wide performance data)**

### **PRIORITY 3: Culture that promotes learning.**

**3.11 Recommunicate and embed updated DSS Responsible Behaviour Plan and 5-stage referral process**

**3.12 PB4L school plan developed and communicated**

**3.13 Increase structured lunchtime activities**

**3.14 Increase positive reinforcement of DSS Expectations signage across school (through PB4L)**

**3.15 Increase celebrations of student successes (Parade, Success Wall, Newsletter)**

**3.21 STAFF IMPROVEMENT AGENDA - Increase capacity of all staff around ESC**

**3.22 Improve celebrations or cultural diversity (links to C2C Geo/History)**

### **PRIORITY 4: Targetted use of Resources.**

**4.11 Revise and communicate DSS Student Support Policy/Procedures**

**4.12 Develop and communicate DSS Reporting Plan**

**4.13 Refine and communicate SRD/system for attendance monitoring, roll marking, follow-ups and parental contacts**

**4.21 Increase Reading Support (support classes, extra one-on-one reading, expand C&S and S/M groups)**

**4.22 Cluster GO Funding agreement (increase fraction)**

**4.23 Expand and improve IM delivery**

### **PRIORITY 5: Expert teaching team.**

**5.11 Refine and communicate DSS coaching model**

**5.12 Refine, communicate and implement DSS explicit teaching school plan & feedback sheet**

**5.13 Refine and communicate DSS PD plan**

**5.14 Utilisation and continual up skilling of OS for unit planning, scheduling, differentiation, mark books and dashboard utilisation**

**PRIORITY 6: Systematic curriculum delivery.**

**6.11 Refine, communicate and implement DSS Pedagogical Framework**

**6.12 Refine teacher curriculum planners (curriculum intent & assessment ACARA / C2C and critical content)**

**PRIORITY 7: Differentiated classroom learning.**

**7.11 MSSWD - ICP's developed for all students with major barriers to learning**

**7.12 MSSWD - Refine, communicate and implement DSS policy for recording Differentiation + ILP, ICP, IBMP**

**7.13 ILP's developed for all students below (NMS> in reading and numeracy, "E" standard Maths or English across two semesters).**

**PRIORITY 8: Effective pedagogical practices.**

**8.11 STAFF IMPROVEMENT AGENDA - further narrowing of Learning Intent (LI) and effective Questioning for Understanding (C4U)**

**8.12 STAFF IMPROVEMENT AGENDA - Increased capacity of all staff in "Reading Recovery" and "Reading for Comprehension"**

**PRIORITY 9: Community partnerships.**

**9.11 Develop, implement and communicate to parents, DSS student diary policy**

**9.12 Refine school newsletter - digital template/version (pdf -email)**

**9.13 Develop, implement and maintain parent email list**

**9.14 Refine and continually update school website (user friendly + all relevant school information and documents)**

**9.15 Revise SWD Cluster Arrangement (Possible Cluster move to MSHS HOSES)**

**KEY:**

**In-Place**

**Partially In-Place**

**Not In-Place**

**Future Outlook 2017+**

**PRIORITY 1: Explicit improvement agenda.**

**1.11 Explicit Improvement Agenda No1: Planning and Assessment**

**1.12 Explicit Improvement Agenda No2: Attendance Focus >90%**

**1.13 Sustainable Improvement Agenda No1: Reading for Comprehension**

**1.14 Sustainable Improvement Agenda No2: Number Facts**

**1.21 NAPLAN Goal** (reading and numeracy focus) - goal 100% @NMS (Year 3, 5, 7 & 9)

**1.22 NAPLAN and student achievement targets:**

a. Year 4 - 90% of students achieving "C" or above in English

b. Year 4 - 90% of students achieving "C" or above in Maths

d. Year 5 - 80% of student achieving "C" or above in English

e. Year 10 - 85% of students achieving "C" or above for Maths

f. Year 3,5,7 & 9 NAPLAN completion @ <97.5%

**1.23 Student Well-being increased to 97.5% (offerings at DSS) - Instrumental Music 2 days per week**

**PRIORITY 2: Analysis and discussion of data.**

**2.11 Embed whole-school data collection, analysis and change-management timeframes including:**

**2.21 NAPLAN Analysis** (to enact change Term 3)

**2.22 Data sharing** is timetabled and included with calendar updates (Staff and chort meetings)

**2.23 Student learning data discussions** (group planning sessions)

**2.24 Increased promotion / celebration of school/student successes** (school wide performance data)

**PRIORITY 3: Culture that promotes learning.**

- 3.11 Revisit Gotcha's and other reward systems
- 3.12 Increase structured lunchtime activities
- 3.13 Increase celebrations of student successes (Parade, Success Wall, Newsletter, and Newspaper)
- 3.21 Improve celebrations or cultural diversity (links to C2C Geo/History)
- 3.22 Revisit and embed Student Leadership Program/Policy

**PRIORITY 4: Targetted use of Resources.**

- 4.11 EIA No2: Attendance Raffles (P&C / School Partnership)
- 4.12 EIA No2: Refine SRD/system for attendance monitoring, roll marking, follow-ups, parental contacts and same day notification
- 4.13 Revise and communicate staff handbook (+induction booklet/procedures)
- 4.21 SIA No1: Small group support expanded, continued Reading-Blitz
- 4.22 PD budget explicating link to improvement agendas

**PRIORITY 5: Expert teaching team.**

- 5.11 Refine, communicate and implement DSS explicit teaching school plan, feedback sheet and CWT
- 5.12 Refine and communicate DSS PD plan
- 5.13 Introduce Peer observations
- 5.14 EIA No1: Facilitate unit planning and assessment professional conversations (sharing of work and common planning time)
- 5.15 Developing Performance: APR's are linked to EIA No1 (Planning and Assessment)
- 5.16 Mental Health Youth First Aide Training - teaching staff

**PRIORITY 6: Systematic curriculum delivery.**

- 6.11 EIA No1: Mapping Australian Curriculum elaborations and achievement standards to unit and assessment planning
- 6.12 EIA No1: Refine individual teacher curriculum planners (curriculum intent & assessment and critical content)
- 6.13 EIA No1: Moderation: Against Australian Curriculum Achievement Standards, Elaborations and Learning Continuums.
- 6.14 Review curriculum implementation timeframes and weekly requirements
- 6.15 NAPLAN Online Preparation - Technology inclusions with various learning areas

**PRIORITY 7: Differentiated classroom learning.**

- 7.11 ICP's developed for all students with major barriers to learning (SWD/verified/>2yearl levels gap)
- 7.12 ILP's developed for all students below (NMS> in reading and numeracy, "E" standard Maths or English across two semesters)
- 7.13 EIA No1: Differentiation recorded in planning and evident in learning activities and assessment

**PRIORITY 8: Effective pedagogical practices.**

- 8.11 EIA No1: Development and implementation of DSS Planning Expectations
- 8.12 EIA No1: Increase capacity of teacher to plan an effective unit, assessment and assessment criteria
- 8.13 SIA No1: Increased capacity of all staff to utilise 12 Strategies for Comprehension (C/S) throughout all learning areas
- 8.14 SIA No2: Increased capacity of all staff around CAMS and STAMS numeracy strategies

**PRIORITY 9: Community partnerships.**

- 9.11 Further refine school newsletter - digital template/version (pdf -email)
- 9.12 Develop, implement and maintain parent email list.
- 9.13 Refine and continually update school website (user friendly + all relevant school information and documents)
- 9.14 Investigate (purchase and implement if appropriate) SDN SMS service and group text/APP service

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 10

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	147	72	75	39	92%
<b>2015*</b>	156	70	86	33	94%
<b>2016</b>	161	78	83	40	87%

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

The student body consists of a diversity of cultural communities. One in four students are from Aboriginal or Torres Strait Islander backgrounds. Most families are employed through agricultural and related industries including mangoes, tea tree, sugar cane, market gardening, mining and some beef cattle. A small number are employed in local service industries, with a group commuting to Mareeba. English is the predominant language; however 2% of students do not speak English at home. The school has a high level of parental involvement and regularly utilises parents and caregivers in the classroom, and where appropriate at school functions and extra-curricular activities.

### 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	14	19	25
Year 4 – Year 7	28	22	18
Year 8 – Year 10	15	17	18
Year 11 – Year 12			

\*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

1. Whole school focus on “Reading for Comprehension”.
2. Key focus on junior secondary.
3. Year 10 is seen as preparation for the workplace, and an introduction to senior schooling, with students participating in Work Experience, Work Readiness programs, First Aid courses, School based apprenticeships and traineeships.
4. Primary students participate in specialist Science, Manual Arts, Home Economics, History and Computing lessons from Grade 5 onwards. All lessons are taught by secondary specialist staff.
5. Spelling Mastery program for all Year 1-6 students.
6. Cars and Stars program for all Year 2-8 students.
7. Intense Reading Support for all Prep – Year 4 students (I4S).
8. Junior Adult Fiction section of Resource Centre.
9. Comprehensive Yr6 into Yr7 transition program.
10. Whole school intervention (P-10 Learning Needs Audit).
11. Well-being program for Year 7-10 students to provide additional educational experiences not covered in standard school curriculums (school construction, artwork, photo editing and enhancement).
12. CAMS and STAMS Mathematics programs for Yr1-7 distinctive curriculum offerings
13. MathsOnline available to every DSS student (at home use encouraged)
14. Before school “Home Reader” program.
15. Expanded IM / Convert Band Program
16. Increase STEM – around coding and pattern recognition

### Extra curricula activities:

1. Student Council leadership opportunities, including formal training
2. Dirt-nerds Science club
3. Opti-minds program
4. Athletics, swimming and cross-country programs
5. Leadership camps and curriculum excursions
6. Cultural and social activities (Lions festival involvement, NAIDOC celebration and recognition).
7. RREAP related activities- cluster of schools bringing in student opportunities from outside the enrolment area.
8. Recycling Focus – Reduce, Reuse, and recycle aluminium.
9. Breakfast club
10. Well-being Education courses for both primary and secondary students.
11. Variety of public speaking opportunities and competitions for Yr 7-10 students, including formal training.
12. Lunchtime activities (team and individual sport competitions, guitar and drums, coffee club, Library puzzles day, student lego challenges).

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

ICT classes start from Prep and continue into year 10 (taught by specialist secondary staff). ICT is also offered as an Option for our years 6-10 students. With the embedding of C2C units in English, Maths, Science, Geography and History and the implementation of Technologies, ICT has been integrated with all planning. Every teaching room is fitted with a data projector and interactive projector/board, to allow for better incorporation of digital media into P-10 Literacy and Numeracy teaching. Continuation of Laptops for Students (old NSSCF) program for Yr9 and Yr10 students, despite no longer being Government funded (school purchased laptops issued to students).

## Social Climate

### Overview

Dimbulah State School (P-10) strives to provide an environment that is supportive of all students. DSS utilizes the following programs and community support initiatives:

1. Adopt-a cop
2. Adopt – an Ambo
3. School based Chaplain
4. Dimbulah Lions Club Festival program
5. "You Can Do It" anti-bullying program
6. Student Council local-level decision making regarding some school outcomes.
7. School Based Youth Health Nurse
8. Tablelands Counselling and Support Services
9. School Based Guidance Officer (2 days per week)

A focus for 2017, will be refining the School Wide Positive Behaviour System (PB4L Committee to oversee), to decrease classroom disruptions and ensure that student understand expected behavior at Dimbulah State School. Regular lessons involving the Guidance Officer with Yr10 students, will also be scheduled to further address student social and emotional welfare, as well as preparation for the workplace through mock interviews, SET planning and work experience.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	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%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
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)	100%	100%	100%
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)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	100%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

#### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	94%	97%
they like being at their school* (S2036)	87%	89%	88%
they feel safe at their school* (S2037)	100%	91%	99%





Performance measure			
Percentage of students who agree# that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	97%	95%	96%
their teachers expect them to do their best* (S2039)	100%	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	97%	95%
teachers treat students fairly at their school* (S2041)	69%	82%	89%
they can talk to their teachers about their concerns* (S2042)	79%	86%	90%
their school takes students' opinions seriously* (S2043)	82%	88%	88%
student behaviour is well managed at their school* (S2044)	97%	78%	85%
their school looks for ways to improve* (S2045)	95%	91%	94%
their school is well maintained* (S2046)	92%	95%	95%
their school gives them opportunities to do interesting things* (S2047)	97%	91%	95%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	93%
they feel that their school is a safe place in which to work (S2070)	100%	100%	93%
they receive useful feedback about their work at their school (S2071)	95%	100%	80%
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%	93%
students are treated fairly at their school (S2073)	100%	100%	87%
student behaviour is well managed at their school (S2074)	100%	92%	87%
staff are well supported at their school (S2075)	90%	100%	80%
their school takes staff opinions seriously (S2076)	89%	92%	79%
their school looks for ways to improve (S2077)	100%	100%	87%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	95%	100%	87%

\* 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 able to contact teachers for information on how their children are functioning and achieving at school. Teachers communicate with parents throughout the term for a variety of reasons by telephone, email and face to face interviews. Dimbulah State School has a no surprises at reporting time policy.

Parents participate with students in carnivals and also in classrooms. Parents are involved with students in extra curricula activities and in student evenings and events.

The P&C committee continues to be an important aspect of the school with parents being able to participate actively in their children's education and the activities of the school.

School newsletter is also utilized to keep parents informed of student success and upcoming events. At the beginning of every term a school calendar is published and communicated to parents. Parents, Students and Staff are provided with a social opportunity to meet informally through the introduction of Community Breakfast. These are conducted once per term (twice in term1). Currently investigating a messaging service for whole school community.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These predominately focus on youth issues around respectful interactions and the issues that young people face in maintain and developing long-lasting – respectful relationships.

The programs are predominately based towards Secondary students in regards to violence, abuse of women and mental health strategies and recognition.

All staff are to be trained for Youth Mental Health First Aide early 2017.

## 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	9	11	6
Long Suspensions – 6 to 20 days	0	2	0
Exclusions	0	0	0
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

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

Dimbulah State School is committed to reducing electricity usage and recycling materials where the local services are available and not financially limiting. The school collects aluminium cans from the community and delivers to Cairns on a monthly basis. Food-scrap are collects and not binned and added to school compost/garden preparation.

Signs are erected on most classrooms and work rooms in the school, reminding staff and students to turn off all electrical devices upon leaving the room. Staff are encouraged to close all doors when air-conditioners are in use. Regular discussions about electricity usage at staff meetings. Students are also actively involved through creating signs and posters for all rooms throughout the school. Regular discussion at staff meetings, and ongoing comparisons of electricity usage.

Paper is re-used throughout the school, and students are encourage to read on screen prior to printing (skill that is also critical for success with NAPALN online from 2018).

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	104,323	12,037
2014-2015	105,282	11,804
2015-2016	118,379	12,509

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

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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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	17	13	<5
Full-time Equivalents	14	8	<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	13
Diploma	
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 2016 were **\$23,000**.

The major professional development initiatives are as follows:

1. Explicit Teaching workshops
2. Warm-Ups & Consolidation lessons
3. Work Place Health and Safety training and development
4. Teaching of reading for comprehension to all staff
5. Staff mentoring
6. Essential Skills for Classroom Management workshops
7. Staff Planning
8. Understanding the adolescent learner

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.	98%	98%	97%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### 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).	88%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	82%	83%

\*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 P-10/P-12 schools was 90%.

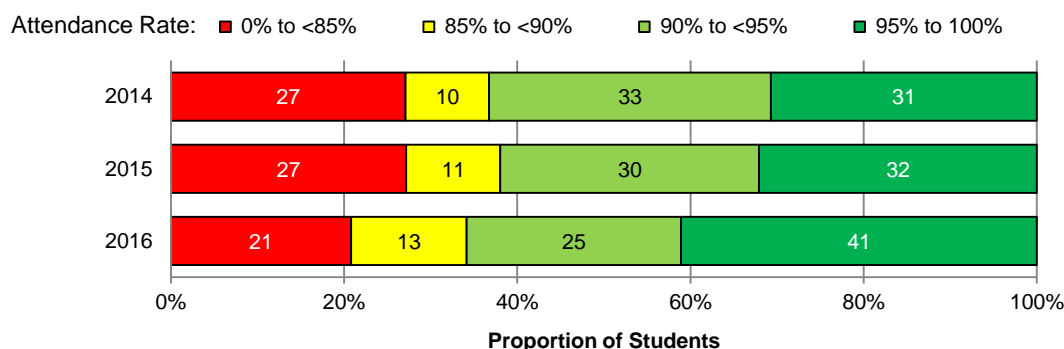
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	88%	91%	91%	76%	88%	90%	85%	95%	92%	92%	73%		
2015	90%	91%	88%	89%	80%	87%	90%	88%	88%	91%	93%	100%	
2016	89%	94%	93%	88%	92%	88%	91%	91%	86%	87%	84%	100%	

\*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 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.

School rolls are marked at the beginning of the school day, and after 2<sup>nd</sup> break. Parents and Caregivers are encouraged to explain all student absences (notes to the class/form teacher and phone calls to the office are the expected practices at Dimbulah State School (P-10). Students with prolonged absences (more than three unexplained consecutive days) are reported to admin for follow-up phone calls and home visits. Parents and caregivers are regularly reminded about the importance of "Every day counts".

Attendance is monitored every 5 weeks. Admin (Principal, HOPD, HOC follow up with families of high level no attendees.

Students who complete a whole term, and have do not have any un-explained absences (or prolonged periods of absence) are rewarded with an attendance post card. The current school target is 90% attendance, with zero unexplained absences. Student attendance is monitored every five weeks and notes are sent home asking for absences to be explained.

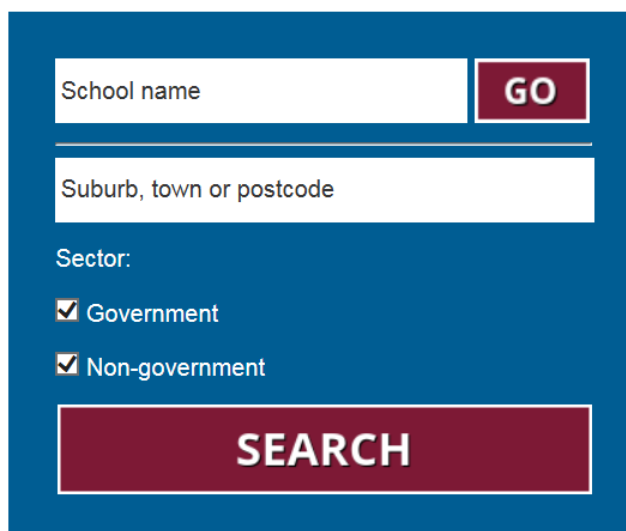
From Term 4 2016 – non-attendance resulted in same day notification. Attendance officer calls home for every student absent for the day. Students in care who are absent – parents/careers are notified prior to 9.30am. Child services is notified if contact with the parent/career of these students are unable to be contacted.

## 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 image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "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 red 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.