



Dimbulah State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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 distinct curriculum offerings and many extra-curricular activities focussed around student well-being. Dimbulah State School has a high performing band that draws students from Year 5 through to Year 10.

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



School progress towards its goals in 2018

School Improvement:

EIA No1: *Planning (Front-End Assessment / Planning for Engagement)*

- Increase in student understanding regarding requirements of assessment tasks.
- External Primary English Assessment Moderation – to continue 2019
- Moving from C2C towards full Australian Curriculum – continue 2019
- Need to better incorporate QCE changes (including cognitive verb applications)
- Increase in common planning time for primary staff

EIA No2: *Writing for Life*

- Removed as improvement agenda. Decision to concentrate efforts towards Front End Assessment Planning and Reading

SIA No1: *Reading for Comprehension*

- Increase in Year 3 and Yr5 NAPLAN - Reading
- Year 3,5+7 100% of students above NMS – Reading
- Teachers beginning to utilising “12 Strategies for Comprehension” across all learning areas – further work for 2019

SIA No1: *Number Facts and Place Value*

- Increase in Year 3 and Yr5 NAPLAN – Numeracy 100% above NMS
- Re-structure of Numeracy rotations – CAMS/STAMS re-deployment
- Year 9 Numeracy 100% above NMS

School Success

- Year 3 NAPLAN – Reading and Numeracy (MSC at or above Nation, 50% or students in U2B)
- Year 9 Numeracy – 100% above NMS
- School Band attending Fanfare – 1st time
- Continued expansion of small group Literacy Support (Cars and Stars, Spelling Mastery and Reading Blitz, High School Support classes)

Future outlook 2019-2020

DOMAIN 1: Explicit improvement agenda (EIA)

- 1.11 Explicit Improvement Agenda No1: Planning (*Backward Mapping + Secondary Curriculum*) [APDP link](#)
- 1.12a Explicit Improvement Agenda No2: QCE / ATAR readiness
- 1.12b Explicit Improvement Agenda No3: NAPLAN Online 2020 student readiness
- 1.13 Sustainable Improvement Agenda No1: Reading for Comprehension (embed across 8 Learning Areas)

DOMAIN 1: EIA Targets.

- 1.21 Student academic target - see I4S
- 1.22 Staff and student readiness - NAPLAN Online 2020 (non IT)
- 1.23a Staff understanding and utilisation of cognitive verbs in curriculum
- 1.23b Increase in staff, student and parental knowledge - QCE

DOMAIN 2: Analysis and discussion of data.

- 2.11 Update, communicate and discuss change-management timeframes
- 2.21 Increased celebration of student success (match DSS SIA+EIA) - Nights Reading and Spelling
- 2.22 Increased promotion / celebration of school / student success and well/being
- 2.23 Review - Numeracy Rotations (3 year data cycle) - "HR expenditure"

DOMAIN 3: Culture that promotes learning.

- 3.11 Increase celebrations of student successes (see 2.21)
- 3.21 Improve celebrations or cultural diversity (links to C2C Geo/History + NAIDOC)
- 3.22 Document Student Leadership Program/Policy (including fundraising approvals)

DOMAIN 4: Targeted use of Resources.

- 4.11 Develop, communicate and discuss Role Descriptions for all staff positions at DSS (utilising APDP)
- 4.12 Revise and communicate staff handbook (induction booklet/procedures + emergency plan)
- 4.21 EIA No3: School IT infrastructure readiness - NAPLAN Online
- 4.22 School technology infrastructure upgrade - server + wireless

DOMAIN 5: Expert teaching team.

- 5.11 Refine and communicate DSS CWT to better link to EIA No1. "Planning for engagement"
- 5.12 Formalise peer observations (as required from APDP)
- 5.13 EIA No1: 3 stages planning - monitoring + storage (digital + paper)
- 5.14 T'A upskilling - Reading Comprehension (12 strategies) / Reading Blitz / ESCM
- 5.15 Developing Performance: APDP's are explicitly linked to EIA's
- 5.16 Teachers upskilling - EAL/D + SLP
- 5.17 T'A upskilling - EAL/D + SLP (knowledge + program delivery)

DOMAIN 6: Systematic curriculum delivery.

- 6.11 EIA No1: Australian Curriculum elaborations and achievement standards - SEC assessment planning
- 6.12 External Moderation (SEC)
- 6.13 EIA No1: Review and re-establish SEC curriculum plan (AUS CURRIC)

DOMAIN 7: Differentiated classroom learning.

- 7.11 EIA No1: Differentiation recorded in planning and evident in learning activities and assessment

DOMAIN 8: Effective pedagogical practices.

- 8.11 EIA No3: Increase staff capacity (all) regarding online student assessment (NAPLAN ONLINE)
- 8.12 EIA No1: Increase capacity of teachers to develop effective assessment and assessment criteria (AUS CURRIC)
- 8.13 SIA No1: Increased capacity of all staff to utilise 12 Strategies for Comprehension (C/S) across all (8) learning areas

DOMAIN 9: Community partnerships.

- 9.11 Refine school newsletter - digital template/version (pdf -email)
- 9.12 Refine and continually update school website (user friendly + all relevant school information and documents)
- 9.13 EIA NO2: Strength Yr10 transition to local feeder HS (QCE information, joint SET planning + Subject selection)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 10

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	161	152	150
Girls	78	78	83
Boys	83	74	67
Indigenous	40	38	34
Enrolment continuity (Feb. – Nov.)	87%	89%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 4% 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. The student population is becoming more transient.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	18
Year 4 – Year 6	20	21	25
Year 7 – Year 10	18	14	16
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Dimbulah State School's pedagogy is based around Explicit Instruction. Formal observations are conducted once per term, with written feedback provided to teaching staff. The school curriculum plan is based around C2C, with the goal moving to the Australian curriculum by the end of 2020.

Current curriculum offerings:

1. Whole school focus on "Reading for Comprehension strategies"
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. Year 10 – preparation for QCE, Academic Integrity and ATAR

5. Spelling Mastery program for all Year 1-6 students.
6. Cars and Stars program for all Year 2-8 students (Reading for Comprehension)
7. Intense Reading Support for all Prep – Year 4 students (I4S).
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 Yr2-6 distinctive curriculum offerings
13. Maths-Online available to every DSS student (at home use encouraged)
14. Before school “Home Reader” program (P-6)
15. Expanded Instrumental Music and Concert Band Program
16. Increase STEM – around coding and pattern recognition

Co-curricular activities

1. Student Council leadership opportunities, including formal training
2. Lunchtime Art club
3. Athletics, swimming and cross-country programs
4. Leadership camps and curriculum excursions
5. Cultural and social activities (Lions festival involvement, NAIDOC celebration and recognition).
- 7a. RREAP related activities – Well-being excursions, JCU open day and leadership activities
- 7b. JCU enrichment program
8. Cash for Containers – recycle and reuse
9. Breakfast club
10. Well-being Education (ie. Cyber Safety) courses for both primary and secondary students.
11. Lunchtime library activities

How information and communication technologies are used to assist learning

ICT is offered for our years 6-10 students. With the embedding of C2C units in English, Maths, Science, Geography and History (HAAS for P-6) 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.

Dimbulah State School continues to issue laptops to students in Yr9 and Yr10 (old NSSCF program), despite no longer being Government funded (school purchases all laptops issued to students). All students have a yearly subscription to MathsOnline (purchased by school). All staff have access to ClickView and STILE websites (yearly subscription – school purchased).

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. School based Chaplain
2. Dimbulah Lions Club Festival program
3. "You Can Do It" anti-bullying program (Online access)
4. Student Council local-level decision making (school changes/improvements).
5. School Based Youth Health Nurse
6. Headspace
7. School Based Guidance Officer (2 days per week – one day school purchased)

A focus for 2019, will be refining student wellbeing, with an emphasis on mental health and cyber safety. DSS will continue to engage external providers to facilitate sessions around social and emotional respectful interactions.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	92%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	100%	92%
• 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%	83%
• their child is making good progress at this school* (S2004)	100%	100%	92%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	92%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	91%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	91%
• teachers at this school treat students fairly* (S2008)	100%	83%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	92%	100%
• this school works with them to support their child's learning* (S2010)	100%	100%	91%
• this school takes parents' opinions seriously* (S2011)	100%	100%	92%
• 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%	92%	100%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
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Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	97%	95%	91%
• they like being at their school* (S2036)	88%	88%	82%
• they feel safe at their school* (S2037)	99%	91%	82%
• their teachers motivate them to learn* (S2038)	96%	92%	86%
• their teachers expect them to do their best* (S2039)	97%	97%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	91%
• teachers treat students fairly at their school* (S2041)	89%	80%	64%
• they can talk to their teachers about their concerns* (S2042)	90%	84%	73%
• their school takes students' opinions seriously* (S2043)	88%	88%	77%
• student behaviour is well managed at their school* (S2044)	85%	82%	73%
• their school looks for ways to improve* (S2045)	94%	92%	82%
• their school is well maintained* (S2046)	95%	94%	91%
• their school gives them opportunities to do interesting things* (S2047)	95%	92%	86%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	100%	95%
• they feel that their school is a safe place in which to work (S2070)	93%	94%	95%
• they receive useful feedback about their work at their school (S2071)	80%	94%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	75%
• students are encouraged to do their best at their school (S2072)	93%	100%	95%
• students are treated fairly at their school (S2073)	87%	94%	95%
• student behaviour is well managed at their school (S2074)	87%	94%	95%
• staff are well supported at their school (S2075)	80%	89%	89%
• their school takes staff opinions seriously (S2076)	79%	83%	83%
• their school looks for ways to improve (S2077)	87%	94%	94%
• their school is well maintained (S2078)	100%	100%	95%
• their school gives them opportunities to do interesting things (S2079)	87%	100%	89%

* 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” reporting 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 the key regular communication with parents regarding 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 each at our Community Breakfasts. These are conducted once per term (twice in term1). Same day absence notification occurs via daily phone calls to parents and care-givers for all unexplained absences.

Respectful relationships education 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.

96% of staff hold a Youth Mental Health First Aide certification. Retraining will occur in 2020.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	6	11	24
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 aluminum from the community and delivers to Cairns on a bi-monthly basis. Food-scraps are collected and not binned and added to school compost/garden preparation.

Dimbulah State School participates in the Cash for Containers recycling scheme, with student council members, and staff actively sorting bins on a daily basis.

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.

Paper is re-used throughout the school and students are encourage to read on screen prior to printing.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	118,379	106,952	98,308
Water (kL)	12,509	3,608	2,534

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	17	12	0
Full-time equivalents	14	8	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*	2	
Bachelor degree	14	
Diploma		
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were **\$24 500**.

The major professional development initiatives are as follows:

1. Explicit Teaching workshops
2. Work Place Health and Safety training and development
3. Teaching of reading for comprehension to all staff
4. Essential Skills for Classroom Management workshops
5. Staff Planning – teacher release
6. Understanding the adolescent learner
7. Unit Planning workshops
8. ACARA Curriculum workshops
9. STEM workshops
10. School IT planning and maintenance.

The proportion of the teaching staff involved in professional development activities during 2018 was **96%**

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	88%
Attendance rate for Indigenous** students at this school	83%	88%	83%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	89%	87%	85%
Year 1	94%	90%	88%
Year 2	93%	92%	86%
Year 3	88%	91%	92%
Year 4	92%	94%	90%
Year 5	88%	91%	93%
Year 6	91%	87%	86%

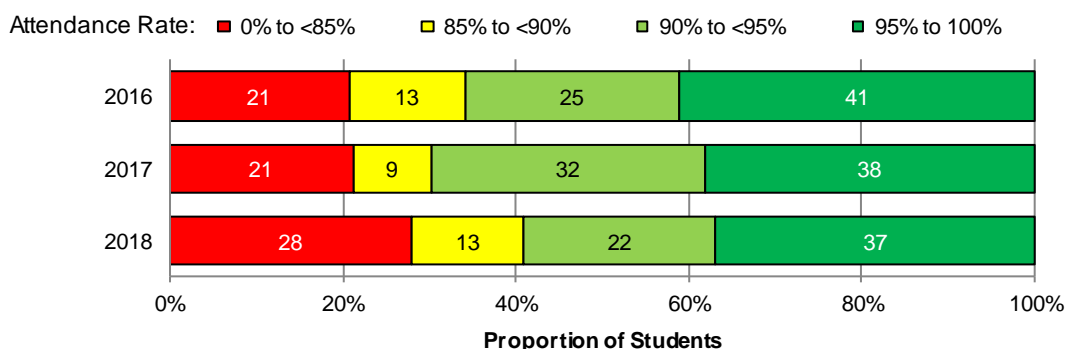
Year level	2016	2017	2018
Year 7	91%	92%	88%
Year 8	86%	93%	91%
Year 9	87%	87%	89%
Year 10	84%	87%	88%
Year 11	100%		
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked at the beginning of the school day, and after 2nd 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”.

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.

Phone calls are made to every parent/care-giver of every student, each day they are absent from school. Students in care who are absent – parents/careers are notified prior to 9.30am. Child services is notified if contact with the parent/care-giver 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.

View School Profile

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.