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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 coverage of specific activities that the school harnesses to value-add to the education that students are receiving.

School progress towards its goals in 2010

During 2010 a focus on improving literacy and numeracy standards was maintained. Educational documents were reviewed and upgraded where necessary from the collection and then from the analysis of data.

Positive pathways continue to be investigated and real life opportunities are given to students to encourage excellent outcomes.

Student attendance tracking continues to be maintained with investigation and implementation of new strategies to encourage 100% attendance at school.

Future outlook

2011 – School Improvement Priorities and Strategies.

The key areas for improvement are:

Strong Leadership unrelenting focus on improvement.

A shared commitment to core priorities.

Quality curriculum and planning to improve learning.

Teaching focused on the achievement on every student.

Monitoring student progress and responding to learning needs.

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep – Year 10.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
190	94	96	82%

Characteristics of the student body:

Dimbulah State School in 2010 was comprised of a combination of multi-age primary composite classrooms and secondary classrooms. The students come from a variety of cultural backgrounds with a mixture of rural and urban. The school has an indigenous population of about 25%. The majority of Year 10 students continued on with their education to Mareeba State High School.

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	20	100%	100%	0%	0%
Year 4 – Year 10	26	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	22	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	39
Long Suspensions - 6 to 20 days	7
Exclusions	0
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

Middle Phase of Learning –“Options”, variety of experiences for year 6/7 with the secondary classes of Manual Arts and Home-Economics.

-Prep to 10 technology lessons.

-Year 7 transition program – linking to our secondary.

-Whole school intervention Program.

-Literacy and Numeracy support across our middle year classes(focus on NAPLAN preparation).

-BEACON program.

-Getting ready for Earning – VPG program.

Extra curricula activities

Student Council

Opti-minds program

Athletics, swimming and cross-country programs

Camps and excursions

Cultural and social activities

Options

PCAP related activities

Recycling Focus – Reduce, Reuse, and recycle aluminium.

Breakfast club

Human Relationships Education courses

How Information and Communication Technologies are used to assist learning

ICT classes start from Prep and continue into year 10. Specialist secondary staff also teach ICT lessons from Prep to Year 10. ICT is also offered as an Option for our years 6 – 10 classes. We believe information and communication technologies should be integrated into all curriculum areas to continue positive learning outcomes.

Social climate

Dimbulah State School prep – 10 strives provide an environment that is supportive of all students. We continue to create strong partnerships with alliances with community, industry, government departments, other educational institutions and agencies.

We are involved with the following programs:

Adopt-a cop

Adopt – an Ambo

School based Chaplain

Dimbulah Lions Club Festival program

Our school at a glance

Kindy transition

Year 7 to Year 8 transition from feeder primary schools

Links with Dimbulah Commerce and Shire Council.

Ties with local sporting clubs such as Soccer, Lawn Bowls, Tennis, Equestrian and Swimming.

Active support for Senior Citizens.

Indigenous Elder Support and Awareness Program

PCAP funded activities.

School Opinion Survey data indicates that Parents/caregivers are satisfied with the wellbeing of the children at school by 95%. Parents/Caregivers are also satisfied with their children's school by 79% .51% of parents/caregivers were satisfied with the behaviour of students at the school but 74% were satisfied with the discipline in the school. 79% of parents and caregivers were satisfied that their child was treated fairly at the school. Parents/Caregivers were 100% satisfied that their child was safe at school.

Students were very satisfied with the behaviour of the students at the school and were very happy to go to Dimbulah State School.

Parent, student and teacher satisfaction with the school

Parents/Caregivers and Students are generally satisfied that students are receiving a good education at Dimbulah State School. Staff have identified that professional development needs to be tailored more to their needs to assist with improving student performance.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	74%
Percentage of students satisfied that they are getting a good education at school	84%
Percentage of parents/caregivers satisfied with their child's school	79%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	54%
Percentage of staff members satisfied with morale in the school	70%

Involving parents in their child's education.

Parents and Caregivers are invited and encouraged to visit the school to talk to teachers and be involved with their children in activities and to develop a good rapport and with relationship with teachers. Formal reporting and parent teacher interviews are held twice yearly. Organised oral reporting occurs in Term 1 and Term 3.

P&C committee is supportive of initiatives which improve student learning.

Social Functions are openly promoted by the school and parent and community involvement is encouraged.

Reducing the school's environmental footprint

The environmental footprint of Dimbulah State School has been improved by installing solar panels to decrease the electricity usage of the school due to increased usage by the students of the computers.

The school continues to recycle aluminium cans with the support of the community. Water usage has decreased with improved irrigation systems and use of tank water on gardens

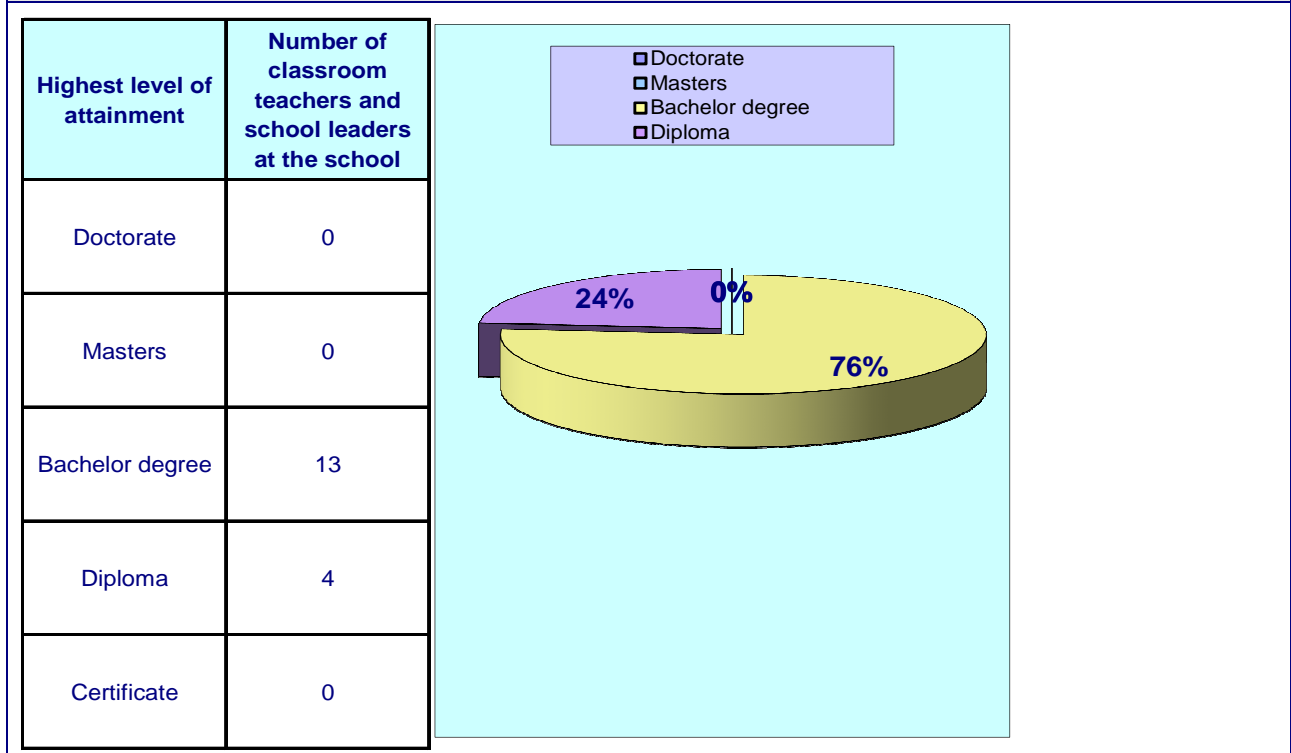
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	lectricity KwH	WaterKL	GasM
2010	\$29,254	\$23,504	\$0	\$3,494	\$2,256	\$0	\$0	104,819	5,211	0
2009	\$23,733	\$18,142	\$0	\$0	\$3,215	\$0	\$2,376	3,636	9,823	0
% change 2009 - 2010	23%	30%	N/A	N/A	-30%	N/A	-100%	2783%	-47%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	17	13	0
Full-time equivalents	15	8	0

Qualifications of all teachers.



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$13645.

The major professional development initiatives are as follows:

Literacy

Numeracy

Technology

Home Economics

First Aid

QSA QCATS

BEACON

Certificates for training and assessment

the Arts

Libcode.

The involvement of the teaching staff in professional development activities during 2010 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93% of staff have been 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 88%.

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
90%	86%	89%	91%	90%	88%	87%	89%	86%	89%		

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.

Rolls are marked twice a day and teachers follow-up with parents on a case by case base for students who are absent. Administration is informed of any discrepancies and is followed up with parents and carers. Students are monitored on a case by case basis and referral to Guidance officers are implemented where necessary.

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.

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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

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

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

Achievement – Closing the Gap

Dimbulah State School has met and or exceeded the 2012 system target for Year 3 Reading and Numeracy.

The school improvement in Closing the gap is a positive outcome, although there is a slight decline with the attendance of students.