



Postal address	PO Box 44 Dimbulah 4872
Phone	(07) 4094 5333
Fax	(07) 4093 5109
Email	the.principal@dimbulahss.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
Contact Person	Kayleen Wright

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 2011

2011 – School Improvement Priorities and Strategies.

Priority 1: Strong Leadership unrelenting focus on improvement.

Strategy 1.1: Work with staff on strategies to improve the Teaching and Learning audit outcomes.

1.2: Use AEDI to identify areas of development at Dimbulah SS and Early Phase of Learning.

1.3: Review and update Responsible Behaviour Plan.

Priority 2: A Shared commitment to core priorities.

Strategy 2.1: Create opportunities to encourage a collaborative professional learning culture with a focus on improving teaching and learning.

2.2: Develop methods to identify how excellent teaching can be manifested and how to promote these practices .

Priority 3: Quality curriculum and planning to improve learning.

Strategy 3.1: Provide relevant professional development for English/Maths/Science – for National curriculum

3.2: Provide targeted support for students with specific needs.

3.3: Use the dimensions of Teaching and Learning as a guide with teachers.

3.4: Implement EATSIPS

Priority 4: Teaching focused on the achievement of every student.

Strategy 4.1: Teachers to design learning opportunities for students' current levels of readiness & need.

4.2 Ensure that all students are appropriately engaged, challenged and extended including those at the top of the levels.

4.3 Design programs and school structures around student needs.

Priority 5: Monitoring student progress and responding to learning needs.

Strategy 5.1: Build the in-school capacity to collect, analyse and interpret data.

5.2: Provide feedback to parents on ways to support learning.

5.3: Use feedback on student learning to mentor the effectiveness of teaching practices.

5.4: Use and maintain early phase of Learning Action Plan.

During 2011 the above strategies were implemented, reviewed and revised where necessary to continue the growing improvement of Dimbulah State School. All of these strategies will be ongoing into 2012.

Future outlook

2012 – School Improvement Priorities and Strategies.

School Improvement Priorities and Strategies for FNQ region at Dimbulah State School:

Priority 1: Improving Teaching

Priority 2 : Refining and embedding data based decision making:

Priority 3 : Refining and embedding Planning & Accountability Systems at all leadership levels.

Priority 4 : Connecting Parents and caregivers with their children's learning

Priority 5: Quality curriculum and planning to improve learning.

Priority 6: Teaching focused on the achievement of every student.

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 2011 – Nov 2011)
154	75	79	88%

Characteristics of the student body:

Dimbulah State School in 2011 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 2011

Phase	Average Class Size
Prep – Year 3	23.3
Year 4 – Year 10	17.4
All Classes	17.6

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	40
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.
- Arts Council and other theatre and music productions.
- Specialised physical education offerings.

Extra curricula activities

- Student Council
- Opti-minds program
- Athletics, swimming and cross-country programs
- Camps and excursions
- Cultural and social activities
- Options – Year 6/7 – Yr 10 student opportunities to engage in a variety of subject areas outside offered standard curriculum.
- PCAP related activities- cluster of schools bringing in student opportunities from outside the enrolment area.
- Recycling Focus – Reduce, Reuse, and recycle aluminium.
- Breakfast club
- Human Relationships Education courses for both primary and secondary students.

How Information and Communication Technologies are used to assist learning

ICT classes start from Prep and continue into year 10. Specialist secondary staff 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. With the implementation of C2C units in English, Maths and Science the ICT's have been integrated with the planning.

Social climate

Dimbulah State School prep – 10 strives to 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 implementation of the following programs:

Adopt-a cop

Adopt – an Ambo

School based Chaplain

Dimbulah Lions Club Festival program

Questions from the School Opinion Survey where students and parents express their satisfaction with “safe at school”, ‘treated fairly’, ‘behaviour and discipline’ and “happy to go to this school” rates from 75% and above.

Parent, student and teacher satisfaction with the school

Students continue to identify an improvement in Student Outcomes, Learning environment and resources.

Parents/caregivers identify continued good improvement in Student Outcomes, Curriculum, Pedagogy and School community relations.

Staff members recognize the need for continued improvement and work towards those goals.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	82%
Percentage of students satisfied that they are getting a good education at school	76%
Percentage of parents/caregivers satisfied with their child's school	77%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	71%
Percentage of staff members satisfied with morale in the school	64%

DW – Data withheld

Involving parents in their child's education

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. 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.

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 personnel and students are aware of the impact of the environmental footprint and work towards in lowering indicators by ensuring that maintenance of facilities are reported and acted upon. Air conditioning is turned off during inactive classrooms usage. The students and community are active participants in the collection of aluminium for recycle.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	103,973	7,829
2010	104,819	5,211
% change 10 - 11	-1%	50%

Staff composition, including Indigenous staff

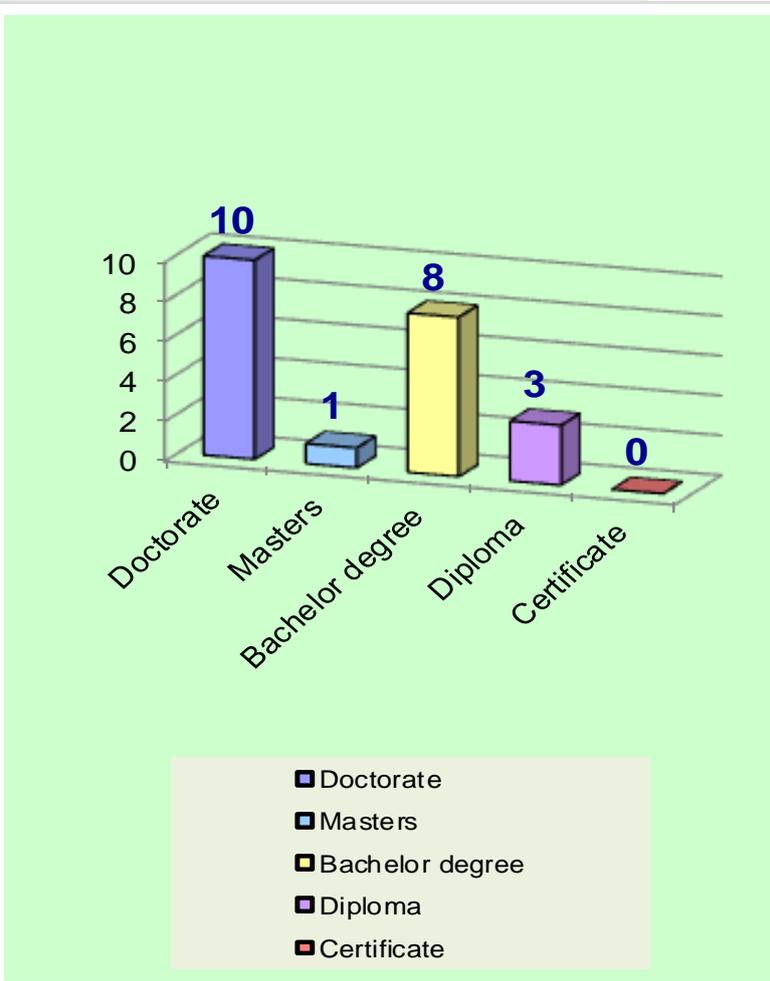
Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	14	0
Full-time equivalents	14	8	0

Qualifications of all teachers

Highest level of attainment

Number of classroom teachers and school leaders at the school

Doctorate	10
Masters	1
Bachelor degree	8
Diploma	3
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$20,000.

The major professional development initiatives are as follows:

- Technology
- Literacy
- Behaviour Management
- LOTE
- Visual Arts
- First Aid
- HPE
- Early Years Conference
- Principal conference
- QCAT conference
- Networking with local schools both primary and secondary.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

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 2011 school year.

School income broken down by funding source

School income 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

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 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 given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

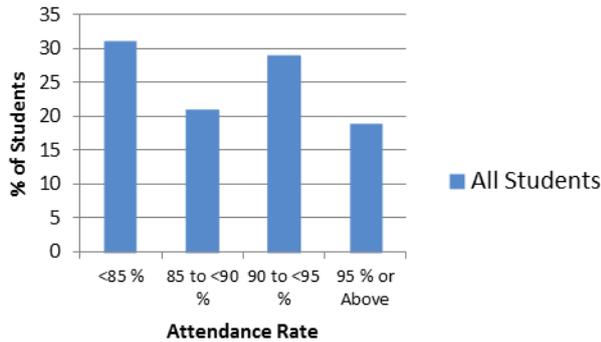
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 86%.
 The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate 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
86%	87%	87%	93%	92%	90%	89%	85%	88%	80%	N/A	N/A

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 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.
 Every day counts at Dimbulah State School

Our school encourages all parents and members of our community to support the State Government initiative to improve student attendance.

The new program – Every Day Counts – has four key messages:

- all children should be enrolled and attend school on every school day
- schools should monitor and create ways to improve attendance in schools
- attendance is the responsibility of everyone in the community
- children may find themselves in unsafe situations if they choose not to attend or skip school.

While most students attend school consistently, there is a small number of students who are absent from school without an acceptable reason and this may harm their education.

Going shopping, visiting family, staying up late and being tired or extending school holidays are not acceptable reasons to be away from school.

Research shows that if your child has a record of good attendance, they are more likely to achieve high results in the future.

If your child is away, you need to let the school know the reasons beforehand, or within two days of returning to school.

- Students will attend class on time and hand in any notes from parents/carers.
- If Students are late they will collect a late note from the office to give to teachers.
- Teachers will record absences and collect notes. These will be recorded in the office.
- Administration will follow up on any unauthorized absences with parents and carers.

For more information or if you need support regarding your child's attendance, see our school principal and download the guide for parents at: www.education.qld.gov.au/everydaycounts/

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 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

Search by school name

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Sector Government
 Non-government

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

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

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

Achievement – Closing the Gap

The gap between the performance of Indigenous and Non-Indigenous students at Dimbulah State School continues to grow smaller and in some areas closes regularly. This occurs in achievements of the students, with attendance still with a distance to go to close the gap, but students are working hard to improve upon this outcome. Students who attend Dimbulah State School have the opportunity to stay until the end of year 10. Some families still move from school to school but this is lessening and some students take advantage of the bus to attend Year 11 in Mareeba.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.
No student officially left the school in year 10 early.