

Dimbulah State School (1226)

Queensland State School Reporting

2012 School Annual Report



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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 2012

PRIORIY 1: Improving Teaching

- Explicit teaching practices as per the FNQ model in all classrooms.
- The teaching of reading, writing and numeracy .
 - NAPLAN policy and plan of implementation including addressing U2B.
 - Investigate cars and stars reading program for years 4 -7 & Implement bookwork policy.
- Teachers implementing the C2C curriculum and foundational learning programs.
- Leaders coaching teachers and giving relevant feedback.

PRIORITY 2: Refining and embedding data based decision making

- Using data to set school benchmarks, targets and short term individual student goals.
- Measuring and monitoring school and student improvement (One-School further utilisation).
- Build the in-school capacity to collect, analyse and interpret data every 25 days.
- Teacher professional data conversation - Use feedback on student learning to mentor the effectiveness of teaching practices from individualised learning plans.

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

- Implement a Quadrennial Review in Term 2 to focus and direct the school team over the next 4 years.
- Annual Implementation Plan addresses Teaching and Learning recommendations (from audit).
- Development of line management delegations and work progress reviews.
- Engaging teachers with performance development plans.

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

- Development of an attendance strategy

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- b) Staged implementation of the Charter of Expectations
- c) Continue to share information on differentiation and other teaching and learning tools.
- d) Provide feedback to parents on ways to support learning.
- e) Improved Public relations through the newsletter and local papers to celebrate students learning.

PRIORITY 5: Quality curriculum and planning to improve learning

- a) Provide relevant professional development for English/Maths/Science – for National curriculum
- b) Provide targeted support for students with specific needs.
- c) Implement EATSIPS

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

- a) Design programs and school structures around student needs- monitor and review where necessary.
- b) Celebrate academic achievement within school and through the community.
- c) Create opportunities to encourage a collaborative professional learning culture with a focus on improving teaching and learning

During 2012 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 2013.

Future outlook

Key Strategies for 2013 Include:

PRIORITY 1: Improving teaching

- a) Further development and implementation of the school's Explicit Teaching Agenda, and increasing staff capacity through increased formal feedback and the implementation of a mentoring and coaching program.
- b) Implementing the reading for comprehension program, "Cars and Stars".

PRIORITY 2: Refining and embedding data based decision making

- a) Increase One-School data usage to align teaching and learning experiences with student improvement.

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

- a) Increased attendance monitoring and rewards for zero "unexplained" absences.
- b) Refining the Spelling Mastery program, particularly junior secondary.
- c) Further development of the Junior Secondary Program.

PRIORITY 4: Connecting parents and caregivers with their children's learning.

- a) Increasing parental and caregiver involvement in everyday school operations, particularly in regards to student progress and home learning in the early years of schooling.
- b) Improved and more regular formal reporting to parents.

PRIORITY 5: Focus on creating a supportive and positive school environment (SWPBS)

- a) Reinforcement and further development of Dimbulah State School's Positive Behaviour Systems. Particularly in regards to student expectations and rewards and consequences.
- b) Decrease in classroom disruptions due to specific whole school timetabling and refining the school's Responsible Behaviour Plan in regards to student classroom expectations and communicating these expectations to parents and caregivers.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	190	94	96	89%
2011	154	75	79	88%
2012	143	69	74	89%

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

Characteristics of the student body:

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 3% of students are do not speak English at home. The school has a high level of parental involvement and regularly utilises parents and caregivers in the classroom.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	20	23	18
Year 4 – Year 10	26	17	14
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	39	40	20
Long Suspensions - 6 to 20 days	7	7	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings:

1. A key focus on junior secondary.
2. 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.
3. 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.
4. Spelling mastery program for all Year 1-9 students.
5. Cars and Stars program for all Year1-7 students.
6. Intense Support-a-Reader program for all Year 4 & 5 students.
7. Comprehensive Yr7 transition program.
8. Whole school intervention (P-10 Special Needs Audit).
9. Options program for Year 7-9 students to provide additional educational experiences not covered in standard school curriculums (school construction, artwork, photo editing and enhancement).
10. EMMS and JEMMS Mathematics programs for Yr1-7

Extra curricula activities:

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

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 – 9 students. With the implementation of C2C units in English, Maths and Science the ICT's have been integrated with the planning. Every teaching room is fitted with a data projector, to allow for better incorporation of digital media into P-10 Literacy and Numeracy teaching.

Social climate

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

Our school at a glance

5. "You Can Do It" anti-bullying program

A focus for 2013, will be on further implementation a School Wide Positive Behaviour System, 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.

Parent, student and staff satisfaction with the school

Overall students, parents and staff are very satisfied that the school is meeting the needs of their children or their own needs. Students and parents are very satisfied with all areas except disruptive behaviour. Staff are very satisfied with the workplace and believe that Moral is high.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	95.7%
this is a good school	91.3%
their child likes being at this school*	91.3%
their child feels safe at this school*	95.7%
their child's learning needs are being met at this school*	87.0%
their child is making good progress at this school*	82.6%
teachers at this school expect their child to do his or her best*	95.7%
teachers at this school provide their child with useful feedback about his or her school work*	91.3%
teachers at this school motivate their child to learn*	91.3%
teachers at this school treat students fairly*	87.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.7%
this school takes parents' opinions seriously*	81.8%
student behaviour is well managed at this school*	60.9%
this school looks for ways to improve*	86.4%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	96.5%
they like being at their school*	89.5%
they feel safe at their school*	98.2%

Our school at a glance

their teachers motivate them to learn*	96.5%
their teachers expect them to do their best*	98.2%
their teachers provide them with useful feedback about their school work*	94.6%
teachers treat students fairly at their school*	87.5%
they can talk to their teachers about their concerns*	83.6%
their school takes students' opinions seriously*	91.1%
student behaviour is well managed at their school*	85.7%
their school looks for ways to improve*	96.5%
their school is well maintained*	96.4%
their school gives them opportunities to do interesting things*	91.1%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	95.7%
with the individual staff morale items	95.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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.

Regular communication through school newsletter articles and information evenings, as well as letters to parents and caregivers.

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 collected 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	104,819	5,211
2010-2011	103,973	7,829
2011-2012	115,310	9,848

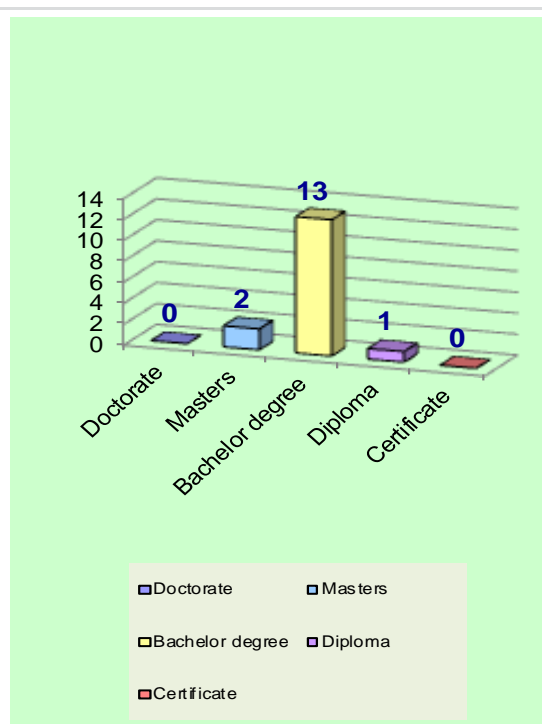
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	16	14	0
Full-time equivalents	14.1	8.1	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Bachelor degree	13
Diploma	1
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$22 000.

The major professional development initiatives are as follows:

1. Explicit Teaching
2. Warm-Ups & Consolidation lesson
3. Work Place Health and Safety training and development
4. Teaching of reading for comprehension

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	97.1%	97.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78.7% of staff was retained by the school for the entire 2012 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

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	90%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

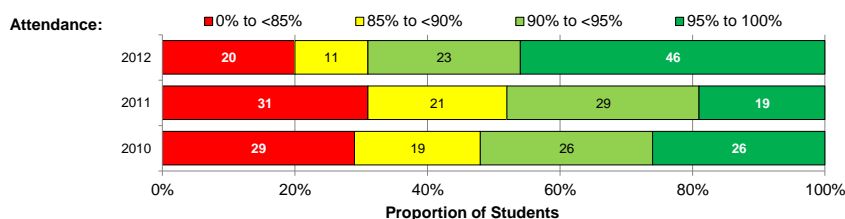
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	90%	86%	89%	91%	90%	88%	87%	89%	86%	89%	N/A	N/A
2011	86%	87%	87%	93%	92%	90%	89%	85%	88%	80%	N/A	N/A
2012	75%	93%	90%	86%	98%	95%	96%	91%	90%	88%	N/A	N/A

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 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.

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". Students who complete a whole term, and have do not have any un-explained absences (or prolonged periods of absence) are invited (along with their parents and caregivers) to a celebration in the last week of school. The current school target is 90% attendance.

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/>.

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Performance of our students

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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 significantly (spelling, numeracy and reading). Indigenous attendance is still well below non-indigenous students' attendance; however the gap is slowly closing. This is predominantly due to an increase in engagement of indigenous families with their children's learning. Indigenous students at Dimbulah State School are afforded one-on-one support where necessary and receive additional support with reading in the lower grades.