

Dimbulah State School

Queensland State School Reporting

2013 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 2013

PRIORITY 1: Improving teaching

- 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.
- Implementing the reading for comprehension program, "Cars and Stars".

PRIORITY 2: Refining and embedding data based decision making

- 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.

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

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

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

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

- Reinforcement and further development of Dimbulah State School's Positive Behaviour Systems. Particularly in regards to student expectations and rewards and consequences.
- 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.

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Future outlook (2014)

PRIORITY 1: Improving teaching

- a) Refining 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) Embedding the reading for comprehension program, "Cars and Stars".
- c) Develop and implement P-10 Standardised Writing Plan (based on "7 Steps Writing")

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) Refining attendance monitoring and rewards for zero "unexplained" absences.
- b) Embedding the "Spelling Mastery" program, particularly junior secondary.
- c) Further development of the Junior Secondary Program, focussing on transition and student leadership.
- d) Engaging teachers with performance development plans (Performance framework).

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

- a) Refining 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 non-formal reporting/communication with parents.
- c) Parental and community engagement and involvement in Junior Secondary changes and planning.

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

- a) Refine Dimbulah State School's Positive Behaviour Systems. Particularly in regards to student expectations, rewards and consequences and attendance.
- b) Establish and train PB4L committee
- d) Implement Dimbulah State School's Referral System and Behaviour management flow chart.

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2013: **Prep Year - Year 10**

Total student enrolments for this school: **161**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	154	75	79	88%
2012	143	69	74	89%
2013	154	74	80	90%

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		
	2011	2012	2013
Prep – Year 3	23	18	16
Year 4 – Year 7 Primary	19	27	19
Year 7 Secondary – Year 10	17	14	12
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	40	20	9
Long Suspensions - 6 to 20 days	7	1	0
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 1-8 students.
5. Cars and Stars program for all Year 1-7 students.
6. Intense Reading Support for all Prep – Year 3 students (Great Results funding).
7. Comprehensive Yr7 transition program (Yr6+7 for 2014).
8. Whole school intervention (P-10 Learning Needs Audit).
9. Options program for Year 7-10 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 distinctive curriculum offerings
11. Whole school writing program “7 Steps to Writing”
12. Before school “Home Reading” program.

Extra curricula activities:

1. Student Council leadership opportunities, including formal training
2. Opti-minds program
3. Athletics, swimming and cross-country programs
4. Leadership camps and curriculum 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, including formal training.
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 and interactive projector/board, 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

Our school at a glance

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.

A focus for 2014, 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 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	2013
their child is getting a good education at school (S2016)	96%	100%
this is a good school (S2035)	91%	100%
their child likes being at this school* (S2001)	91%	100%
their child feels safe at this school* (S2002)	96%	100%
their child's learning needs are being met at this school* (S2003)	87%	96%
their child is making good progress at this school* (S2004)	83%	96%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%
teachers at this school motivate their child to learn* (S2007)	91%	96%
teachers at this school treat students fairly* (S2008)	87%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	96%	100%
this school takes parents' opinions seriously* (S2011)	82%	96%
student behaviour is well managed at this school* (S2012)	61%	100%
this school looks for ways to improve* (S2013)	86%	100%
this school is well maintained* (S2014)	100%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	96%	100%
they like being at their school* (S2036)	89%	93%
they feel safe at their school* (S2037)	98%	95%

Our school at a glance

their teachers motivate them to learn* (S2038)	96%	98%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%
teachers treat students fairly at their school* (S2041)	88%	91%
they can talk to their teachers about their concerns* (S2042)	84%	88%
their school takes students' opinions seriously* (S2043)	91%	95%
student behaviour is well managed at their school* (S2044)	86%	93%
their school looks for ways to improve* (S2045)	96%	100%
their school is well maintained* (S2046)	96%	100%
their school gives them opportunities to do interesting things* (S2047)	91%	98%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	100%
they feel that their school is a safe place in which to work (S2070)	100%
they receive useful feedback about their work at their school (S2071)	95%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	95%
student behaviour is well managed at their school (S2074)	100%
staff are well supported at their school (S2075)	95%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	95%
their school gives them opportunities to do interesting things (S2079)	94%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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. 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, including reward breakfasts and afternoon teas.

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.

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
2010-2011	103,973	7,829
2011-2012	115,310	9,848
2012-2013	116,717	8,911

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

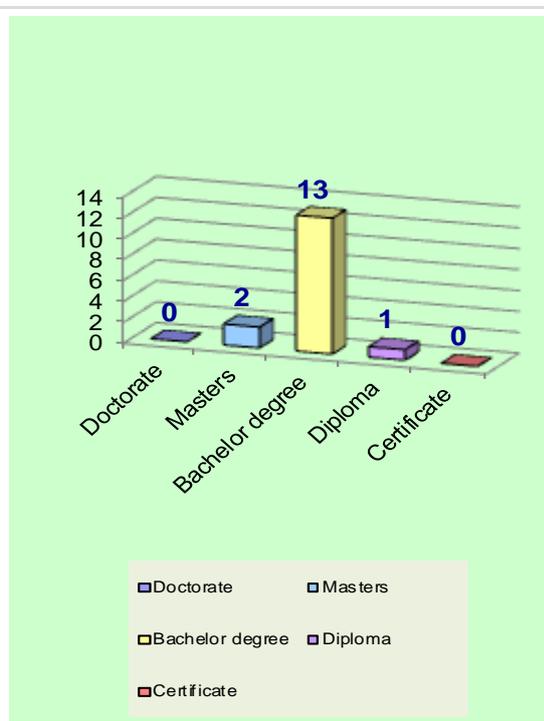
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	16	13	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	0
Masters	2
Bachelor degree	13
Diploma	1
Certificate	0



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$29 000.

The major professional development initiatives are as follows:

1. Explicit Teaching, Warm-Ups & Consolidation lessons
3. Work Place Health and Safety training and development
4. Teaching of reading for comprehension
5. "7 Steps for Writing"

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	90%	88.5%
The overall attendance rate in 2013 for all Queensland state P-10/P-12 schools was 89%.			

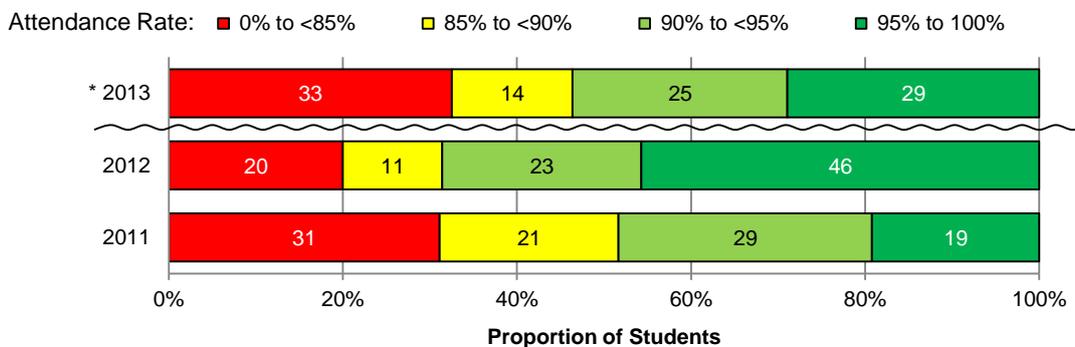
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	86%	87%	87%	93%	92%	90%	89%	85%	88%	80%		
2012	75%	93%	90%	86%	98%	95%	96%	91%	90%	88%		
2013	85%	82%	85%	91%	86%	94%	92%	92%	84%	87%		

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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, with zero unexplained absences. Student attendance is monitored every five weeks and notes are sent home asking for absences to be explained. At the end of every term, students with zero unexplained absences and 90+% attendance are invited to a celebration, with their parents. Certificates are also sent home at the end of each term for exceptional attendance.

Performance of our students

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.

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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. Indigenous student success is celebrated with families and where appropriate role model/mentoring positions are created.