

Dimbulah State School

Queensland State School Reporting

2014 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 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
- c) Implement Dimbulah State School's Referral System and Behaviour management flow chart.

KEY:

In-Place

Partially In-Place

Not In-Place

Future outlook

PRIORITY 1: Improving teaching

- a) STAFF IMPROVEMENT AGENDA - Consolidation knowledge, development and daily classroom utilisation
- b) STAFF IMPROVEMENT AGENDA - "I DO" - further development of LI, narrowed focus and ongoing C4U
- c) STAFF IMPROVEMENT AGENDA - Increase capacity of all staff around the Essential Skills for Classroom Management (ESCM)
- d) STAFF IMPROVEMENT AGENDA - Whole school approach to "Profiling"
- e) Revise, communicate and implement P-10 Bookwork Policy
- f) Extended SAR and reading group access (digital SRA Comprehension, additional Home Reader and PM Reader kits)
- g) STAFF IMPROVEMENT AGENDA - Increased capacity of all staff in "Reading Recovery" and "Reading for Comprehension"
- h) Extend Home Reading program (T'Aides reading to students before school)
- i) Embed DSS improvement culture of regular feedback (formal observations and profiling)
- j) Refine systemic teacher capability tracking (staff improvement, competency and necessary PD)
- k) Develop, communicate and implement DSS Annual Performance Review for teachers

PRIORITY 2: Refining and embedding data based decision making

- a) Attendance Focus - 90% (ILP developed for students under 80%)
- b) ILP's developed for all students below NMS in reading and numeracy
- c) ILP's developed for all students achieving "E" standard for either Maths or English across two semesters
- d) Develop and implement DSS plan RE: Professional data conversations - time frames and expectations communicated

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

- a) Develop SRD's for Primary and Secondary Staff, including EST (Manag/T&L/Curric/PB4L) utilising the Australian Standards
- b) Refine and embed SRD for attendance monitoring, roll marking, follow-ups and parental contacts (specific staff responsibility)
- c) Develop and communicate whole school meeting schedule

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

- a) Develop, implement and communicate to parents, DSS student diary policy
- b) Continue regular celebrations or cultural diversity (links to C2C Geo/History)
- c) Embed student expectations, and communicate through newsletter, parade, staff meetings (in every classroom and teaching space)

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

- a) Embed BM referral flow chart (5 Level Document) and refine and re-communicate DSS Responsible Behaviour Plan.
- b) Increase positive reinforcement of DSS Expectations signage across school
- c) PB4L to include encompass student attendance
- d) Develop and Implement Form teacher SRD
- e) Revisit and embed Student Leadership Policy
- f) Increase structured lunchtime activities

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 10

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	143	69	74	89%
2013	154	74	80	90%
2014	147	72	75	92%

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 2% 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.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	18	16	14
Year 4 – Year 7 Primary	27	19	28
Year 7 Secondary – Year 10	14	12	15
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	20	9	9
Long Suspensions - 6 to 20 days	1	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive 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 2-6 students.
6. Intense Reading Support for all Prep – Year 5 students (Great Results funding).
7. Junior Adult Fiction section of Resource Centre.
8. Comprehensive Yr7 transition program (Yr6+7 for 2014).
9. Whole school intervention (P-10 Learning Needs Audit).
10. 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).
11. EMMS and JEMMS Mathematics programs for Yr1-7 distinctive curriculum offerings
12. Whole school writing program “7 Steps to Writing”
13. Before school “Home Reader” program.
14. Weekly NAPLAN preparation (T1&T2) – vertical/mixed aged classes.

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. Well-being 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 embedding of C2C units in English, Maths and Science and the implementation of Geography and History 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. Continuation of NSSCF program for Yr9 and Yr10 students.

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
5. “You Can Do It” anti-bullying program
6. Student Council local-level decision making regarding some school outcomes.
7. School Based Youth Health Nurse
8. Tablelands Counselling and Support Services

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	91%	100%	100%
their child likes being at this school* (S2001)	91%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	100%
their child's learning needs are being met at this school* (S2003)	87%	96%	100%
their child is making good progress at this school* (S2004)	83%	96%	100%
teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	100%	100%
teachers at this school motivate their child to learn* (S2007)	91%	96%	100%
teachers at this school treat students fairly* (S2008)	87%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	96%	100%	100%
this school takes parents' opinions seriously* (S2011)	82%	96%	100%
student behaviour is well managed at this school* (S2012)	61%	100%	100%
this school looks for ways to improve* (S2013)	86%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	96%	100%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they like being at their school* (S2036)	89%	93%	87%
they feel safe at their school* (S2037)	98%	95%	100%
their teachers motivate them to learn* (S2038)	96%	98%	97%
their teachers expect them to do their best* (S2039)	98%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	97%	97%
teachers treat students fairly at their school* (S2041)	88%	91%	69%
they can talk to their teachers about their concerns* (S2042)	84%	88%	79%
their school takes students' opinions seriously* (S2043)	91%	95%	82%
student behaviour is well managed at their school* (S2044)	86%	93%	97%
their school looks for ways to improve* (S2045)	96%	100%	95%
their school is well maintained* (S2046)	96%	100%	92%
their school gives them opportunities to do interesting things* (S2047)	91%	98%	97%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		95%	95%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		95%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		95%	90%
their school takes staff opinions seriously (S2076)		89%	89%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		95%	100%
their school gives them opportunities to do interesting things (S2079)		94%	95%

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

'Agree' represents the 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.

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. Students are also actively involved through creating signs and posters for all rooms throughout the school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	115,310	9,848
2012-2013	116,717	8,911
2013-2014	104,323	12,037

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

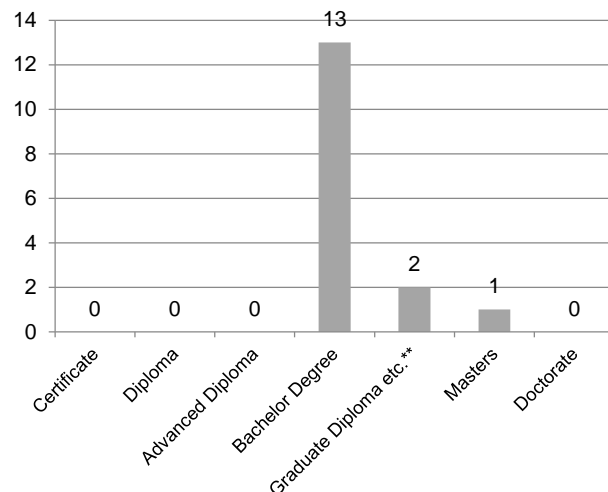
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	16	13	<5
Full-time equivalents	14	8	<5

Qualification of all teachers Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on [your records](#), enter the numbers for [your school](#) for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are [examples only](#), not your school's actual figures. The Department of Education and Training does not collect a teacher qualifications record on an annual basis).²

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	13
Graduate Diploma etc.**	2
Masters	1
Doctorate	0
Total	16



*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 2014 was \$23,000.00.

The major professional development initiatives are as follows:

1. Explicit Teaching workshops
2. Warm-Ups & Consolidation lessons
3. Work Place Health and Safety training and development
4. Teaching of reading for comprehension to all staff
5. Staff mentoring
6. Essential Skills for Classroom Management workshops
7. Junior Secondary transition planning
8. Understanding the adolescent learner

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

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 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	90%	87%	88%

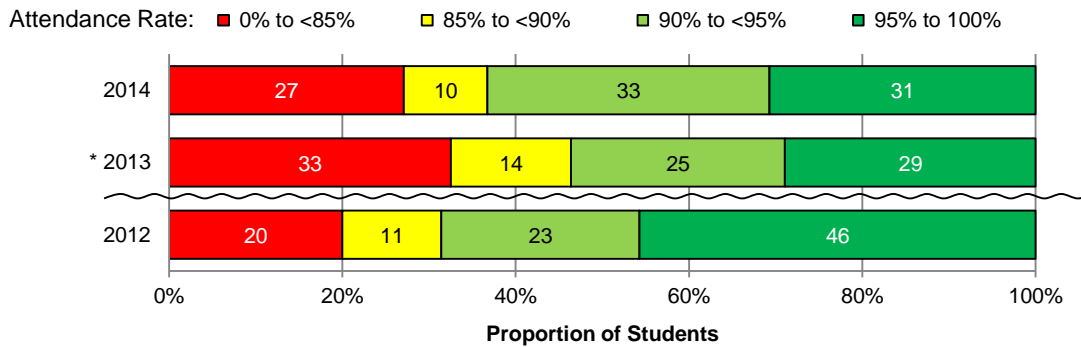
The overall attendance rate in 2014 for all Queensland P-10/P-12 schools was 89%.

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
2012	75%	93%	90%	86%	98%	95%	96%	91%	90%	88%		
2013	85%	82%	85%	91%	86%	94%	92%	92%	81%	84%		
2014	91%	91%	76%	88%	90%	85%	95%	92%	92%	73%		

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 after 2012 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.

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

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