

Dimbulah State School

Queensland State School Reporting

2015 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 2015

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) Extended SAR and reading group access (digital SRA Comprehension, additional Home Reader and PM Reader kits)
- f) STAFF IMPROVEMENT AGENDA - Increased capacity of all staff in "Reading Recovery" and "Reading for Comprehension"
- g) Embed DSS improvement culture of regular feedback (formal observations and profiling)
- h) 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

KEY:

In-Place

Partially In-Place

Not In-Place

Future outlook

PRIORITY 1: Explicit improvement agenda.

- 1.11 SCHOOL FOCUS: "Reading blitz" (C/S, S/M, Before school reading and one-on-one reading recovery)
- 1.12 Attendance Focus <90%
- 1.13 STAFF IMPROVEMENT AGENDA - Embed DSS Feedback Culture (formal observations and profiling)
- 1.21 NAPLAN Goal (reading and numeracy focus) - goal 100% @NMS (Year 3, 5, 7 & 9)

PRIORITY 2: Analysis and discussion of data.

- 2.11 STAFF IMPROVEMENT AGENDA - Developing staff capacity to produce and interpret relevant data sets (O/S - class dashboard)

- 2.12 Refine and communicate whole-school data collection, analysis and change-management timeframes including:
- Whole-school diagnostic testing schedule (including NAPLAN)
 - A-E Semester Data (English, Maths and Science)
 - Attendance (2xterm)
 - Behaviour management referrals and incidents (PB4Lcommittee - 2xterm)
 - Cars&Stars reading strategy data (1xterm)

2.21 NAPLAN Analysis (to enact change Term 3)

PRIORITY 3: Culture that promotes learning.

3.21 STAFF IMPROVEMENT AGENDA - Increase capacity of all staff around ESC

PRIORITY 4: Targetted use of Resources.

4.11 Revise and communicate DSS Student Support Policy/Procedures

4.12 Develop and communicate DSS Reporting Plan

4.21 Increase Reading Support (support classes, extra one-on-one reading, expand Cars & Stars and Spelling Mastery groups)

4.22 Cluster GO Funding agreement (increase fraction)

4.23 Expand and improve IM delivery

PRIORITY 5: Expert teaching team.

5.11 Refine and communicate DSS coaching model

5.12 Refine, communicate and implement DSS explicit teaching school plan & feedback sheet

5.13 Refine and communicate DSS PD plan

PRIORITY 6: Systematic curriculum delivery.

6.11 Refine, communicate and implement DSS Pedagogical Framework

6.12 Refine DSS Learning Area Overviews (P-10) (Mapping ACARA / C2C):

- English, Maths, Science, History & Geography
- Technologies
- HPE / Languages / Arts / Economics & Business

PRIORITY 7: Differentiated classroom learning.

7.11 MSSWD - ICP's developed for all students with major barriers to learning (SWD/verified/>2yearl levels gap)

PRIORITY 8: Effective pedagogical practices.

8.11 STAFF IMPROVEMENT AGENDA - further narrowing of Learning Intent (LI) and effective Questioning for Understanding (C4U)

8.13 STAFF IMPROVEMENT AGENDA - Increased capacity of all staff in "Reading Recovery" and "Reading for Comprehension"

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	154	74	80	45	90%
2014	147	72	75	39	92%
2015	156	70	86	33	94%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 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, and where appropriate at school functions and extra-curricular activities.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	16	14	15
Year 4 – Year 7 Primary	19	28	22
Year 7 Secondary – Year 10	12	15	17
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	9	9	11
Long Suspensions - 6 to 20 days	0	0	2
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

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 1-6 students.
5. Cars and Stars program for all Year 2-8 students.
6. Intense Reading Support for all Prep – Year 5 students (I4S).
7. Junior Adult Fiction section of Resource Centre.
8. Comprehensive Yr6 into Yr7 transition program.
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. MathsOnline available to every DSS student (at home use encouraged)
13. Whole school writing program “7 Steps to Writing”
14. Before school “Home Reader” program.
15. Weekly NAPLAN preparation (T1&T2) – vertical/mixed aged classes.

Extra curricula activities:

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

How Information and Communication Technologies are used to improve 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, Science, Geography and History and the implementation of Technologies, ICT has been integrated with all 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 Laptops for Students (old NSSCF) program for Yr9 and Yr10 students, despite no longer being Government funded (school purchased laptops issued to 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 2015, 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			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school (S2001)	100%	100%	100%
their child feels safe at this school (S2002)	100%	100%	100%
their child's learning needs are being met at this school (S2003)	96%	100%	100%
their child is making good progress at this school (S2004)	96%	100%	100%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	100%
teachers at this school motivate their child to learn (S2007)	96%	100%	100%
teachers at this school treat students fairly (S2008)	96%	100%	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)	100%	100%	100%
this school takes parents' opinions seriously (S2011)	96%	100%	100%
student behaviour is well managed at this school (S2012)	100%	100%	100%
this school looks for ways to improve (S2013)	100%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	97%	94%
they like being at their school (S2036)	93%	87%	89%
they feel safe at their school (S2037)	95%	100%	91%
their teachers motivate them to learn (S2038)	98%	97%	95%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers expect them to do their best (S2039)	100%	100%	96%
their teachers provide them with useful feedback about their school work (S2040)	97%	97%	97%
teachers treat students fairly at their school (S2041)	91%	69%	82%
they can talk to their teachers about their concerns (S2042)	88%	79%	86%
their school takes students' opinions seriously (S2043)	95%	82%	88%
student behaviour is well managed at their school (S2044)	93%	97%	78%
their school looks for ways to improve (S2045)	100%	95%	91%
their school is well maintained (S2046)	100%	92%	95%
their school gives them opportunities to do interesting things (S2047)	98%	97%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	95%	95%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	88%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	92%
staff are well supported at their school (S2075)	95%	90%	100%
their school takes staff opinions seriously (S2076)	89%	89%	92%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	95%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	95%	100%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

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.

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. Parents, Students and Staff are provided with a social opportunity to meet informally through the introduction of Community Breakfast. These are conducted once per term (twice in term1).

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. Regular discussion at staff meetings, and ongoing comparisons of electricity usage.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	116,717	8,911
2013-2014	104,323	12,037
2014-2015	105,282	11,804

*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.

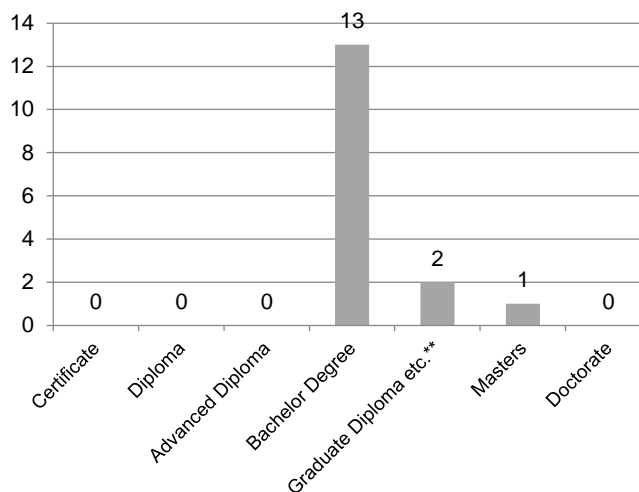
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	13	<5
Full-time equivalents	13	8	<5

Qualification of all teachers

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 2015 was **\$21,000.00**.

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 2015 was **100%**.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	98%	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 2015 school year.

School income broken down by funding source

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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile 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	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	78%	81%	82%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

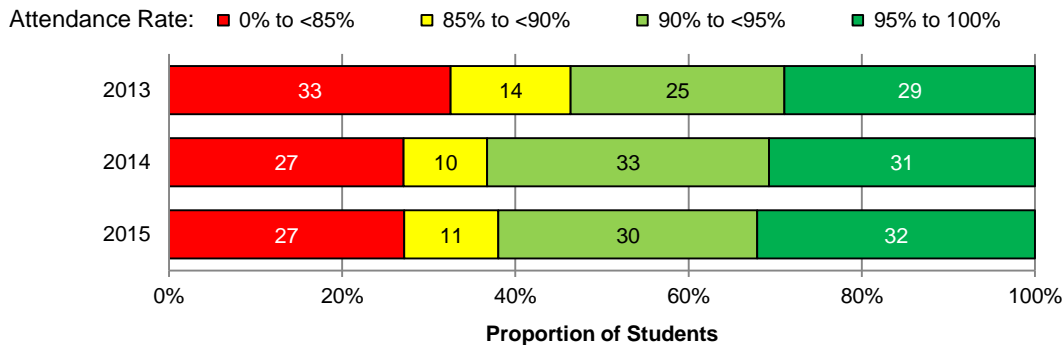
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	85%	82%	85%	91%	86%	94%	92%	92%	81%	84%		
2014	88%	91%	91%	76%	88%	90%	85%	95%	92%	92%	73%		
2015	90%	91%	88%	89%	80%	87%	90%	88%	88%	91%	93%	100%	

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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 procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *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 rewarded with an attendance post card. 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.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.