



Dimbulah State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Dimbulah State School is a small rural school situated 110 kilometres west of Cairns. Our size and Prep to Year 10 set-up enables us to offer many innovative programs aimed at improving outcomes for all our students. Our school values working closely with parents and students to create strong partners in a supportive learning environment. Together we ensure that every day in every classroom every child is learning and achieving. This has been achieved by creating high performing teams that value data analysis and feedback. Our school has many distinct curriculum offerings and extra-curricular activities.

Dimbulah State School P-10 sets high expectations for students and staff. These are based around the following values:



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 the nine areas of school improvement to value-add to the education that students are receiving.

School Progress towards its goals in 2017

PRIORITY 1: Explicit improvement agenda.

1.11 Explicit Improvement Agenda No1: Planning and Front-Ended Assessment **1.12 Attendance Focus <90%**

1.12 Explicit Improvement Agenda No2: Attendance Focus >90%

1.13 Sustainable Improvement Agenda No1: Reading for Comprehension – (Standards Evidence)

1.14 Sustainable Improvement Agenda No2: Number Facts

1.21 NAPLAN Goal (reading and numeracy focus) - goal 100% @NMS (Year 3, 5, 7 & 9)

1.22 NAPLAN and student achievement targets:

a. Year 4 - 90% of students achieving "C" or above in English

b. Year 4 - 90% of students achieving "C" or above in Maths

c. Year 5 - 80% of students achieving "C" or above in English

d. Year 10 - 85% of student achieving "C" or above in Maths

e. Year 3,5,7 & 9 NAPLAN completion @ <95%

1.23 Student Well-being increased to 97.5% (offerings at DSS) - Instrumental Music 2 days per week

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 Embedded whole-school data collection, analysis and change-management timeframes including:

2.12 Developing Performance: Refine systemic teacher capability tracking tool (including APR discussions)

2.21 NAPLAN Analysis (to enact change Term 3)

2.22 Data sharing is timetabled and included with calendar updates (Staff and cohort meetings)

2.23 Student learning data discussions (group planning sessions)

2.24 Increased promotion / celebration of school/student successes (school wide performance data)

2.25 NAPLAN celebration at school when official data released

PRIORITY 3: Culture that promotes learning.

3.11 Revisit Gotcha's and other reward systems

3.12 Increase structured lunchtime activities

3.13 Increase celebrations of student successes (Parade, Success Wall, Newsletter, Newspaper)

3.21 Improve celebrations or cultural diversity (links to C2C Geo/History)

3.22 Document Student Leadership Program/Policy (including fundraising approvals)

PRIORITY 4: Targetted use of Resources.

4.11 EIA No2: Refine SRD/system for attendance monitoring, roll marking, follow-ups, parental contacts and same day notification

4.12 Revise and communicate staff handbook (+induction booklet/procedures)

4.21 SIA No1: Small group support expanded, continued Reading-Blitz

4.22 SIA No2: Small group support expanded.

4.23 Refine IM delivery

4.24 PD budget explicitly linked to improvement agendas

PRIORITY 5: Expert teaching team.

5.11 Refine, communicate and implement DSS explicit teaching school plan, feedback sheet and CWT

5.12 Refine and communicate DSS PD plan

5.13 Introduce Peer observations

5.14 EIA No1: Facilitate unit planning and front-ended assessment professional conversations (sharing of work and common planning time)

5.15 Developing Performance: APR's are linked to EIA No1 (Planning and Assessment)

5.16 Mental Health Youth First Aide Training - teaching staff + Breath (2018 - Mental Health/Trauma)

PRIORITY 6: Systematic curriculum delivery.

6.11 EIA No1: Mapping Australian Curriculum elaborations and achievement standards to unit and assessment planning

6.12 EIA No1: Refine individual teacher curriculum planners (curriculum intent & assessment ACARA / C2C and critical content)

6.13 EIA No1: Moderation: Against Australian Curriculum Achievement Standards, Elaborations and Learning Continuums.

6.14 Review curriculum implementation timeframes and weekly requirements

PRIORITY 7: Differentiated classroom learning.

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

7.12 ILP's developed for all students below (NMS> in reading and numeracy, "E" standard Maths or English across two semesters)

7.13 EIA No1: Differentiation recorded in planning and evident in learning activities and assessment

7.14 Utilise the Social and Emotional Continuum when differentiating learning

PRIORITY 8: Effective pedagogical practices.

8.11 EIA No1: Development and implementation of DSS Planning Expectations

8.12 EIA No1: Increase capacity of teacher to plan an effective unit

8.13 EIA No1: Increase capacity of teachers to develop effective assessment and assessment criteria

8.14 SIA No1: Increase capacity of all staff to utilise 12 Strategies for Comprehension (C/S) throughout all learning areas

PRIORITY 9: Community partnerships.

9.11 Refine school newsletter - digital template/version (pdf -email)

9.12 Develop, implement and maintain parent email list (No reply email address)

9.13 Refine and continually update school website (user friendly + all relevant school information and documents)

9.14 Activate messenger service

KEY:

In-Place

Partially In-Place

Not In-Place / Held over till 2018

Future Outlook 2018+

PRIORITY 1: Explicit improvement agenda.

1.11 Explicit Improvement Agenda No1: Planning (Front-Ended Assessment / Planning for Engagement)

1.12 Explicit Improvement Agenda No2: Writing for Life

1.13 Sustainable Improvement Agenda No1: Reading for Comprehension

1.14 Sustainable Improvement Agenda No2: Number Facts & Place Value

1.21 NAPLAN Goal (reading and numeracy focus) - goal 100% @NMS (Year 3, 5, 7 & 9)

1.22 NAPLAN and student achievement targets:

a. Year 3 - 100% of students achieving above NMS for Numeracy and Writing

b. Year 5 - 100% of students achieving above NMS for Numeracy and Writing

c. Year 6 - 85% of student achieving "C" or above in Maths

d. Year 7 - 100% of students achieving above NMS for Reading

e. Year 7 - 95% of students achieving above NMS for Writing

f. Year 7 - 90% of students achieving a "C" or better for English

g. Year 9 - 95% of students achieving above NMS for Numeracy and Writing

1.23 Increase Common Planning time across all sectors of P-10

PRIORITY 2: Analysis and discussion of data.

2.11 Embed whole-school data collection, analysis and change-management timeframes

2.12 Developing Performance: Refine systemic teacher capability tracking tool (including APR discussions) to reflect school SIA / EIA

2.21 Data sharing is timetabled and included with calendar updates (Staff and chort meetings)

2.22 Increased celebration of student success (match dSS SIA / EIA) - Nights Reading and Spelling

2.23 Increased promotion / celebration of school / student successes and well-being

PRIORITY 3: Culture that promotes learning.

3.11 PB4L to offer a support role to staff in regards to ESCM

3.12 Increase celebrations of student successes (see 2.22)

3.21 Improve celebrations or cultural diversity (links to C2C Geo/History)

3.22 Document Student Leadership Program/Policy (including fundraising approvals)

PRIORITY 4: Targetted use of Resources.

4.11 Revise and communicate DSS BM referral process and procedures

4.12 Revise and communicate Specific Role Descriptions for all staff positions at DSS

4.13 Revise and communicate staff handbook (+induction booklet/procedures)

4.21 SIA No1: Small group support expanded, continued Reading-Blitz

4.22 SIA No2: Small group support expanded.

4.22 Refine IM delivery (school band focus)

PRIORITY 5: Expert teaching team.

5.11 Refine & communicate DSS explicit teaching feedback sheet and CWT to better link to EIA No1. - "Planning for student engagement

5.12 Refine and communicate DSS PD plan

5.13 Formalise Peer observations

5.14 EIA No1: Facilitate unit planning and front-ended assessment professional conversations (sharing of work)

5.15 Developing Performance: APR's are linked to EIA's (see 2.12)

PRIORITY 6: Systematic curriculum delivery.

6.11 EIA No1: Mapping Australian Curriculum elaborations and achievement standards to unit and assessment planning

6.12 External Moderation

6.13 Embed CARS & STARS reading strategies for comprehension into everyday classroom teaching

6.14 Review curriculum implementation timeframes and weekly requirements

PRIORITY 7: Differentiated classroom learning.

7.11 ICP's developed for all students with major barriers to learning utilising Literacy and Numeracy Continuum

7.12 ILP's developed for all students below (NMS> in reading and numeracy, "E" standard Maths or English across two semesters)

7.13 EIA No1: Differentiation recorded in planning and evident in learning activities and assessment

7.14 Utilise the Social and Emotional Continuum when differentiating learning

PRIORITY 8: Effective pedagogical practices.

8.11 EIA No1: Refine DSS Planning Expectations

8.12 EIA No1: Increase capacity of teacher to develop effective assessment and assessment criteria

8.13 SIA No1: Increased capacity of all staff to utilise 12 Strategies for Comprehension (C/S) throughout all learning areas

8.14 EIA No2: Increased capacity of all staff around Oral Vocab and full DSS incorporation into Spelling Mastery

PRIORITY 9: Community partnerships.

9.11 Further refine school newsletter - digital template/version (pdf -email)

9.12 Develop, implement and maintain parent email list (SMS messenger system)

9.13 Refine and continually update school website (user friendly + all relevant school information and documents)

Our School at a Glance

School Profile

| | |
|-------------------------------------|---------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | No |
| Year levels offered in 2017: | Prep Year - Year 10 |

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2015 | 156 | 70 | 86 | 33 | 94% |
| 2016 | 161 | 78 | 83 | 40 | 87% |
| 2017 | 152 | 78 | 74 | 38 | 89% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 4% 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

The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | 19 | 23 | 23 |
| Year 4 – Year 6 | 22 | 20 | 21 |
| Year 7 – Year 10 | 17 | 18 | 14 |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

1. Whole school focus on “Reading for Comprehension”.
2. Key focus on junior secondary.
3. 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.
4. 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.
5. Spelling Mastery program for all Year 1-6 students.
6. Cars and Stars program for all Year 2-9 students.
7. Intense Reading Support for all Prep – Year 4 students (I4S).
9. Comprehensive Yr6 into Yr7 transition program.
10. Whole school intervention (P-10 Learning Needs Audit).
11. Well-being program for Year 7-10 students to provide additional educational experiences not covered in standard school curriculums (school construction, artwork, photo editing and enhancement).
12. CAMS and STAMS Mathematics programs for Yr1-6 distinctive curriculum offerings
13. Maths-Online available to every DSS student (at home use encouraged)
14. Before school “Home Reader” program.
15. Expanded IM / Concert Band Program
16. Increase STEM – around coding and pattern recognition

Extra curricula activities:

1. Student Council leadership opportunities, including formal training
2. Art club
3. Reader Cup (Pri and Sec)
4. Athletics, swimming and cross-country programs
5. Leadership camps and curriculum excursions
6. Cultural and social activities (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.

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 6-10 students. With the embedding of C2C units in English, Maths, Science, Geography and History (or HAAS) 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). Also have an ongoing subscription to ClickView and STILE websites/organisations.

Social Climate

Overview

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. School based Chaplain
2. Dimbulah Lions Club Festival program
3. "You Can Do It" anti-bullying program
4. Student Council local-level decision making regarding some school outcomes.
5. School Based Youth Health Nurse
6. Tablelands Counselling and Support Services
7. School Based Guidance Officer (2 days per week)

A focus for 2018, will be refining student wellbeing and respectful relationships programs. DSS will continue to engage external providers to facilitate sessions around social and emotional respectful interactions.

Parent, Student and Staff Satisfaction

Parent opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| 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) | 100% | 100% | 100% |
| their child is making good progress at this school* (S2004) | 100% | 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) | 100% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 83% |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 100% | 92% |
| this school works with them to support their child's learning* (S2010) | 100% | 100% | 100% |
| this school takes parents' opinions seriously* (S2011) | 100% | 100% | 100% |
| student behaviour is well managed at this school* (S2012) | 100% | 100% | 100% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| this school looks for ways to improve* (S2013) | 100% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 92% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 94% | 97% | 95% |
| they like being at their school* (S2036) | 89% | 88% | 88% |
| they feel safe at their school* (S2037) | 91% | 99% | 91% |
| their teachers motivate them to learn* (S2038) | 95% | 96% | 92% |
| their teachers expect them to do their best* (S2039) | 96% | 97% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 95% | 94% |
| teachers treat students fairly at their school* (S2041) | 82% | 89% | 80% |
| they can talk to their teachers about their concerns* (S2042) | 86% | 90% | 84% |
| their school takes students' opinions seriously* (S2043) | 88% | 88% | 88% |
| student behaviour is well managed at their school* (S2044) | 78% | 85% | 82% |
| their school looks for ways to improve* (S2045) | 91% | 94% | 92% |
| their school is well maintained* (S2046) | 95% | 95% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 95% | 92% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 93% | 100% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 93% | 94% |
| they receive useful feedback about their work at their school (S2071) | 100% | 80% | 94% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 100% | 100% | 100% |
| students are encouraged to do their best at their school (S2072) | 100% | 93% | 100% |
| students are treated fairly at their school (S2073) | 100% | 87% | 94% |
| student behaviour is well managed at their school (S2074) | 92% | 87% | 94% |
| staff are well supported at their school (S2075) | 100% | 80% | 89% |
| their school takes staff opinions seriously (S2076) | 92% | 79% | 83% |
| their school looks for ways to improve (S2077) | 100% | 87% | 94% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 87% | 100% |

* Nationally agreed student and parent/caregiver items

'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). Currently developing a messaging service for whole school community.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These predominately focus on youth issues around respectful interactions and the issues that young people face in maintain and developing long-lasting – respectful relationships.

The programs are predominately based towards Secondary students in regards to violence, abuse of women and mental health strategies and recognition.

All staff have been trained for Youth Mental Health First Aide.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

| SCHOOL DISCIPLINARY ABSENCES | | | |
|----------------------------------|------|------|------|
| Type | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 11 | 6 | 11 |
| Long Suspensions – 11 to 20 days | 2 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

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 aluminum from the community and delivers to Cairns on a bi-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.

Paper is re-used throughout the school, and students are encourage to read on screen prior to printing.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 105,282 | 11,804 |
| 2015-2016 | 118,379 | 12,509 |
| 2016-2017 | 106,952 | 3,608 |

ENVIRONMENTAL FOOTPRINT INDICATORS

| Years | Electricity kWh | Water kL |
|-------|--------------------|-------------|
|-------|--------------------|-------------|

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 17 | 15 | <5 |
| Full-time Equivalents | 14 | 11 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | 1 |
| Graduate Diploma etc.** | 3 |
| Bachelor degree | 12 |
| Diploma | |
| Certificate | |

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were **\$26,500**

The major professional development initiatives are as follows:

1. Explicit Teaching workshops
2. 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. Staff Planning
8. Understanding the adolescent learner
9. Youth Mental Health First Aide Training
10. Unit Planning workshops
11. ACARA Curriculum workshops

The proportion of the teaching staff involved in professional development activities during 2017 was **100%**.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 98% | 97% | 97% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

| STUDENT ATTENDANCE 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 89% | 89% | 90% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 82% | 83% | 88% |

*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 student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

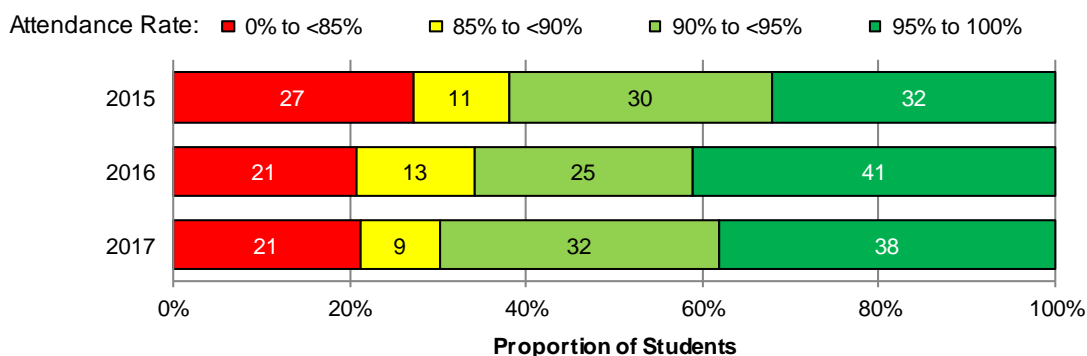
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | 90% | 91% | 88% | 89% | 80% | 87% | 90% | 88% | 88% | 91% | 93% | 100% | |
| 2016 | 89% | 94% | 93% | 88% | 92% | 88% | 91% | 91% | 86% | 87% | 84% | 100% | |
| 2017 | 87% | 90% | 92% | 91% | 94% | 91% | 87% | 92% | 93% | 87% | 87% | | |

*Attendance rates effectively count 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 Department of Education 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".

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.

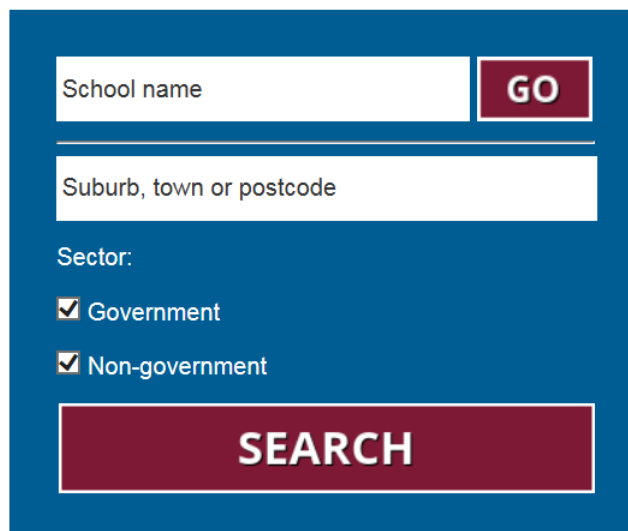
Phone calls are made to every parent/carer of every student, each day they are absent from school. Students in care who are absent – parents/careers are notified prior to 9.30am. Child services is notified if contact with the parent/career of these students are unable to be contacted.

NAPLAN

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

Where it states '**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 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.