# Dulacca State School

# ANNUAL REPORT
## 2016

### Queensland State School Reporting

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# Contact Information

| | |
|---|---|
| Postal address: | North Road Dulacca 4425 |
| Phone: | (07) 4627 6155 |
| Fax: | (07) 4627 6468 |
| Email: | principal@dulaccass.eq.edu.au |
| Webpages: | Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website. |
| Contact Person: | Miss Tarnia Doughty |

# School Overview

Dulacca State School is a small, rural school situated on the Warrego Highway servicing Dulacca, Jackson and Noonga in the Darling Downs South West Region. The school was established in 1909 and today provides education for students ranging from Prep to Year 6.

Dulacca State School is a professional learning community with an agreed set of practices for continuous improvement in student learning. We believe that: every student, each day, will experience educational success, and personal growth and development through our provision of an accessible, engaging and challenging personalised curriculum.

Dulacca State School is committed to sport offered through the year combining in events with Condamine and Drillham as the Tri-Star's team. The school has a positive behaviour approach to learning that emphasises behaviours that are respectful, responsible and safe. The Parents and Citizens Association is an active part of our school community through regular meetings, fundraising endeavors and the annual Winter Athletics Carnival.

# Principal's Foreword

## Introduction

This report outlines an overview of our school procedures and curriculum offereings. It also provides statistical information collected throughout 2016. It includes results from the National Assessment Program – Literacy and Numeracy (NAPLAN), School Opinion Survey and staff composition. It highlights the postive, productive partnership between students, parents/carers and staff at Dulacca State School.

## School Progress towards its goals in 2016

During 2016 the priorities outlined in the Annual Implementation Plan (AIP) included:

| Priority | Progress |
|---|---|
| 1. Reading | - Staff participated in online professional development that focused on the teaching of reading.<br>- Staff developed and documented a whole school approach to the teaching of reading.<br>- Staff began implementation of the whole school approach to the teaching of reading including monitoring and reviewing of practices and student data. |
| 2. Purposeful Use of Data | - Staff are developing a whole school culture around the purposeful use of data. This has been done through;<br>• Conduction of a school desk top audit.<br>• Feedback gained from staff and parents around their knowledge and understanding of data.<br>• Development of a whole school data plan. |
| 3. School & Community Partnerships | - Feedback sort from families about the process of receiving and sharing information.<br>- School performance data is shared with parents through P&C meetings and newsletters. |

## Future Outlook

The school Annual Implementation Plan for 2017 highlights the following key priorities:

| Priority | Actions |
|---|---|
| 1. Numeracy<br>Develop a whole school approach for teaching Mathematics | - Engage in the online coaching modules "How to Teach Mathematics".<br>- Utilise the inquiry cycle to:<br>• Review and reflect on current pedagogical practices.<br>• Scan and assess student data to identify any trends or patterns of student learning needs.<br>• Develop a school wide approach for the explicit teaching of Numeracy.<br>• Implement the approach and monitor and support through coaching and feedback. |
| 2. Reading<br>Ensure ongoing consistent pedagogical practices | - Monitor and review the implementation of the whole school approach to teaching reading. |
| 3. Purposeful Use of Data<br>Ensure regular analysis of data to inform teaching and learning | - Review the current plan for collecting and analysing school data.<br>- Update whole school data collection plan based on feedback and recommendations. |
| 4. School and Community Partnerships<br>Gain 2017 School Opinion Survey satisfaction | - Continue to inform the school community of school performance and data through newsletters, P&C meetings, school website and community functions.<br>- Provide opportunities for feedback and input from parents and the community.<br>- Conduct an annual assessment of communication and feedback processes and possible recommendations. |
| 5. Digital Technologies/STEM<br>Build staff capacity in STEM subjects | - Build staff capacity in STEM subjects by investigating effective teaching pedagogy, resources and professional development. |

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## School Profile

**Coeducational or single sex:**        Coeducational

**Independent Public School:**          No

**Year levels offered in 2016:**        Prep Year - Year 6

**Student enrolments for this school:**

|       | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------|-------|-------|------|------------|----------------------------------|
| **2014** | 29 | 10 | 19 | 3 | 93% |
| **2015*** | 23 | 8 | 15 | 1 | 96% |
| **2016** | 24 | 13 | 11 | 3 | 90% |

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 2016, 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

### Overview
Our Prep – Year 6 enrolments are predominantly drawn from the Dulacca Township and surrounding grazing and agricultural properties. The student population is unique, combining a rich blend of socio-economic and culturally diverse elements. Many of our families boast a multi-generational connection as former students of our school. In 2015 Dulacca State School consisted of one class with one full time classroom teacher and two part time classroom teachers to ensure consistency of staff and development of effective relationships.

### Average Class Sizes
The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---------------------|------|-------|------|
| **Phase** | **2014** | **2015*** | **2016** |
| Prep – Year 3 | 15 | 11 | 12 |
| Year 4 – Year 7 | 16 | | |
| Year 8 – Year 10 | | | |
| 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.

## Curriculum Delivery

### Our Approach to Curriculum Delivery
At Dulacca State School, our curriculum is based around the 8 Learning Areas. The Australian curriculum is implemented for English, Mathematics, Science, Humanities and Social Sciences (History and Geography) the Arts, Technology, and Health.

- The curriculum learning areas are delivered in a multi-age manner to encourage the interaction of Prep to Year 6, enabling students to support and learn from each other.

- Students work in a wide range of groupings including focused teaching sessions, ability groups, year level groupings, small groups and one-on-one, depending on their individual needs.

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- The school has a visiting Physical Education teacher.

- LOTE is conducted through the Brisbane School of Distant Education.

- Access to a Guidance Officer and Speech Therapist occurs upon request to provide individual support to students with a variety of needs.

- Students have access to an extensive range of play and sporting equipment.

- Students have the opportunity to participate in Tri-stars sporting events, Miles & District sporting events and inter-school sporting activities including athletics coaching each year.

## Co-curricular Activities

In addition to the set curriculum, the students at Dulacca State School have access to a range of extra curricula opportunities.

- As members of Tri-Star's sporting team for Miles & District sporting activities.

- Drillham and Dulacca schools combined for athletics training, swimming training, athletics coaching and cross country.

- Parent conducted sports training such as athletics coaching and soccer practise in a lead up to Miles & District sporting events.

- Individually and collectively in the local Miles show, academic competitions, Western Downs regional events and the Wonder of Science conference.

- In activities such as QGC road awareness, Premier's Reading Challenge, Under 8's activities, Book Week and Book Fair.

- In school camps at Columboola Environmental Education Centre, Tallebudgera and a biannual whole school camp - Bribie Island 2015.

## How Information and Communication Technologies are used to Assist Learning

The staff and students of Dulacca State School are actively involved in using ICTs every day in their classrooms.

- All classrooms are equipped with interactive whiteboards. Each classroom has a bank of computers and laptops for student access and online learning.

- Students have access to a wide range of devices and peripherals to enhance their computer interaction. Some of these include digital cameras, digital video cameras, scanners, iPads other similar equipment. Students have access to a colour photocopier and laser printers to support their learning and presentations.

- Teachers use ICT's to assess students learning; record, track and analyse results; and review progress. ICT's are an integral part of planning.

- At Dulacca State School we believe that ICT's are used as part of a suite of successful pedagogical strategies that enhance student engagement in 21st century learning.

# Social Climate

## Overview

Dulacca State School is a friendly and welcoming educational setting. We encourage students to develop knowledge and skills to make them productive and caring individuals. We have an endorsed Responsible Behaviour Plan which clearly outlines our school rules, expectations and consequences. We are a Positive Behaviour for Learning (PBL) school and are actively working to have a safe, caring, learning environment for our students. All students, parents, staff and visitors to our school are made aware of the Responsible Behaviour Plan on enrolment, commencement, arrival and in classrooms frequently. We have a fantastic group of staff to support student wellbeing at school including a Guidance Officer, Speech Pathologist, School Nurse and a proactive PBL team.

A fortnightly newsletter is sent out to all families and community members. Our newsletter promotes school events, informs parents/carers of classroom activities, and celebrates student's successes as well as keeping parents/carers informed of State Schooling initiatives. Our school is well supported by an active Parents and Citizens committee and they provide ongoing support, both financially and through active participation and volunteering.

Parents/carers receive two written reports per year. Two formal interview periods occur each year, one per semester. These meetings review individual needs and educational focus. Parents/carers can request an interview at any time throughout the year to discuss their children's progress.

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## Parent, Student and Staff Satisfaction

### Parent opinion survey

| Performance measure | | | |
|---|---|---|---|
| **Percentage of parents/caregivers who agree# that:** | **2014** | **2015** | **2016** |
| 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) | 86% | 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% | 67% |
| teachers at this school motivate their child to learn* (S2007) | 100% | 100% | 100% |
| teachers at this school treat students fairly* (S2008) | 100% | 100% | 67% |
| 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) | 100% | 100% | 67% |
| 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% |

### Student opinion survey

| Performance measure | | | |
|---|---|---|---|
| **Percentage of students who agree# that:** | **2014** | **2015** | **2016** |
| they are getting a good education at school (S2048) | 93% | 100% | 100% |
| they like being at their school* (S2036) | 93% | 80% | 100% |
| they feel safe at their school* (S2037) | 87% | 80% | 100% |
| their teachers motivate them to learn* (S2038) | 87% | 100% | 100% |
| their teachers expect them to do their best* (S2039) | 100% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 93% | 100% | 100% |
| teachers treat students fairly at their school* (S2041) | 87% | 80% | 100% |
| they can talk to their teachers about their concerns* (S2042) | 93% | 90% | 100% |
| their school takes students' opinions seriously* (S2043) | 80% | 89% | 100% |
| student behaviour is well managed at their school* (S2044) | 93% | 100% | 100% |
| their school looks for ways to improve* (S2045) | 100% | 100% | 100% |
| their school is well maintained* (S2046) | 93% | 100% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 93% | 100% | 100% |

## Staff opinion survey

| Performance measure | | | |
| --- | --- | --- | --- |
| **Percentage of school staff who agree# that:** | **2014** | **2015** | **2016** |
| 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) | 100% | 100% | 100% |
| 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% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 100% | 100% | 100% |
| staff are well supported at their school (S2075) | 100% | 100% | 100% |
| their school takes staff opinions seriously (S2076) | 100% | 100% | 100% |
| their school looks for ways to improve (S2077) | 100% | 100% | 100% |
| their school is well maintained (S2078) | 100% | 100% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 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

At Dulacca State School we believe that our success is dependent upon our relationships with students and parents. We work to ensure that parents feel valued and welcome in our school and are involved in a partnership with the school to provide the best possible education for their child.

In order to maximise parental involvement, we offer many and varied opportunities for parents to be actively involved. Firstly, we invite parents to parent teacher interviews twice yearly (Term 1 and 3) and provide written reports twice yearly (Term 2 and 4) to keep parents informed of their child's progress.

Secondly we engage parents in less formal ways through culminating days, school parades, classroom parent helpers, through sporting teams as managers or coaches, attendance on excursions, in the weekly tuckshop, as well as updating parents fortnightly in our newsletter.

With the implementation of PBL in our school we also have parent representation on the committee to provide a conduit for other parents to provide and receive direct information about the process.

The Dulacca Parents and Citizens Association (P&C) is a very active body with a focus on improving the educational opportunities for students. The P&C supports the development of school policies and documents such as the Responsible Behaviour Management Plan, Annual Implementation Plan and Budget. It provides additional resources to support teaching and learning as well as funding school activities such as camps and excursions. The P&C works collaboratively with the school to provide great grounds and facilities for students.

## Respectful relationships programs

The school has developed and implemented a program that focuses on appropriate, respectful and healthy relationships. This involves the development of their social skills and personal safety in a variety of situations.

## 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** | **2014\*** | **2015\*\*** | **2016** |
| Short Suspensions – 1 to 5 days | 0 | 0 | 0 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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*\*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.

# Environmental Footprint

### Reducing the school's environmental footprint

Dulacca State School encourages staff and students to reduce, reuse and recycle where possible. Staff are encouraged to turn off all electrical items, lighting and heating at the end of each session and/or day, use air-conditioners at the recommended temperatures for efficient cooling or heating and manage water usage on a weekly basis. The solar schools program continues to be a focus for the school through the management of our solar panels. Environmental awareness has continued with our recycling program with support from within the school and community. Water management strategies are ongoing to identify and repair any damage or leaks to our systems quickly to reduce water wastage. We are also considering improving our water collection through regular monitoring and maintenance of gutters, pipes and tanks.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 15,619 | 435 |
| 2014-2015 | 18,045 | 2,492 |
| 2015-2016 | 11,183 | 1,923 |

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.**



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

| 2016 WORKFORCE COMPOSITION | | | |
|---|---|---|---|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 3 | 5 | 0 |
| Full-time Equivalents | 2 | 2 | 0 |

### Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|---|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | |
| Masters | |
| Graduate Diploma etc.** | |
| Bachelor degree | 3 |
| 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 2016 were $3450.85

The major professional development initiatives are as follows:

- Principal business meetings, Miles cluster meetings, Band 5 meetings
- Finance workshops
- Two cluster moderation days
- Literacy & Numeracy training
- STEM workshops
- Positive Behaviour for Learning training
- Classroom Profiling training
- First Aid training
- Mandated training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

## Staff Attendance and Retention

### Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|---|---|---|---|
| Description | 2014 | 2015 | 2016 |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 98% | 94% |

### 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 2016.

## Key Student Outcomes

## Student Attendance

### Student attendance

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

| STUDENT ATTENDANCE 2016 | | | |
|---|---|---|---|
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 95% | 94% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 93% | DW | 90% |

*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.

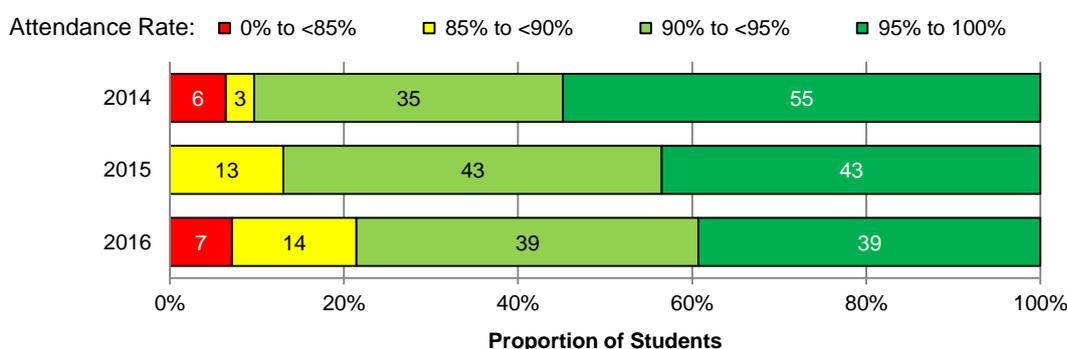The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

| 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 |
| 2014 | 91% | 94% | 95% | 96% | 97% | 96% | 97% | 93% | | | | | |
| 2015 | 95% | 90% | 95% | 96% | 94% | 96% | 98% | | | | | | |
| 2016 | 96% | 90% | 90% | 93% | 96% | 94% | 93% | | | | | | |

*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:

Attendance Rate: ■ 0% to <85%  ■ 85% to <90%  ■ 90% to <95%  ■ 95% to 100%

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|---|---|---|---|---|
| 2014 | 6 | 3 | 35 | 55 |
| 2015 | | 13 | 43 | 43 |
| 2016 | 7 | 14 | 39 | 39 |

Proportion of Students

### 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.
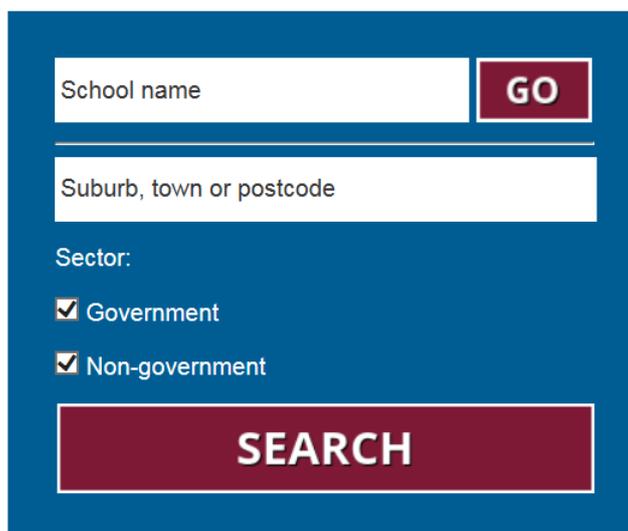
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At Dulacca State School we record and track attendance through data management using OneSchool. The principal contacts parents regarding absences and works with parents and students around improving attendance, punctuality and engagements. Finally there are continual reminders and information in the newsletter regarding the correlation between attendance and achievement. Our school supports the motto – Everyday Counts.

## 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.**



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.