Principal’s foreword

The Dulacca State School Annual Report 2010 provides parents and members of the school community with concise information about the school’s activities and performance over the past twelve months. It highlights the successes and achievements of the school, students and staff and identifies areas for further development and enhancement.

All Dulacca State School staff have a united approach to creating a learning environment that meets all of our students’ academic and social needs. At our school we have high expectations for all students as we believe every student can learn we are proud to play a part of the provision of high quality education in the district. At our school we put a high priority on developing literacy and numeracy skills, using technology to discover our world, building healthy bodies, expanding our thinking and learning how to have healthy relationships.

We believe in the importance of the school and family working together to achieve the best possible outcomes for our students and the P&C is an important part of our school community.

We encourage students to take responsibility for their own behaviour and leaning through the 5Cs, namely:

- Caring
- Cooperation
- Common sense
- Commitment
- Courtesy

In planning for learning, teachers make literacy skills a priority, believing that good literacy skills are crucial to everything that we do in life. We believe that literacy isn’t just about traditional reading and writing but also about communicating through speaking and technology.

Regards,
Jennifer Meehan
Principal
Dulacca State School
Introduction

This report outlines an overview of our school procedures and curriculum offerings. It also provides statistical information collected throughout 2010. It includes results from the National Assessment Program – Literacy and Numeracy (NAPLAN), School Opinion Survey and staff composition.

School progress towards its goals in 2010

Our focus for 2010 was to continue to improve student results in the areas of Literacy and Numeracy. We have been able to follow student progress through the development and implementation of a whole school assessment plan. We made a conscious effort to provide students with a two hour uninterrupted literacy block four days a week with class reading rotations assisted by teachers and teacher aides. Staff participated in First Steps in Reading to support the teaching of reading and ability to identify reading comprehension skills required for all ages.

In semester two the staff continued to look into effective teaching strategies for reading and comprehending and begun to investigate mathematical language required for all students. This area will continue to be this year’s focus.

Future outlook

Our goals for 2011 are based around Education Queensland saying – “Every day, in Every classroom Every student is learning and achieving”. To achieve this, our future direction for 2011 include:

- Continued focus on reading comprehension skills specifically inferential skills;
- Improve results in numeracy through the introduction of real life investigations, a focus on number and explicit teaching of problem solving;
- Development and implementation of a whole school assessment framework outlining school standards and targets;
- Understanding and readiness for the implementation of the National Curriculum;
- Development of staff training, confidence and competence in the delivery of our curriculum and in their role.
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep-Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2010 – Nov 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>20</td>
<td>26</td>
<td>85%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:
In 2010 Dulacca was a two teacher school. Our enrolments were generally consistent, with the majority of students remaining at Dulacca State School throughout the year.

Class sizes – Proportion of school classes achieving class size targets in 2010

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
<th>Percentage of classes in the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>On or under target</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>11</td>
<td>100%</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
<td>100%</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Classes</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

- Curriculum Block - our curriculum is based around the 8 Key Learning Areas with a focus on literacy and numeracy from Prep to Year 7. Students in Year 1 to 7 engage in a 2 hour literacy block 4 days a week and one hour mathematics block each day.

- The school has a visiting Physical Education teacher, a visiting LOTE teacher and a visiting music teacher. Learning support and Key teacher time are fully integrated into the class program. Access to a Guidance Officer occurs upon request.

- Behaviour lessons – students are supported through explicit lessons centred on our school rules to help improve student behaviour and understanding. Students participate in short lessons each week.

Extra curricula activities

In addition to the set curriculum, the students at Dulacca State School have access to a range of other opportunities. Students participated:

- As members of Tri-Star’s sporting team for Miles & District sporting activities. The Tri-Star’s comprise of students from Dulacca, Drillham and Condamine State Schools.

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

- In a yearly athletics coaching clinic with Drillham and Condamine with support from PCAP.

- In PCAP organised events such as Cultural Pursuits camp, Cultural Pursuits week at the school and outdoor activities such as canoeing.

- In an annual artist program which is supported by PCAP where students have the opportunity to develop their creative sides through The Arts.

- In activities such as Clean Up Australia, Under 8’s activities and Get Active Queensland and Camp Quality.

- In school camps at Columboola Environmental Education Centre and further afield.

How Information and Communication Technologies are used to assist learning

At Dulacca State School there is approximately a 1:3 ratio of computers to students. All computers have access to the school network and internet through the fibre optic or wireless network. The majority of computers are located in the classroom and used daily to enhance students learning through a range of approaches which include activities focusing on literacy and numeracy.
Our school at a glance

Dulacca State School operates on a positive behaviour policy where students are rewarded for good behaviour and encouraged to focus on the positive behaviours of other students. This policy is implemented through the Gotcha ticket.

Students are encouraged to seek support at Dulacca State School to ensure that they feel safe and supported at all times. The 2010 parent survey shows that 79% of the parent population are happy with their child’s school at Dulacca State School. Trust and respect are key underlying elements within the school and this is evident in the student’s interaction with each other, staff, and their surroundings.

Our community is informed through a weekly newsletter about what is occurring at the school as well as information about local and Education Queensland initiatives that may impact upon their children. The newsletter disseminates information as accurately as possible while the monthly P&C meetings are the forum for discussing, questioning and supporting school based decisions.

Parents receive two written reports, and have access to two interview periods each year, one per semester. Parents can request an interview at any time throughout the year to discuss their children’s progress.

Parent, student and teacher satisfaction with the school

Our school performance in the School Opinion surveys continues to improve in most areas even with the high variance caused by small cohorts.

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Result 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>71%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>86%</td>
</tr>
</tbody>
</table>

Involving parents in their child’s education.

Here at Dulacca State School parents are involved in their child’s education through our active P&C (Parents and Citizens Association). This group is involved in supporting the education and wellbeing of all students at the school. They organise various functions and activities that raises money for resources and activities within the school.

Parents support the school through running a weekly tuckshop for students, attending school camps and excursions and supporting preparation of resources and classroom material. They also contribute to sporting and training events, religious education, daily morning reading and the transport of students to various events. Parent support is very much appreciated.

Parent support in the classroom is always welcome. The degree and frequency is influenced by distance, the current unit of work and the needs of students, as well as organisational requirements. Parents are always welcome to visit the class.
Reducing the school’s environmental footprint

Our school encourages staff and students to reduce, reuse and recycle where possible. Staff are encouraged to turn off all electrical items at the end of each day, use air-conditioners at appropriate temperatures and manage water usage on a weekly basis. Other efforts to reduce the school’s environmental footprint have been made through using the council’s recycling program; use of an irrigation system set on a timers, and reusing paper. This will continue to be an area the school will work towards.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Electricity</th>
<th>Sewerage</th>
<th>Waste</th>
<th>Water</th>
<th>Gas</th>
<th>Other</th>
<th>Electricity Kwh</th>
<th>WaterKL</th>
<th>GasMJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$10,293</td>
<td>$4,062</td>
<td>$0</td>
<td>$346</td>
<td>$5,885</td>
<td>$0</td>
<td>$0</td>
<td>20,263</td>
<td>2,288</td>
<td>0</td>
</tr>
<tr>
<td>2009</td>
<td>$6,056</td>
<td>$3,408</td>
<td>$0</td>
<td>$0</td>
<td>$2,318</td>
<td>$0</td>
<td>$330</td>
<td>20,534</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>% change 2009 - 2010</td>
<td>70%</td>
<td>19%</td>
<td>N/A</td>
<td>N/A</td>
<td>154%</td>
<td>N/A</td>
<td>-100%</td>
<td>-1%</td>
<td>2188%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Staff composition, including Indigenous Staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers.

- **Doctorate**: 0
- **Masters**: 0
- **Bachelor degree**: 4
- **Diploma**: 0
- **Certificate**: 0

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was $5340.00.

The major professional development initiatives are as follows:

- Reading Skills and Strategies (First Steps in Reading – all staff)
## Our staff profile

- Classroom Behaviour Management
- Year 2 Net Validation
- District Moderation
- Code of Conduct Training
- OneSchool timetabling & finance in-service
- Principal conferences, Business Meetings & Band 5 / Miles Principal cluster meetings

The involvement of the teaching staff in professional development activities during 2010 was 100%.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 98% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff were retained by the school for the entire 2010 school year.
**Key student outcomes**

**Attendance**

**Student attendance - 2010**

The average attendance rate for the whole school as a percentage in 2010 was 91%.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>89%</td>
<td>93%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>93%</td>
<td>85%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Rolls are marked twice a day. Student non-attendance needs to be explained by parents / carers through the use of notes, emails, phone calls or faxes to the school, preferably on the day of question. The Principal will follow up absences with families if for more than 3 days without an explanation.

For long absences parents are asked to keep the school informed and discuss anticipated long absences with the school prior to the event occurring.
Performance of our students

Achievement – Years 3, 5, 7, and 9

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 MySchool website at http://www.myschool.edu.au/

To access our NAPLAN results, click on the MySchool 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

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 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

During 2010 our school had a small percentage of students who were indigenous attending Dulacca State School. In 2010 the student attendance rate for indigenous students was above the state average and higher than non-indigenous students for our school. In 2010 the year 3 cohort was too small to allow public reporting.