Principal’s foreword

The Dulacca State School Annual Report 2011 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 2011. It includes results from the National Assessment Program – Literacy and Numeracy (NAPLAN), School Opinion Survey and staff composition.

School progress towards its goals in 2011

During 2011 our school was committed to everyday. We based our belief on the Education Queensland saying – “Every day, in every classroom, every student is learning and achieving”. We focused our community on the importance of every day counting in their child’s educational journey and worked towards improved attendance. By focusing on every day and every student we saw an increase in student attendance and this supported the improvement in academic results.

We continued to focus on improving our reading comprehension skills and strategies with explicit lessons on reading skills each morning. We continued to engage the wider community in this focus by encouraging parents and community members to volunteer for reading each morning before school. We provided parent training around reading at school and involved parents in the Ready Reader program.

As a school we began to prepare for the implementation of the National Curriculum providing training to all staff members throughout the year. We participated in a number of organised workshops both in school and outside of school.

Finally staff were able to create a whole school assessment framework outlining school standards and targets. This document will continue to be a focus this year as we begin implementation.

Future outlook

Our goals for 2012 are focused on the implementation of the National Curriculum in the subject areas of English, Mathematics and Science.

Our future direction for 2012 include:

- Increasing spelling knowledge and strategies across the year levels
- Improve writing skills with daily writing tasks including grammar and punctuation
- Application of mathematics in real life situations
- Continued focus on reading skills and strategies and comprehension
- Continued professional develop around the implementation and delivery of the National Curriculum for all teaching and non-teaching staff
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 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>16</td>
<td>19</td>
<td>92%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

In 2011 Dulacca State School was a two teacher school. Our enrolments were lower than the previous year as a couple of families moved from the area and we lost a large cohort of year 7 students to high school. Dulacca State School has a range of student backgrounds. The school currently has no indigenous or ESL population.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>13</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>NA</td>
</tr>
<tr>
<td>All Classes</td>
<td>18.5</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>0</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>
Our school at a glance

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 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.
- 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.

Social climate

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 2011 parent survey shows that 87% 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. Our school prides itself on the five C’s: Caring, Cooperation, Courtesy, Common Sense and Commitment.
Our school at a glance

Parent, student and teacher satisfaction with the school

Staff, parents and students were satisfied that Dulacca State School is a good school. Our results have shown an increase in most areas from 2010 – 2011.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>80%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>67%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>87%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>100%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Here a Dulacca State School parents are involved in their child’s education through a variety of methods including through our active P&C (Parents and Citizens Association), weekly tuckshop, morning reading program, interviews, volunteer work, sporting training, religious education, classroom support and school camps. Parents support is very much appreciated at our school and is welcomed.

Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Dulacca State 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 the day, use air-conditioners at appropriate temperatures and manage water usage on a weekly basis. The solar schools program has been a major focus for the school during 2011 with the instalment of solar panels. This program will continue to be the schools focus during 2012 as we finalise our commitments. Environmental awareness has continued with the recycling program gaining momentum within the school and community. The school will continue to encourage recycling.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>17,770</td>
<td>0</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Our staff profile

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>2</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 2011 was $6156.

The major professional development initiatives are as follows:
- First aid training (all staff)
- OneSchool training
- Principal conferences, Business Meetings and Cluster Meetings
- National Curriculum (professional reading, discussions, trial implementation, off campus courses and collaborative planning sessions)
- Literacy and Numeracy training
- Symphony of Teaching and Learning (ICT based)

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 62% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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 says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>’. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 98%. The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>96%</td>
<td>98%</td>
<td>93%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>99%</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

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 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.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. School Process for absences explained at enrolment:

- Parents are required to notify the school of any absence either by phone or written note.
- Rolls are marked twice a day
- 5 day unexplained absences referred to administration for follow up
- Patterns of non-attendance referred to administration for follow up
- Letters are sent to parents or contact made by phone
- Reminders via the school newsletter

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/](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 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.
Performance of our students

Achievement – Closing the Gap

Our school currently has no Indigenous students.