



Dulacca State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

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From the Principal

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 has a proud history in a grain and grazing community. Today, Dulacca State School provides education for Prep to Year 6 in a multi-age setting.

Dulacca State School embodies the school motto of 'Onwards and Upwards' through the belief that every student, each day, can and will achieve educational success, and personal growth. Dulacca State School has dedicated and skilled staff who offer personalised learning opportunities through quality, accessible, and challenging engagements with the Australian Curriculum. The school is a professional learning community with staff taking ownership of students' progress and building their capacity to ensure current and consistent practices for improving student learning. This has included the implementation of whole-school reading, spelling and mathematical practices ensuring high levels of student achievement for NAPLAN and in-school assessments.

During the past 5 years, the school has successfully implemented Positive Behaviour for Learning (PBL). This prioritises the principles 'Be a Learner, Be Respectful and Be Responsible and Safe'. Staff, students and parents work collaboratively to ensure a supportive and inclusive school environment for all. The school has an active Parents and Citizens Association (P&C) who support the direction and management of our school. They fundraise, manage the weekly tuckshop, assist in sporting carnivals and other events, provide after school training sessions and purchase classroom and library resources.

Dulacca State School is committed to the academic, personal and physical development of our students. Students have access to a wide range of sporting events throughout the year, biannual camps, choir, APSMO Math Challenge, Wonder of Science, community ANZAC Day service, Harmony Day, Day for Daniel, Book week and the Premier's Reading Challenge. Students' wellbeing is also nurtured through a variety of activities including mindfulness meditation, active brain breaks, social skill building and gratitude. We believe that this whole body approach to education will ensure resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.



Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

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 2019, 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.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	24	23	21
Girls	13	12	9
Boys	11	11	12
Indigenous	2	1	1
Enrolment continuity (Feb. – Nov.)	76%	87%	86%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3	15	20	21
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum implementation

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, Health & Physical Education and LOTE.

- 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.
- The school has a visiting Physical Education and Music 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.

Extra-curricular activities

In addition to the set curriculum, the students at Dulacca State School have access to a range of extra-curricular 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 sporting skills in the 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 Harmony Day, Premier's Reading Challenge, Under 8's activities, Book Week and Book Fair.
- In school camps at Tallebudgera and a biannual whole school camp.

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, BeeBots and 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 distributed 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.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	80%
• their child likes being at this school* (S2001)	100%	88%	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%	80%
• their child is making good progress at this school* (S2004)	100%	100%	80%
• 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%	80%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	83%	88%	80%
• they can talk to their child's teachers about their concerns* (S2009)	100%	88%	80%
• this school works with them to support their child's learning* (S2010)	100%	100%	80%
• this school takes parents' opinions seriously* (S2011)	100%	88%	80%
• student behaviour is well managed at this school* (S2012)	100%	75%	80%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	100%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	89%	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)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	75%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• 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)	88%	83%	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.

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 education programs

Dulacca State School takes a proactive approach to respectful relationships. During the past 5 years, the school has successfully implemented Positive Behaviour for Learning (PBL). This prioritises the principles '*Be a Learner, Be Respectful and Be Responsible and Safe*'. Through our weekly behaviour focus students develop knowledge and skills for appropriate, respectful and healthy behaviours and relationships. Throughout the year focus areas included identifying behaviours as rude/mean/bullying, resolving conflict and processes for reporting. Students also participated in the Daniel Morcombe Child Safety and Health Curriculum with aims to teach children about personal safety and awareness, including cybersafety, by focusing on three key safety messages: Recognise, React and Report.



School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	0	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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. Students are encouraged to recycle where possible including reusing paper. 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.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	13,557	18,641	21,165
Water (kL)	2,658	262	802

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	4	0
Full-time equivalents	2	2	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2019 were \$3522.56

The major professional development initiatives are as follows:

- Desley Konza – The Big 6 of Reading
- How to Teach Reading online modules
- QLD Association Wellbeing for Women Educators
- Australian Curriculum planning meetings
- Principal business meetings, Miles cluster meetings, Band 5 meetings
- Finance workshops
- Cluster Moderation
- Positive Behaviour for Learning training
- First Aid training
- Mandated training

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	97%

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 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	89%	92%	92%
Attendance rate for Indigenous** students at this school	74%	68%	DW

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep	89%	79%	99%
Year 1	90%	95%	94%
Year 2	86%	86%	82%
Year 3	90%	DW	96%
Year 4	88%	91%	85%
Year 5	91%	96%	93%
Year 6	89%	97%	94%

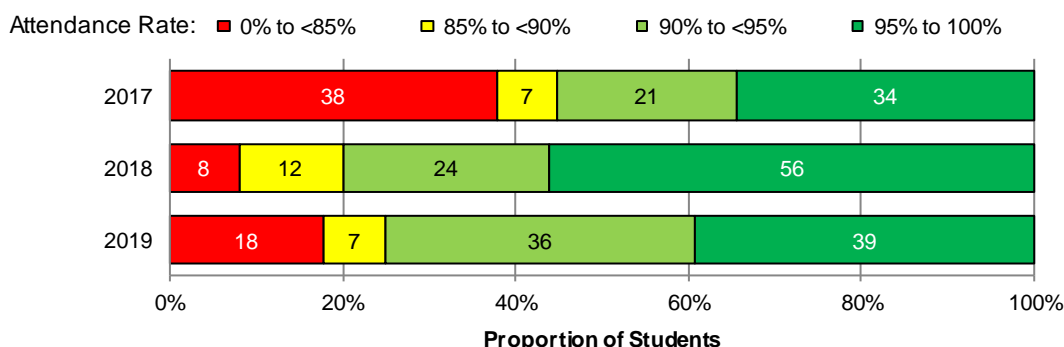
Year level	2017	2018	2019
Year 7		100%	100%
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.