



Dallarnil State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Dallarnil State School is a Band 5 school and is set in a rural community approximately 80 kilometres west of Maryborough and 95 kilometres southwest of Bundaberg. Dallarnil State School aims to assist students to become life-long learners. The overall outcomes of the curriculum offered contain the elements common to all key learning areas and collectively describe the valued attributes of a life-long learner. Dallarnil State School operates a multi-age and inclusive learning environment with varying numbers across the year levels. In consultation with the school, parents and community members we have identified six Global Learning Outcomes for our school and its students. These Global Learning Outcomes are encouraged, nurtured and developed across all year levels at Dallarnil State School. These Outcomes include to be a life-long learner, to possess good communication skills allowing for effective communication, to be an active and responsible citizen in the community, to be self-managed, independent and an effective team member, to make meaning of and use information effectively (both written and information technology) and to be confident and have a positive outlook about themselves.

School progress towards its goals in 2018

In 2018, our school's Annual Implementation Plan goals included-

- Writing Focus across P-6, investigating a Dallarnil State School Writing How To, with an Editing and Proofing Guide.
- Continue to build an Expert Teaching Team, using Effective Pedagogical Practices, investigating the Age Appropriate Pedagogies. Teaching and Learning Review in 2018.
- STEM Initiatives and Professional Development – looking at working towards introducing STEM programs into the school across P-6, utilizing the STEM grant funding.

Future outlook

In 2019, our school and community members have been actively involved in setting targets and identifying preferred futures for the school. In partnership the following priorities have been established:

- To continue to Build an Expert Teaching Team, using the Literacy Continua to map student reading progress using data for individual Reading Goals. School Teaching Team will investigate Age Appropriate Pedagogies, as part of the teaching framework for our classrooms.
- School staff will work with the Regional Positive Behaviour for Learning Coach to research the background behind the Approach. This framework could be a possible basis for Dallarnil State Schools Behaviour and Learning Framework.
- From the Teaching & Learning Review, consultation with the whole school community will investigate new Vision and Value Statements for the school.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	27	25	34
Girls	9	8	16
Boys	18	17	18
Indigenous	3		2
Enrolment continuity (Feb. – Nov.)	100%	96%	100%

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 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The school enrolment is stable and has grown steadily over the last 4 years to be in the low to mid 30's in number consistently. The demographic characteristics of our student body include the majority of students attending from our school catchment area. Children of staff also attend Dallarnil State School, who live outside the school boundary. Most families are from rural backgrounds, have stable occupations and live on farms or property.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	14	12	17
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 delivery

Our approach to curriculum delivery

The outcomes from eight key learning areas form the basis of our core learnings, around the National Curriculum for English, Maths and Science. Provisions are made across all year levels for any student/s who need additional learning experiences and for students who demonstrate higher level understandings.

Due to classroom organization students can easily be accommodated at a level best suited with their individual learning needs. Through inclusive practice, the needs of all students will be catered for. For children with special needs, this school significantly supports these students through purchasing extra teacher aide time, accessing an intervention teacher and one to one support.

The teaching of Language, Music and the coverage of Health and Physical Education strand – Developing Concepts and Skills for Physical Activity will be carried out by specialist teachers. Personal Development and Health Promotion will be ongoing throughout the year.

Dallarnil State School organises and delivers curriculum through our three-year cyclic organiser, with the National Curriculum being delivered in English, Maths, Science, HASS with the other KLAs based around the Australian Curriculum. Our Curriculum Framework is applicable with the Australian Curriculum at its core.

These areas have been developed as a response to cluster, community and student consultation that identified an emphasis on Literacy and Numeracy. The view expressed was a belief that academic, social and personal balance is essential. Students need to be independent and self-directed learners.

Co-curricular activities

Project Club is organised and conducted by the students. Many fundraising events are held throughout the year

Biggenden & District State Schools' Sport, North Burnett Zone Sport, Wide Bay School Sport.

Biggenden Show, ANZAC Day, JRFH, Religious Instruction – Isis Parishes.

School Chaplaincy Program

How information and communication technologies are used to assist learning

Teacher/s are constantly integrating information and communications technologies (ICTs) in the classroom. Effective use of ICTs is a major component for all students' learning at Dallarnil State School. The philosophy of this school is that computers are essential to the teaching and learning process and should not be taught or considered a separate subject. Students and teachers use computers extensively throughout their regular daily routine and activities. Work stations and ipads are used. Specific activities include:-

Participating in "Type Quick for Students", "Type to Learn" and "Typing Tournament" to enhance their keyboard skills

A variety of Educational Programs, such as Literacy Planet, Rainforest Maths, Maths Basics and Mathletics, that reinforce curriculum areas such as spelling, grammar and number facts

Word Processing and Desktop Publishing; iPads, Apps.

Web Quests, Powerpoint, Publisher, Photo Story 3, Paint, Educational Software

Internet use for research – Google and Wikipedia - and Email

School Website and Facebook page

Social climate

Overview

Responsible Behaviour Management Plan for Students:

In 2018 Dallarnil State School re-read in collaboration with parents and staff, our Responsible Behaviour Management Plan for Students and the School Community, including components around cyber bullying. This was part of our Teaching and Learning Review. In 2017, the Plan was reviewed to ensure that the policy remained effective and met the needs of our school's students.

No form of bullying is tolerated at Dallarnil State School and all reports are investigated and handled by the Principal. Interviews with the students concerned, discussions concerning the behaviours displayed and follow up telephone conversions with parents, have all proven very effective measures on the rare occasion an incident may occur.

Religious Instruction offerings for 2018 were once a fortnight from the Ministers of the Childers Diocesis'. Our school was successful again in our application for School Chaplaincy funding and our School Chaplain began in term 4, 2012.

Following are the expectations of the Dallarnil State School community and students for all persons participating in its educational program (SERS).

Safety ~ School community members will act in a responsible manner that presents no danger to the physical or emotional security of themselves or others.

Effort ~ School community members will be mindful of the fact that the primary aim of schooling is student learning. Each member will actively fulfil their role in promoting this process to the best of their ability.

Respect ~ School community members will treat each other with courtesy and consideration at all times, being mindful of the rights and differing responsibilities of each person. Such courtesy will be reflected in both action and communication.

Self-Responsibility ~ School community members will endeavour at all times to make appropriate behaviour choices relative to the social context, and accept accountability for the outcomes of their actions.

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:	2016	2017	2018
• their child is getting a good education at school (S2016)	86%	100%	67%
• this is a good school (S2035)	86%	100%	67%
• their child likes being at this school* (S2001)	86%	100%	67%
• their child feels safe at this school* (S2002)	100%	100%	83%
• their child's learning needs are being met at this school* (S2003)	86%	78%	67%
• their child is making good progress at this school* (S2004)	86%	100%	83%
• 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)	71%	88%	83%
• teachers at this school motivate their child to learn* (S2007)	86%	100%	83%
• teachers at this school treat students fairly* (S2008)	43%	56%	67%
• they can talk to their child's teachers about their concerns* (S2009)	100%	89%	83%
• this school works with them to support their child's learning* (S2010)	86%	89%	83%
• this school takes parents' opinions seriously* (S2011)	86%	78%	67%
• student behaviour is well managed at this school* (S2012)	71%	89%	67%
• this school looks for ways to improve* (S2013)	86%	100%	67%
• this school is well maintained* (S2014)	100%	89%	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:	2016	2017	2018
• they are getting a good education at school (S2048)	83%	91%	78%
• they like being at their school* (S2036)	82%	73%	67%
• they feel safe at their school* (S2037)	75%	91%	78%
• their teachers motivate them to learn* (S2038)	92%	82%	89%
• their teachers expect them to do their best* (S2039)	100%	100%	88%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	91%	78%
• teachers treat students fairly at their school* (S2041)	73%	45%	67%
• they can talk to their teachers about their concerns* (S2042)	83%	91%	89%
• their school takes students' opinions seriously* (S2043)	82%	82%	50%
• student behaviour is well managed at their school* (S2044)	83%	91%	33%
• their school looks for ways to improve* (S2045)	83%	91%	89%
• their school is well maintained* (S2046)	90%	91%	44%
• their school gives them opportunities to do interesting things* (S2047)	83%	91%	89%

Percentage of students who agree [#] that:	2016	2017	2018
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* 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:	2016	2017	2018
• they enjoy working at their school (S2069)	78%	89%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	89%	100%
• they receive useful feedback about their work at their school (S2071)	89%	89%	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)	78%	89%	100%
• students are treated fairly at their school (S2073)	78%	78%	100%
• student behaviour is well managed at their school (S2074)	89%	89%	100%
• staff are well supported at their school (S2075)	78%	89%	100%
• their school takes staff opinions seriously (S2076)	78%	89%	83%
• their school looks for ways to improve (S2077)	89%	89%	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

Dallarnil State School promotes an open door policy where parents or caregivers are encouraged to discuss their child's overall progress academically or socially with teachers as the need arises. As a small school, Dallarnil State School actively encourages parents to become involved in their child's education. This involvement can take many forms, but may include;

- ❖ Working as a classroom volunteer, tuckshop preparation and school open/celebratory days.
- ❖ Accompanying children on excursions, sporting events, camps and other outings. Parents often provide transport to and from these events.
- ❖ Communicating and discussing concerns with the school's teacher/principal.
- ❖ Involvement in the P&C Association, where parents are encouraged to become involved in school decision making such resource purchasing and verification of the Annual School documents, School, Budget, School Operational Plan and Annual Report.
- ❖ Our school is very proud of the active parent support within our community.

Communication between the school and home is undertaken using the following methods:

- ❖ Newsletter ~ A school newsletter is published every week on a Friday. This publication is distributed to each family member, staff, as well as surrounding schools and district personal. It is also available to visiting support staff and interested community members. Electronic versions are also emailed to recipients such as local paper, the Central North Burnett Times, staff and some families/community members.
- ❖ Report Cards ~ Student progress reports are issued at the end of each semester (in June & December).

- ❖ Student Weekly Reports ~ Student Weekly Reports are sent home for signing each week and these include information on Homework, Behaviour, Spelling and Test results and Class Effort overall through the week.
- ❖ Data Notebooks ~ Student Data Notebooks are completed weekly by students to allow them to track their individual progress in attendance; goals; handwriting speed & accuracy and maths EMMS & JEMMS.
- ❖ Parent / Teacher Interviews ~ Interviews are invited when Semester One and Two reports are sent out in June and December. Parent / Guardians who require an interview to discuss their children's progress at any other time are welcome to make an appointment to see the Principal and/or class teacher.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful, equitable and healthy relationships. We have been teaching our students at Dallarnil State School about respectful relationships through our school-wide behaviour program called S.E.R.S. for many years. S.E.R.S. stands for Safety, Effort, Respect for All and Self-Responsibility and our whole school community is aware and embraces these values and behaviours. Our students are taught social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, stereotypes, human rights, risk and responsible decision-making. Our student Project Club recognises and acknowledges the acceptable social behaviours and relationships in making a good citizen. Students are encouraged to speak to a responsible adult if or when they are feeling unsafe.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	1
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

In 2018, the school continued to appreciate the full benefit of the 'Solar Schools' Program. As shown below, the solar energy produced by the panels compared the electricity use. Water usage at our school is solely from tanks, so we are able to sustain our own water supply. The students are very conscious at our school to also recycle food scraps for compost and paper/newspaper for drafting purposes or garden mulch. The school's vegetable patch is also very popular with both our classes.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	3,087	8,624	15,972
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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	5	5	0
Full-time equivalents	3	3	0

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	
Bachelor degree	2
Diploma	2
Certificate	

*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 2018 were \$2715.53.

The major professional development initiatives are as follows:

The major professional development initiatives are as follows: Whole staff First Aid and CPR Training and Refreshers; Dr Carol Christianson Early Years Literacy Program in Comprehension and Decoding; Reading Doctor Training and Prep Reading. '7 Steps to Writing Success' workshops were also attended. Cluster Moderation, OneSchool Training in Budget, Asset Management and EOY Finance for Admin staff. The Principal attended the Central Queensland Principal's Conference in Longreach and Junior Secondary Meetings and Chaplaincy Meetings in Childers. Workshops for staff were held at staff meetings eg. Training Updates for Code of Conduct, Student Protection and WPH&S Risk Assessment. Our school Cleaner also training with School Business Management.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%, as per our school records in OneSchool and personal professional development logs.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	94%	97%	95%
Attendance rate for Indigenous** students at this school	82%	100%	79%

* 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	2016	2017	2018
Prep	94%	98%	95%
Year 1	99%	100%	90%
Year 2	90%	100%	95%
Year 3	98%	97%	97%
Year 4	94%	95%	95%
Year 5	98%	95%	96%
Year 6	95%	98%	94%

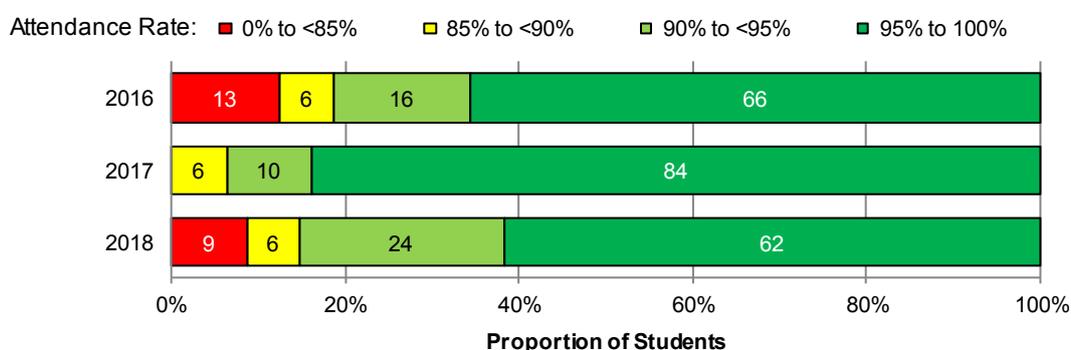
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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.

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.

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](http://www.myschool.edu.au/) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

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.