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Contact Person	Mrs Andrea J. Kelly ~ Principal

Principal's Foreword

Introduction

Rational

Dallarnil State School is a Band 5 school located in Central Queensland Region and is set in a rural community approximately 80 kilometres west of Maryborough and 95 kilometres southwest of Bundaberg.

The School Annual Report provides parents, staff, students and the community with meaningful information about the school. It provides information regarding the school environment, achievements, and curriculum offerings as well as information relating to staff and parents in regards to their satisfaction with the school. For those parents, carers or persons responsible for a student who are unable to access this report on the internet or would prefer a hard copy of the document; copies are available on request from the school office and may be obtained during school hours.

Mission Statement

Dallarnil State School aims to assist students to become lifelong 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 lifelong 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 (6) 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.

They are, for students: -

- ❖ To be a lifelong 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 i.e. Written Language and Information Technology
- ❖ To be confident and have a positive outlook about themselves

School Progress Towards its Goals in 2014

In 2014, our school's Annual Implementation Plan goals included-

- Mastery of Explicit Instruction Pedagogy from Pedagogical Framework for all staff
- Guided Reading Programs in both classrooms to be fully implemented in 2014. These programs, by targeting staff and resources in the classrooms at focussed times, allowed for successful implementation.
- Explicit Instruction Agenda must be a clear and visible statement in every classroom.
- Teaching and Learning Audit and Discipline Audit in 2014. Audit results were excellent and very pleasing. Areas were addressed quickly and efficiently by teaching and support staff.
- 2014 QSR. Whole School Review. Process concluded 2014.
- Seven Steps of Writing to be embedded in classrooms. Very successful and writing improvement across the school is evident.
- Project 600, Year 5 Reading Comprehension. Very successful for this cohort of students.



Future Outlook

In 2015, 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:

- Reading, Writing and Numeracy as continued focus areas. Investigate and develop a school based understanding of Blooms Taxonomy, with focus on the two higher strategies to encourage higher order thinking; 7 Steps of Writing; Problem Solving – EMMS & JEMMS.
- Attendance - Every Day Counts philosophy through student Data Notebooks, P&C Meetings, weekly Newsletters and community events.
- Upper 2 Bands and Higher Order Thinking - Explicitly teach Bloom's Taxonomy across all year levels
- Project 600, Year 5, Reading Comprehension
- NAPLAN focus for Years 3, 5 and 6 – data validation

School Profile

Coeducational or single sex:

Coeducational

Year levels offered:

Prep – 7

Total Student Enrolments for this School:

Year	Total Enrolment	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	30	14	16	74%
2013	31	12	19	94%
2014	33	14	19	85%

Characteristics of the Student Body:

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. We have had no indigenous or ESL families enrol for a number of years.

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. We have some enrolments currently from outside our catchment area, which have been approved by Education Queensland. Most families are from rural backgrounds, have stable occupations and live on farms or property.

Average Class Sizes

Phase	Average Class Size			
	2012	2013	2014	Over Target
Prep – Year 3	17	16	18	0%
Year 4 – Year 7	17	15	15	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014
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

* Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.



Curriculum Offerings

Our Distinctive Curriculum Offerings

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 LOTE, 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, History and Geography with the other KLAS based around the Australian Curriculum. Our Curriculum Framework is still applicable with the national 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.

Extra Curricula Activities

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

Biggenden District State Primary Schools' Sport's Management Committee, North Burnett Zone Sport.

Biggenden Show, ANZAC Day, JRFH, Religious Education – 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 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

Year 6 & 7 students LOTE via Elearning



Social Climate

Responsible Behaviour Management Plan for Students:

In 2013 Dallarnil State School reviewed, in collaboration with parents and staff, our Responsible Behaviour Management Plan for Students and the School Community, including components around cyber bullying. In 2014, the Plan was reviewed to ensure that the policy remained effective and met the needs of our school's students, as in 2013.

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 conversations with parents, have all proven very effective measures on the rare occasion an incident may occur.

Religious Education offerings for 2014 were once a fortnight from the Ministers of the Childers Diocese. Our school was successful 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 teacher satisfaction with the school

Parents, teachers and students are very satisfied with the educational programs, both academically and behaviourally, provided at Dallarnil State School, as the percentages below support.

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
their child is getting a good education at school (S2016)	100%	85%	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)	91%	85%	100%
their child is making good progress at this school* (S2004)	100%	92%	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)	91%	92%	100%
teachers at this school motivate their child to learn* (S2007)	91%	92%	100%
teachers at this school treat students fairly* (S2008)	91%	85%	83%
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%	92%	100%



this school takes parents' opinions seriously* (S2011)	91%	92%	100%
student behaviour is well managed at this school* (S2012)	100%	92%	100%
this school looks for ways to improve* (S2013)	90%	92%	83%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure

Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	100%	100%
they like being at their school* (S2036)	91%	85%	86%
they feel safe at their school* (S2037)	92%	92%	93%
their teachers motivate them to learn* (S2038)	92%	92%	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)	92%	77%	93%
teachers treat students fairly at their school* (S2041)	75%	62%	86%
they can talk to their teachers about their concerns* (S2042)	83%	85%	93%
their school takes students' opinions seriously* (S2043)	73%	85%	86%
student behaviour is well managed at their school* (S2044)	75%	77%	100%
their school looks for ways to improve* (S2045)	100%	92%	100%
their school is well maintained* (S2046)	92%	92%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	93%

Performance measure

Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		100%	100%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		91%	100%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended. DW = Data withheld to ensure confidentiality



Involving Parents in their Child's Education

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.

Reducing the School's Environmental Footprint

In 2012, 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.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL
2011 - 2012		-	\$0	\$0	\$0	\$0	\$0	97, 436	0
2012- 2013		-	\$0	\$0	\$0	\$0	\$0	12, 446	0
2013 - 2014		-	\$0	\$0	\$0	\$0	\$0	10, 893	0

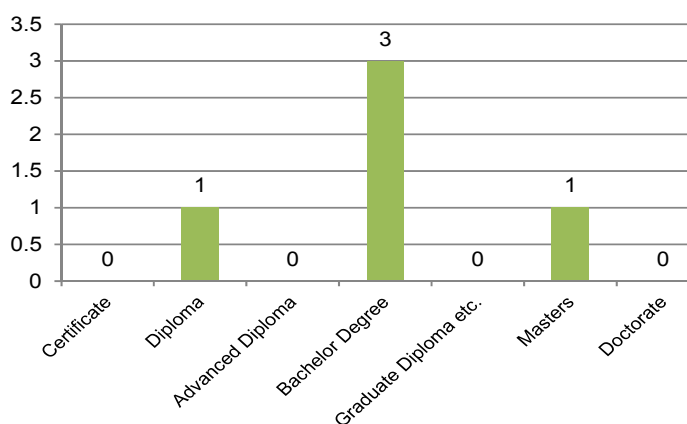


Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	5	4	0
Full-time equivalents	3	2	0

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	3
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	5



From 2006, Dallarnil State School has been a (2) teacher school, with the class break up being Prep-3 and 4-7.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was **\$3, 318.81**

The major professional development initiatives are as follows: Whole staff First Aid and CPR Training and Refreshers; Problem Solving in Numeracy; Reading Doctor; Technology In Classrooms – Gladstone; One School Training in Budget, Asset Management and EOY Finance for Admin staff. The Principal attended Principals Business Days and Junior Secondary Meetings and Chaplaincy Meetings in Childers. Other Cluster and Small School Principal meetings were attended, along with the Regional Principal's Conference in Yeppoon. Workshops for staff were held at staff meetings e.g. Asthma training. Training Updates for Code of Conduct, Student Protection and WPH&S Risk Assessment. Our school Cleaner also attended Training Meetings.

The involvement of the teaching staff in professional development activities during 2014 was **100%**, as per our school records in OneSchool and personal professional development logs.

Average staff attendance

Staff attendance for permanent and temporary staff and school leaders.

2012 – 98.2%

2013 – 99%

2014 – 99%

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 2014 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/>

(The School information below is available on the My School web site. For parents / caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School web site)

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.

Find a school

Search by school name

GO

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 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.

Achievement ~ Closing the Gap

The 'Closing the Gap Education Strategy' is the department's overarching strategy for the education of Aboriginal and Torres Strait Islander students in state schools. The strategy sets three state-wide targets for Queensland state schools – halve the gap in Year 3 reading, writing and numeracy by 2012; close the gap in student attendance by 2013; and close the gap in Year 12 retention by 2013.

Over the past four years, Dallarnil State School has had no indigenous students in Year 3. Therefore, comments cannot be made on NAPLAN performance. In addition, due to the small or no number of Indigenous students across the school, comments cannot be made. However, Indigenous perspectives are taught in all year levels and across all learning areas.



Key Student Outcomes

Attendance

Student attendance

The overall attendance rate for the students at this school (shown as a percentage)

2012 – 96% 2013 – 93% 2014 – 94%

The overall attendance rate in 2014 for all Queensland state Primary schools was 92%

The student attendance rate for each year level (shown as a percentage) for 2012, 2013 and 2014.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
96 %	96 %	97 %	97 %	DW	97 %	98 %
91%	99%	90%	95%	95%	90%	95%
92%	94%	100%	93%	97%	96%	94%

DW = data withheld to ensure confidentiality

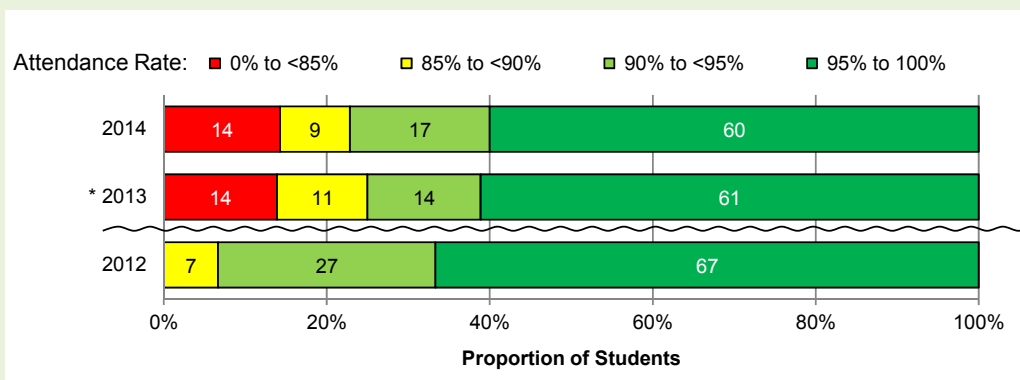
Description of how non-attendance is managed by the school

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 at Dallarnil State School with the marking of the class roll twice daily. Parents advise of student absences at our school with a telephone call, written note or personal interview. Absences that extend over three days and are unexplained are followed up by the school with a telephone call home, from the class teacher or Principal.

Student Attendance Distribution

The proportions of students by attendance range.



National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5 and 7

The data for our 2013 Year 3, 5 and 7 students will be withheld due to the small cohort in those year levels. Collectively from 2010 to 2013, we have had all our students in Year 3, 5 and 7 at or above the National Minimum Standards in Spelling and Numeracy is also strong across the school. We have been able to identify these areas as strengths and an area for improvement in Writing. In 2014, Reading and Writing will be concentrated areas across the whole school. We use NAPLAN data as a small part of our comprehensive, internal monitoring systems and data across all year levels from Prep – Year 7.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the [MySchool website](http://www.myschool.edu.au/) 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.



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Sector ☒ Government

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