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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 2015

In 2015, our school's Annual Implementation Plan goals included-

- Mastery of Explicit Instruction Pedagogy from Pedagogical Framework for all staff
- Explicit Instruction Agenda must be a clear and visible statement in every classroom.
- Seven Steps of Writing to be embedded in classrooms. Very successful and writing improvement across the school is evident.
- Embed a shared understanding and pedagogical practice of reading 1. Reading Aloud to students; 2. Modelled Reading; 3. Shared Reading; 4. Guided Reading; 5. Independent Reading. 2015 Staff met this whole school goal.
- Staff to use Higher Order Thinking Skills Framework as a foundation for all classroom planning.



Future Outlook

In 2016, 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:

- Whole School Curriculum and Pedagogy – Writing. Using the key strategies based around the 7 Steps of Writing Program, develop a whole school plan.
- Whole School Curriculum and Pedagogy – Numeracy. Embed EMMs and JEMMs to extend students' ability to respond to numeracy problems and maths strategies.
- Ensure real life maths in action in the classroom, developing students' problem solving skills - STEM
- Differentiation – use data to inform pedagogical practise and improve student outcomes.

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered: Prep – 6

Total Student Enrolments for this School:

Year	Total Enrolment	Girls	Boys	Indigenous	Enrolment (Feb – Nov)	Continuity
2013	31	12	19			94%
2014	33	14	19	1		85%
2015	32	11	21	1		87%

Student counts are based on the Census (August) enrolment collection. *From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program. *Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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.

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

Phase	Average Class Size			
	2013	2014	2015	Over Target
Prep – Year 3	16	18	16	0%
Year 4 – Year 6	15	15		0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014	2015
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

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.



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 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 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 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



Social Climate

Responsible Behaviour Management Plan for Students:

In 2015 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 2015.

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 Instruction offerings for 2015 were once a fortnight from the Ministers of the Childers Diocese. 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 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	2013	2014	2015
Percentage of parent/caregivers who agree[#] that:			
their child is getting a good education at school (S2016)	85%	100%	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)	85%	100%	100%
their child is making good progress at this school* (S2004)	92%	100%	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)	92%	100%	100%
teachers at this school motivate their child to learn* (S2007)	92%	100%	100%
teachers at this school treat students fairly* (S2008)	85%	83%	75%
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)	92%	100%	100%



this school takes parents' opinions seriously* (S2011)	92%	100%	75%
student behaviour is well managed at this school* (S2012)	92%	100%	100%
this school looks for ways to improve* (S2013)	92%	83%	100%
this school is well maintained* (S2014)	100%	100%	100%

Performance measure

Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	90%
they like being at their school* (S2036)	85%	86%	90%
they feel safe at their school* (S2037)	92%	93%	89%
their teachers motivate them to learn* (S2038)	92%	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)	77%	93%	90%
teachers treat students fairly at their school* (S2041)	62%	86%	80%
they can talk to their teachers about their concerns* (S2042)	85%	93%	90%
their school takes students' opinions seriously* (S2043)	85%	86%	80%
student behaviour is well managed at their school* (S2044)	77%	100%	67%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	92%	100%	90%
their school gives them opportunities to do interesting things* (S2047)	92%	93%	90%

Performance measure

Percentage of school staff who agree [#] that:	2013	2014	2015
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)	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%	92%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	100%	91%	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%

'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.

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.

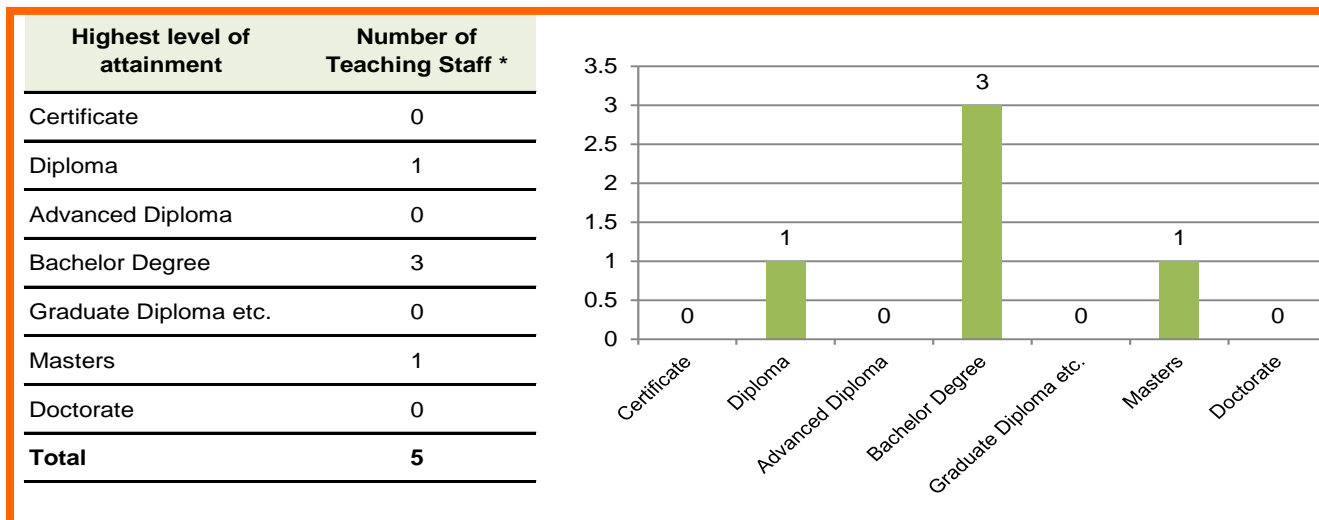
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL
2012- 2013		-	\$0	\$0	\$0	\$0	\$0	12, 446	0
2013 - 2014		-	\$0	\$0	\$0	\$0	\$0	10, 893	0
2014 - 2015								12, 549	0



Staff composition, including Indigenous Staff

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

Qualifications of all teachers



From 2006, Dallarnil State School has been a (2) teacher school, with the class break up being Prep-2 and 4-6.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 was **\$5 943.70**

The major professional development initiatives are as follows: Whole staff First Aid and CPR Training and Refreshers; Dr Anita Archer – Explicit Instruction One Day Conference;

Cluster Moderation, Highlighting Writing Workshop, OneSchool 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 State Principal's Conference in Brisbane. 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 attended Training Meetings.

The involvement of the teaching staff in professional development activities during 2015 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.

2013 – 99% 2014 – 99% 2015 – 98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 59% of staff were retained by the school for the entire 2015 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

The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there is a text input field labeled "School name" with a red "GO" button to its right. Underneath is another text input field labeled "Suburb, town or postcode". Below that, the word "Sector:" is followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white capital letters.

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.



Key Student Outcomes

Attendance

Student attendance

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

2013 – 93% 2014 – 94% 2015 – 96%

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

2014 – DW 2015 – DW

The overall attendance rate in 2015 for all Queensland state Primary schools was 93%

The student attendance rate for each year level (shown as a percentage) for 2013, 2014 and 2015.

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

DW = data withheld to ensure confidentiality

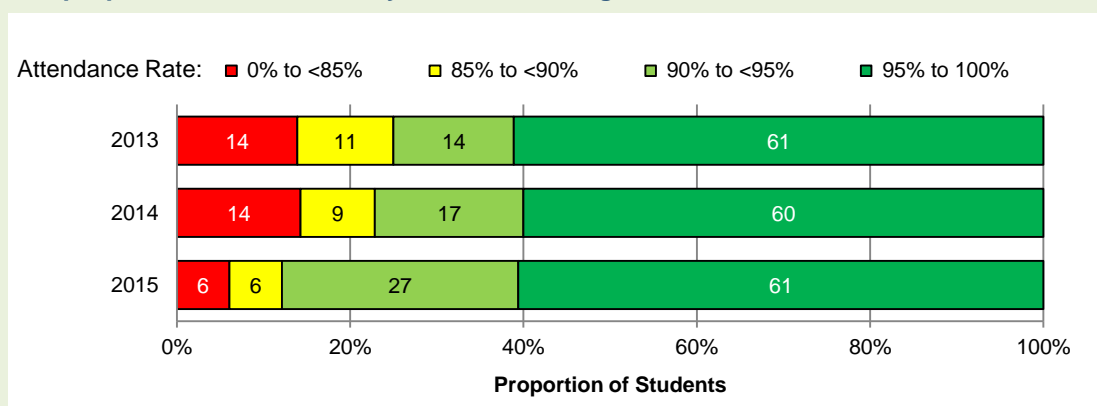
Description of how non-attendance is managed by the school

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

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.

Where it says 'School name', type in the name of the school you wish to view, select the school from the drop-down list and



select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the Terms of Use and Privacy Policy before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results

Find a school

Sector:

Government

Non-government