



Dallarnil State School ANNUAL REPORT 2016

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Department of Education and Training

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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, In the Central Queensland Region. 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.

Principal's Foreword

Introduction

School Progress towards its goals in 2016

In 2016, our school's Annual Implementation Plan goals included-

- Whole School Pedagogy – Explicit Instruction – to be embedded and evident in all classrooms – new staff member, P-2 in 2016.
- Seven Steps of Writing Program for Lower School needed implementing again, given P-2 staff member had no previous training. Very successful training. Implementation in P-2 is still progressing.

Future Outlook

In 2017, 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:

- **Building Expert Teaching Teams**, using Effective Pedagogical Practises
- Embedding the process of Writing; Technology and STEM initiatives
- **Entrepreneurs of Tomorrow** Program – jointly with Cordalba and Booyal Central SS
- Attendance
- Implement the **P-6 Curriculum Framework** for Dallarnil State School and work to building a strong culture of professional sharing and knowledge.
- Differentiation – use data to inform pedagogical practise and improve student outcomes.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: No
Year levels offered in 2016: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	33	14	19	1	85%
2015*	32	11	21	1	87%
2016	27	9	18	3	100%

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 2016, 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

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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	18	16	14
Year 4 – Year 7	15		

*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.

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.



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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.

Co-curricular 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, 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

Overview

Responsible Behaviour Management Plan for Students:

In 2016 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 2015, 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 conversations with parents, have all proven very effective measures on the rare occasion an incident may occur.

Religious Education offerings for 2016 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 Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	86%
this is a good school (S2035)	100%	100%	86%
their child likes being at this school* (S2001)	100%	100%	86%
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%	86%
their child is making good progress at this school* (S2004)	100%	100%	86%
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%	71%
teachers at this school motivate their child to learn* (S2007)	100%	100%	86%
teachers at this school treat students fairly* (S2008)	83%	75%	43%
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%	100%	86%
this school takes parents' opinions seriously* (S2011)	100%	75%	86%
student behaviour is well managed at this school* (S2012)	100%	100%	71%
this school looks for ways to improve* (S2013)	83%	100%	86%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	90%	83%
they like being at their school* (S2036)	86%	90%	82%
they feel safe at their school* (S2037)	93%	89%	75%
their teachers motivate them to learn* (S2038)	100%	100%	92%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	93%	90%	100%
teachers treat students fairly at their school* (S2041)	86%	80%	73%
they can talk to their teachers about their concerns* (S2042)	93%	90%	83%
their school takes students' opinions seriously* (S2043)	86%	80%	82%
student behaviour is well managed at their school* (S2044)	100%	67%	83%
their school looks for ways to improve* (S2045)	100%	100%	83%
their school is well maintained* (S2046)	100%	90%	90%
their school gives them opportunities to do interesting things* (S2047)	93%	90%	83%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	78%
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%	89%
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%	78%
students are treated fairly at their school (S2073)	100%	92%	78%
student behaviour is well managed at their school (S2074)	100%	100%	89%
staff are well supported at their school (S2075)	100%	100%	78%
their school takes staff opinions seriously (S2076)	100%	100%	78%
their school looks for ways to improve (S2077)	100%	100%	89%
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.

Respectful Relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016, 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	10,893	0
2014-2015	12,549	
2015-2016	3,087	

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

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Sector:

☒ Government

☒ Non-government

Where it states '**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 financial information is available by selecting '**School finances**' 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 income by funding source.

Our Staff Profile



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Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	4	4	0
Full-time Equivalents	2	2	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	
Bachelor degree	1
Diploma	2
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$2494.00

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; Reading Doctor Training and Prep Reading and Writing.

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 Principal's Conference in Gladstone. Beginning Teacher's Conference was attended, along with the 7 Steps of Writing PD. 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 proportion of the teaching staff involved in professional development activities during 2016 was 100%, as per our school records in OneSchool and personal professional development logs.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	99%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 54% of staff was retained by the school for the entire 2016.

Performance of Our Students



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Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	94%	96%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	DW	DW	82%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

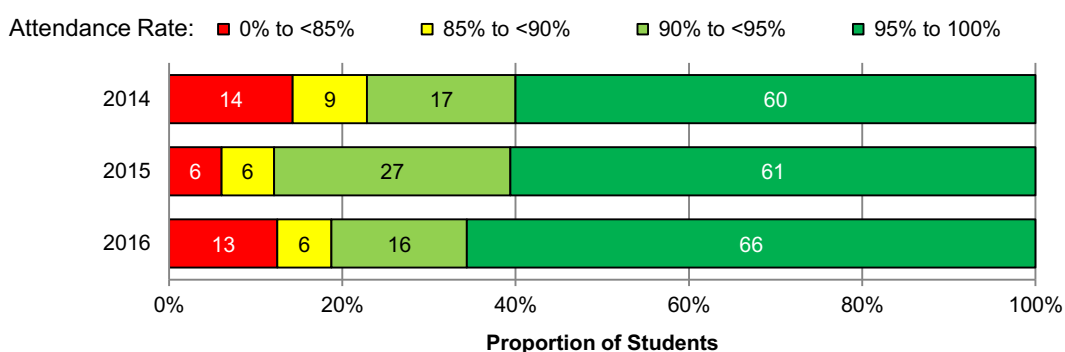
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	92%	92%	94%	100%	93%	97%	96%	94%					
2015	94%	93%	94%	97%	97%	99%	97%						
2016	94%	99%	90%	98%	94%	98%	95%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

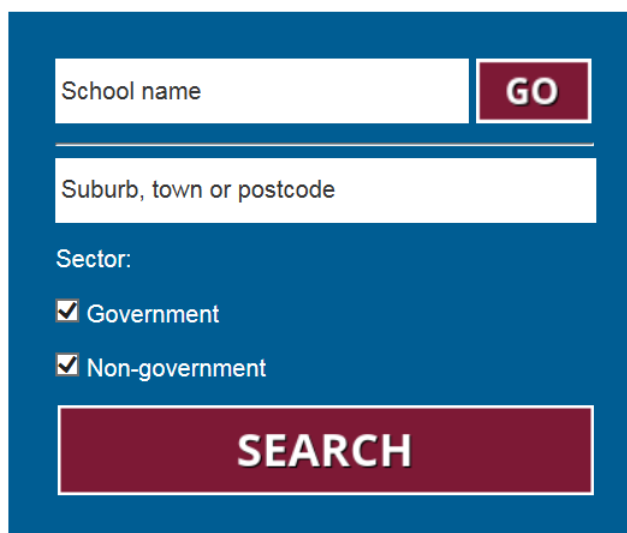
Non-attendance is managed at Dallarnil State School with the marking of the class roll twice daily. Parents advise of student absences at our school with a telephone call, written note or personal interview. Absences that extend over three days and are unexplained are followed up by the school with a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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

Find a school

A search form titled 'Find a school' with a blue background. It contains a text input field for 'School name' with a red 'GO' button to its right. Below this is another text input field for 'Suburb, town or postcode'. Underneath is a 'Sector:' label followed by two checked checkboxes: 'Government' and 'Non-government'. At the bottom is a large red button with the word 'SEARCH' in white capital letters.

School name **GO**

Suburb, town or postcode

Sector:

☒ Government

☒ Non-government

SEARCH

Where it states '**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.

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