

Dirranbandi P-10 State School

Queensland State School Reporting

2015 School Annual Report



Postal address	Jane Street Dirranbandi 4486
Phone	(07) 4625 8555
Fax	(07) 4625 8643
Email	principal@dirranbass.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Mrs Andrea Killen

Principal's foreword

Introduction

Dirranbandi P-10 State School is a small co-educational rural remote school located in the South West Region of Queensland. During 2015 Dirranbandi P-10 State School focused attention on core priorities of numeracy and literacy, whole school reading improvement, explicit teaching and learning and wellbeing of students. Our schools commitment to high quality teaching and learning, social and emotional skills, high expectations for student learning, a future focused approach to senior education and industry pathways is demonstrated in this report. The school prides itself on a commitment to high expectations, closing the gap and creating a safe schooling environment where "every day, in every classroom, every child is learning and achieving". Dirranbandi P-10 State School has a staff of highly trained and dedicated teachers. Teacher commitment to the profession and all round development of their students is evident through a high level of involvement in a variety of school- based and extra curricula programs.

Our school vision, "Striving for an engaged and motivated school community, fostering individual achievement, social responsibility and wellbeing" is a clear articulation of our schools goals and purpose.

Academic results and the pursuit of excellence are encompassed within our schools Social and Emotional Wellbeing program and our schools motto " **Success follows Effort.**"

This report provides a snapshot of some of our schools achievements over the 2015 year.

School progress towards its goals in 2015

Over the 2015 year our school curriculum has consolidated the embedment of ACARA through English, Maths, Science and History. We commenced trial of the Geography Syllabus and have reviewed and refined our whole school reading program. During 2015 our school staff were trained in explicit teaching and targeted classes were regularly observed, and continue to be in 2016, by the leadership team to provide feedback for the teachers and teachers' aides. Student reading data across the school has improved as a result of this focus on explicit teaching of reading and literacy across all classes. All teachers have been training in the purposeful use of data and all students have Personal Learning Profiles to assists with monitoring and tracking of individual targets. Following the initial trial in 2012 our year 7 students have been part of the secondary school

since 2013 and officially become part of the Secondary school at the start of 2015, in line with state systemic requirements. Students within year 7 experienced all of the specialist subject choices with the additional support of pastoral care from a year 7 home room.

The embedding of Positive Behaviour Learning (PBL), formerly, School Wide Positive Behaviour Support (SWPBS) continued within our school policies and practices. Explicit teaching of expected behaviours has continued and teachers have become more familiar with a consistent language and processes for school behaviour intervention and management.

The school has met or exceeded the system targets within attendance of all students, including Indigenous students. The gap has almost been closed between Indigenous and non-Indigenous attendance. The improvement within attendance and year 10 retention gap between Indigenous and non-Indigenous students has exceeded the system targets. In 2015 in NAPLAN 3, 5, 7 and 9 the school is statistically similar to the nation in all areas with the exception of three areas (Y3 Reading, Yr 7 reading and Numeracy). The school has met or exceeded the system targets within NAPLAN in many areas demonstrating results statistically similar to the nation in the following areas;

- National Minimum Standard –Yr 3 reading Y3 Grammar and Punctuation, Y3 Reading, Y3 Writing, Year 3 Spelling, Yr 5 reading, Yr5 Writing, Y5 Spelling, Yr 5 Grammar and Punctuation, Yr5 Numeracy, Y7 Grammar and Punctuation, Y7 Numeracy, Y7 Reading, Y7 Reading, Yr7 Writing Y9 Reading, Y9 Grammar and Punctuation, Y9 Spelling, Y9 Writing and Y9 Numeracy.
- Upper 2 bands of students - Y3 Grammar and Punctuation, Y3 Reading, Year 3 Spelling, Y5 Grammar and Punctuation, Y5 Spelling, Y5 Writing, Y5 Numeracy, Yr5 Reading, Y7 Numeracy, Y7 Spelling, Y7 Writing

Results from the School Opinion Survey (SOS) demonstrate a significant improvement from 2014 to 2015 in staff and student opinion. The SOS data shows that the school has met and exceeded the system targets in Student and Staff confidence in education. Parent returns for the SOS were extremely small and statistics are based on this small return group.

The P&C has met twice a term to assist with school decision making, fundraising and consultation. Their role as a committee has been invaluable to the school operations and future planning. Partnering for Success partnership with Faith Lutheran College has continued this year with all year students from year 7 attending a leadership program within the school. Our Kitchen Garden program has continued with the outdoor learning environmental, with raised garden beds and orchard extended to include chicken coops.

Work placement and Pathways. During 2015 students in year 10 participated in a range of work placement activities to support pathways from school to work. As a part of the Youth Attainment and Transitions program students participated in career days in St George and completed two Certificates in Business and Information Technology.

Our schools commitment to environmental conservation in education and promoting good health and active bodies has continued during the 2015 year. As a sun safe school, our students and staff, wear wide-brimmed hats and slip, slop and slap when outdoors. Our Active after School Communities program is offered three afternoons a week through funding from Queensland's Department of Sport and Recreation. The school has continued to offer our successful homework centre to all interested students twice a week. Our school is committed to the Department's Closing the Gap – Indigenous Education Strategy. All staff have been trained in EATSIPS (Embedding Aboriginal and Torres Strait Islander Perspectives in Schools) with a particular focus on professional and personal accountability. Our commitment to these strategies is demonstrated through a focus on embedding Indigenous perspectives within the school curriculum, a commitment to staff training and resource allocation, focus on student data and improvement and human resources. The school has made significant reductions in the gap between Indigenous and non-Indigenous students in a variety of curriculum areas with the secondary years demonstrating the most significant shift in 2015. Each year we celebrate NAIDOC week, Reconciliation week, Harmony day and world Indigenous people's day. These significant celebrations complement our daily commitment to Indigenous Education.

Playgroup has continued to be a key strategy in ensuring preparation for school in the early phase of learning. In 2015/2016 the school continued the KiP (Kids in Prep) program which involved an intensive

transition program for students from kindergarten and home to Prep. Our Prep attendance and engagement has improved significantly due to this program.

The role of the STLaN is tied explicitly to cohort data with a specific focus on literacy, numeracy and positive intervention. Our HOC role includes the overseeing of the schools Gifted and Talented policy and extra curricula activities including Homework Centre two afternoons a week and Active Afterschool communities. Students were involved in the Beginner and Junior Instrumental Music camps; STEM Expos; Writing and Performing workshops; cluster and regional for Schools.

In 2015 our school was able to continue our Chaplaincy program through funding by the Federal Government through the National School Chaplaincy Program. Our Student Wellbeing Program involving breakfast club, nutrition programs, personal development programs and one-on-one support for referred students has supported many students to access the services and support from a local level.

Life Line and Maranoa Health also supported weekly programs for children in the middle and senior school focused on resiliency, sex education, mental health and wellbeing. The Dirranbandi community nurse and Aboriginal community health worker have also provided students with workshops on teen health, hygiene, hand washing and tooth care.

Future outlook

- Continued Implementation the Great Results Guarantee
- Review and further develop Whole School Reading Comprehension Program - STRIVE
- Continue Whole School commitment to MAP
- Monitor the implementation of the whole School Maths and English Programs P-10 with explicit teaching of Numeracy and Literacy across the school.
- Continue tracking and monitoring processes for student performance, improvement and achievement in Science including use of PAT Science whole school testing.
- Monitor student data at whole school and class levels to target teacher aide resources and implement appropriate strategies.
- Commitment to school collegial classroom visit policy (ccv)
- Continue Developing Performance Planning process for all school staff
- Refine School processes and our organisational environment to embed purposeful use of data and evidence based decision making across the school.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 10

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	130	76	54	56	81%
2014	93	55	38	36	84%
2015	73	37	36	23	68%

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 student population consists of a diverse range of cultural, linguistic, socio-economic, urban and rural backgrounds. A proportion of students have additional learning needs, including students with a verified disability, students who have diverse learning needs including students with specific gifts and talents. Reflecting this diversity, the interests, needs and abilities of the students vary enormously. Due to the transient population of our community the Indigenous student population varies between 36% to 44%.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	15	15
Year 4 – Year 7 Primary	17	11	22
Year 7 Secondary – Year 10	7	5	4
Year 11 – Year 12			

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	59	18	20
Long Suspensions - 6 to 20 days	5	0	3
Exclusions	1	0	1
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 delivery

Our approach to curriculum delivery

Core subjects including English, Maths, SOSE, History, Science and Geography

- Kitchen Garden Program (years 3 to 6) aligned to technology
- Extensive whole school reading program (Maximising Achievement Program)
- ICT specialised classes for Prep to year 2
- Work experience and TAFE for year 10 students
- Product Design and Manufacturing Skills (years 7 to 10)
- Business and IT (year 10)
- Visual Art P-10
- LOTE – Indigenous Languages (years 6-9)
- Health and Physical Education (P-10)
- GOALS (Growth Options Achievement Learning Success) Program (years 3-10)
- Inter-house Friday afternoon sports competition
- Literacy and Numeracy Blocks (P-10)
- SEL (Social and Emotional Learning) (P-10)
- Career Education (years 8-10)
- Religion (years 1-6)

Extra curricula activities

- Instrumental Music Program for Middle school and Senior school students with band camps within the region
- Home works centre two days a week offering extended literacy and numeracy support for students
- Education Enrichment program one day a week for gifted and talented students
- Dirranbandi Touch competition weekly (years 6 to 10)
- Active Afterschool Communities running three afternoons a week funded through the Australian Sports Commission.

How Information and Communication Technologies are used to improve learning

All students in years 7 to 10 have their own laptop due to the National Secondary Schools Computer Fund Program. Information Communication Technologies are utilised within our school to enhance daily teaching and learning. We have specialised ICT classes for the junior primary students with extended access to computer labs and school laptops for middle school students. All teachers are required to plan for ICTs across the curriculum. In Years 1-3 students participate in the National XO program. All classes use LCD interactive screens as a core teaching tool, moving teaching away from chalk and talk style teaching. Within Indigenous languages interactive LCD screens and linguistic programs offer students a range of activities to access and learn Gamilaraay and Yeeralaraay languages. Students use MP3 players in reading programs and for listening to audio books. Students present learning through a diversity of assessment utilising PowerPoint, Claymation, digital photography, sound editing, video and internet research.

Social Climate

Dirranbandi P-10 State School pastoral care programs address social climate issues such as: Career Education, QCE readiness and work readiness programs, Religious Education, Caring for Country, Drug and Alcohol Education, Boarding readiness, pre Prep program and Leadership Development. This is complemented by a range of activities through: Lunchtime Activities & Competitions, Student Council, Sport, Extra-curricular activities, Arts and Cultural Programs.

We are a full uniform school with wide brimmed hats supportive of our sun safe policy. Students look wonderful in their uniforms and we present ourselves as a 'family' of Dirranbandi students to the school community and wider public.

There is a whole school parade once a week. Each class group is rostered on to present an item during the term and this supports the development of oral skills and having "No shame in Dirran". Parade is used as a time to refocus student attention on the positive behaviour focus for the week. The time in homeroom is used to mark rolls, promote safe and supportive environment, communicate notices and discuss issues and the first 10 – 15 mins every day across the school students are exposed to reading. At the end of each term incentive draws and prizes for attendance are handed out to students. These parades enhance our "Every Day Counts" mantra and have supported an increase in student attendance across the school. At the end of each term the school hosts a positive rewards parade acknowledging excellence in behaviour and attendance during the term.

Our schools School Opinion Survey showed positive data focused on a supportive school environment. Our schools Student Representative Council includes two representatives from each year cohort, captains and vice captains (sporting and school based). All year 10s are seen as school leaders and are welcomed as a part of our schools SRC.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	76%	100%	100%
this is a good school (S2035)	71%	100%	75%
their child likes being at this school (S2001)	82%	100%	100%
their child feels safe at this school (S2002)	76%	100%	100%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child's learning needs are being met at this school (S2003)	82%	100%	100%
their child is making good progress at this school (S2004)	82%	100%	75%
teachers at this school expect their child to do his or her best (S2005)	88%	90%	100%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	100%	75%
teachers at this school motivate their child to learn (S2007)	88%	100%	100%
teachers at this school treat students fairly (S2008)	53%	80%	75%
they can talk to their child's teachers about their concerns (S2009)	94%	100%	75%
this school works with them to support their child's learning (S2010)	94%	100%	75%
this school takes parents' opinions seriously (S2011)	65%	89%	50%
student behaviour is well managed at this school (S2012)	53%	80%	25%
this school looks for ways to improve (S2013)	75%	90%	100%
this school is well maintained (S2014)	88%	100%	75%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	72%	89%	70%
they like being at their school (S2036)	58%	74%	71%
they feel safe at their school (S2037)	78%	89%	77%
their teachers motivate them to learn (S2038)	89%	92%	87%
their teachers expect them to do their best (S2039)	92%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	75%	89%	77%
teachers treat students fairly at their school (S2041)	58%	79%	71%
they can talk to their teachers about their concerns (S2042)	75%	84%	77%
their school takes students' opinions seriously (S2043)	75%	82%	74%
student behaviour is well managed at their school (S2044)	58%	63%	52%
their school looks for ways to improve (S2045)	83%	86%	83%
their school is well maintained (S2046)	81%	84%	77%
their school gives them opportunities to do interesting things (S2047)	72%	79%	77%

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)	80%	94%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
students are treated fairly at their school (S2073)	80%	100%	100%
student behaviour is well managed at their school (S2074)	80%	88%	100%
staff are well supported at their school (S2075)	80%	81%	92%
their school takes staff opinions seriously (S2076)	80%	94%	100%
their school looks for ways to improve (S2077)	100%	100%	92%
their school is well maintained (S2078)	80%	94%	100%
their school gives them opportunities to do interesting things (S2079)	80%	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

At Dirranbandi P-10 State School a variety of strategies are used to involve parents and the wider community, including:

- An open-door policy within the school for all parents and community.
- Special community activities e.g. Book Week, Education Week, NAIDOC Week, Sorry Day, Harmony Day, Reconciliation week.
- Parent/Teacher Conferences and information evenings including all students having a PLP (Personal Learning Profile) meeting with homeroom teachers once a semester.
- Staff involvement in the P & C, local Aboriginal Negotiation Table, Pony club, Showground committee, Dirranbandi Progress Association, ICPCA, CWA, Dirranbandi Fishing Club, Dinjerra Foundation and other community groups.
- School and staff involvement in community activities e.g. ANZAC Day, local show and CWA Competitions.
- Weekly Dazzler (Newsletter) outlining school events.
- Playgroup and other parenting programs..
- Volunteering in Reading Groups as a part of our whole school reading program.
- Participating in School camps and excursions.
- Volunteering in specialist subjects including Technology.

Reducing the school's environmental footprint

In 2015 the School continued with the Earth Smart Science program which aims to reduce our School's ecological footprints through the development and implementation of a School Environmental Management Plan (SEMP). The SEMP has seen a Whole-of-School approach to wisely managing School resources and focuses on water minimisation, water conservation, energy efficiency and biodiversity improvements. Our Caring for Country and Stephanie Alexander Kitchen Garden Projects have continued during 2015 and have assisted students in realising the environmental impact they have within the world today.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	97,020	550
2013-2014	101,741	0

2014-2015

95,784

*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.

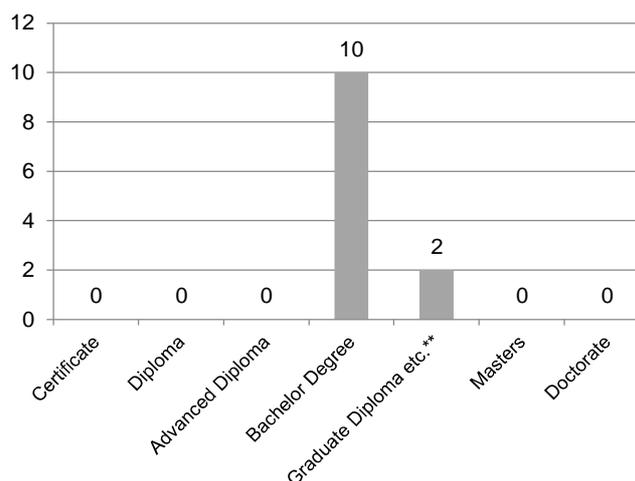
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	12	10	<5
Full-time equivalents	11	8	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	2
Masters	0
Doctorate	0
Total	12



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$ 25,388

This includes the total amount allocated for teacher release, fees and professional development associated costs. Over this year professional development was focused on data analysis, quality teaching, numeracy and literacy, reading and vocabulary .

The major professional development initiatives are as follows:

- MS SWD Tutor Online Training
- MSSWD ASD
- MSSWD Dyslexia and Reading Difficulties
- QSIL
- ASD Workshop
- Junior Secondary Training
- IPad use
- Curriculum Differentiation

Whole school reading program Words Their Way

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	99%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was 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/>.

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

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 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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
--------------------	------	------	------

The overall attendance rate for the students at this school (shown as a percentage). 86% 87% 85%

The attendance rate for Indigenous students at this school (shown as a percentage). 80% 80% 70%

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 attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

Student attendance rate for each year level (shown as a percentage)

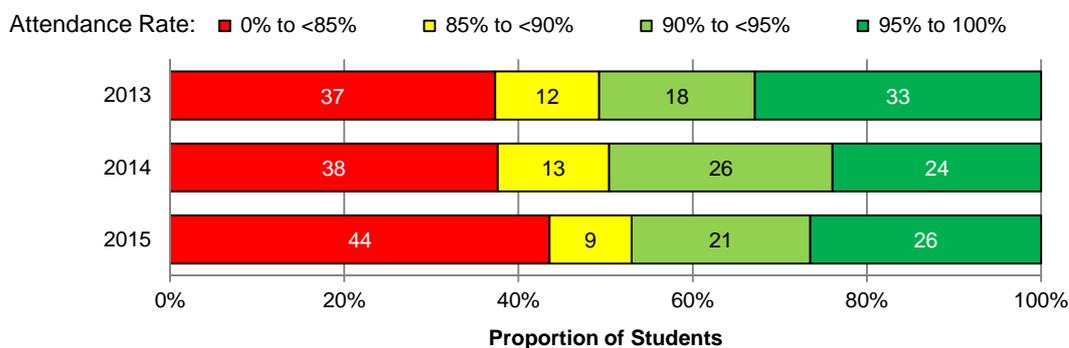
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	84%	89%	90%	91%	88%	90%	94%	82%	75%	85%	66%		
2014	82%	85%	90%	88%	89%	89%	87%	90%	77%	84%	86%		
2015	78%	85%	83%	93%	81%	90%	83%	82%	95%	52%	91%		

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DETE 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.

At Dirranbandi P-10 State School, if a student has an unexplained absence, an absentee note is sent home and a phone call from the homeroom teacher is made, seeking a reason for the absence. A three day unexplained absence generates a home visit or phone contact by the administration. In some cases parents are involved in meetings with the Principal to discuss unexplained and lengthy absences. When appropriate, the School contacts the Department of Child Safety and / or the Queensland Police to report ongoing unexplained absences, or an absence for which an unsatisfactory explanation has been provided. Class rolls are maintained for each class. These rolls are marked at the commencement of the first and last sessions of the day by the Class Teacher. This information is then entered into the Departments One School system, daily, by the administration staff. A daily phone follow-up is made to any parent or carer of a child with an unexplained absence.

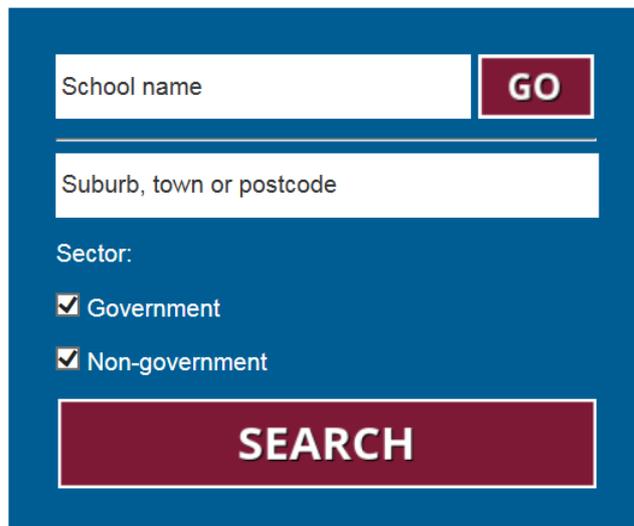
In 2015 student incentives for attendance have continued to be included as a key part of our schools programming and philosophy.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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.