



Dysart State School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 187 Dysart 4745
Phone:	(07) 4941 1555
Fax:	(07) 4941 1500
Email:	principal@dysartss.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:	Ms Teena Elliott Principal Dysart State School

School Overview

The Dysart State School vision statement focuses on community fostering positive attitudes and the development and encouragement of students to become self sufficient, well mannered community minded individuals. In support of this statement Dysart State School expects appropriate behaviour at all times and provides students with opportunities to learn and be positively reinforced around being a safe, friendly Learner in the classroom and across the school. Paralell to behavioural expectations is quality teaching for learning in a positive and challenging environment in which all students are encouraged and supported to achieve their full potential.

Our improvement agenda is focused on:-

Reading :- Developing and embedding consistent teaching pedagogy and strategies across all KLAs.

STEM- Digital technologies:- Developing the Planning and pedagogical practices of teacher around Digital technologies with the slow release of responsibility model.

Attendance:- Improve attendance to 98% consistently across all year levels.

We deliver the Australian Curriculum through our whole school curriculum plan which dicates and supports each teacher to know what is to be taught and each student to know what is to be learned. We utilise C2C as a tool, adapting and adopting the teaching sequences to the Dysart context and the specific needs of students.

Each term every student develops learning goals collaboratively with their teacher and while working toward these goals each students receives specific feedback about how to achieve improved results and move forward as a learner.

Principal's Forward

Introduction

This report outlines our school's progress toward its improvement agenda and the unique attributes Dysart State School brings to its learners and school community.

School Progress towards its goals in 2016 and into 2017

Our improvement agenda is focused on:-

Reading :- Developing and embedding consistent teaching pedagogy and strategies across all KLAs.

Our journey to progress embedment of teaching reading strategies across all KLAs has begun with the following actions having been undertaken:-

- Roll out of First Steps Reading Professional Development to all classroom teachers
- Backward mapping of learning from the achivement standard and Guide to making Judgement across all KLAs to include aspects of teaching and practicing reading
- A focus on observing and providing feedback about the teaching of reading by the administration team, cohort leaders and colleagues on an ongoing basis
- 100% of year 3 students at or above NMS with 36.6% in the upper two bands in reading.
- 88.6% of Year 5 students at or above NMS with 14.3% in the upper two bands.

STEM- Digital technologies:- Developing the Planning and pedagogical practices of teacher around Digital technologies with the slow release of responsibility model.

- Implementation of the slow release model for teaching and planning digital technologies lessons by the curriculum co-ordinator.

Attendance:- Improve attendance to 98% consistently across all year levels. Current level of attendance is

- Roll out of Everyday Counts materials and advertising
- ID attend in action
- Follow up everyday around absences by classroom teachers and administration team
- Letters to parents on a weekly basis to follow up unexplained absences and prolonged absences
- Development of a Mental Health Learning and Wellbeing Plan
- Continued refinement and development of the school's Positive Behaviour for learning strategies
- Over all attendance in 2016 was 91.8% compared to 2015 which was 90.6%.
- Attending in Semester 1 2017 sits at 92.7%

Future Outlook

The future outlook for Dysart State School in 2017 is positive with a continued focus on the embedment of strategies identified and actioned in 2016.

- Reading :- Developing and embedding consistent teaching pedagogy and strategies across all KLAs.
- STEM- Digital technologies:- Developing the Planning and pedagogical practices of teacher around Digital technologies with the slow release of responsibility model.
- Attendance:- Improve attendance to 98% consistently across all year levels.

There is still much work to do around developing and embedding consistency of practices around reading. The strategies developed in 2016 will continue into 2017.

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	385	184	201	27	83%
2015*	350	160	190	31	87%
2016	363	165	198	36	91%

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 characteristics of the student body are drawn from all walks of life including international students. The majority of student's families are permanently based at Dysart as workers in the mining industry or supporting facilities and business that support the township or mining industry.

Rationalisation of the of mining industry associated with Dysart has meant that many houses have been left vacant over the past 12 months and therefore a change in demographics is slowly occurring with the introduction of very affordable housing rental and house prices.

The school population has remained stable over the last 12 months with around 360 students enrolled across the P-6 school in 2016 and 2017.

Average Class Sizes

All classes are within departmental guidelines with multi-age classes at or below 25 and straight year level classes at or below 28.

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	22	21
Year 4 – Year 7	23	25	25
Year 8 – Year 10			
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum is delivered through the Dysart Whole School Curriculum Plan. The WSCP is transparent in terms of what is to be taught in from The Australian Curriculum Content, which is organized into units of work (C2C) that have been adapted and adopted to the local and class context. How it is to be taught in terms of pedagogy with a focus on our signature pedagogy Explicit Instruction, and what assessment is to be carried out in terms of curriculum assessment tasks, diagnostic monitoring and benchmark testing.

Our WSCP also includes:-

- Time allocation to each subject area
- Expectations and guidelines for the teaching and practicing of reading across all subject areas
- Planning expectations. (Adapting and adopting C2C) Backward mapping of content (what students need to know) and pedagogies (how teacher needs to teach it) across the time available, to ensure students are assessment ready.
- Reading strategies, pedagogies and links to resources
- Pedagogical Framework. (Dimensions of Teaching and Learning / Fleming Effective Teaching Model / Explicit Instruction)
- Classroom organization including bookwork expectations
- Links to other policies and documents where relevant including Mental Health Learning and Wellbeing Plan, Responsible Behaviour Plan for Students, Essential Skills for Classroom Management and Positive Behaviour for Learning.

Co-curricular Activities

Our school prides itself on the number of Co- curricula activities we engage our students and school community members in for the benefit of students. They include but are not limited to:-

- School Camp Year 4, 5 & 6
- Year 3 sleepover and stargazing
- Starlabs
- Life Education Van
- Cyber Safety and Cyber Bullying initiatives
- Transition to Prep program
- Transition to High School Program
- Under 8s day
- Book Week
- Easter Bonnet Parade and Easter Egg Hunt
- THIESS Reading Role Models
- Parade Performances
- Science Week Activities
- ICAS
- Fund Friends and Friends for Life Program
- Dress Like a Pirate Day
- Athletics Carnival
- Cross Country
- Lunchtime Sport
- Opti-MINDS
- Community ANZAC March

How Information and Communication Technologies are used to Assist Learning



Information and communication technologies are utilized as a tool for learning across all subject areas with a focus on STEM and in particular Digital Technologies. Some classes in our school also learn Japanese through the Charters Towers School of Distance Education via online learning.

The school is equipped with a computer lab containing 24 laptops, a bank of 24 classroom accessible laptops, three sets of ipads (two for classroom use and one for SWD use) and a range of digital devices for learning coding, math and science. Teachers and students also have access to digital cameras, interactive white boards for learning.

Social Climate

Overview

At Dysart State School we take the welfare and safety of our students very seriously, with a whole school approach to maintaining a supportive school environment. We are a, "Positive Behaviour for Learning School," that focuses on building the capacity of students to interact positively with the world, with efficacy and resilience.

Our classroom routines and school procedures are about working in the, "Dysart Way," which includes problem solving, utilizing the High Five Strategy, pro-social behaviour training, positive behaviour lessons, Fun Friends program, Friends for Life program and supporting student wellbeing with our co-curricular activities, individual support programs and individual curriculum programs, students services strategies including referral to the Guidance Officer, internal support (Departmental) and external agency support.

We see Education as a partnership and encourage parents as partners in their child's learning to support classroom learning , school focus areas and school community events including sports days, special events and co-curricular activities.

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)	86%	90%	95%
this is a good school (S2035)	79%	90%	95%
their child likes being at this school* (S2001)	90%	100%	95%
their child feels safe at this school* (S2002)	87%	90%	98%
their child's learning needs are being met at this school* (S2003)	83%	90%	95%
their child is making good progress at this school* (S2004)	80%	90%	98%
teachers at this school expect their child to do his or her best* (S2005)	93%	90%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	90%	100%
teachers at this school motivate their child to learn* (S2007)	87%	90%	98%
teachers at this school treat students fairly* (S2008)	83%	70%	95%
they can talk to their child's teachers about their concerns* (S2009)	90%	90%	100%
this school works with them to support their child's learning* (S2010)	86%	90%	95%
this school takes parents' opinions seriously* (S2011)	71%	90%	88%
student behaviour is well managed at this school* (S2012)	72%	90%	85%
this school looks for ways to improve* (S2013)	83%	90%	92%
this school is well maintained* (S2014)	86%	100%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	86%	99%
they like being at their school* (S2036)	94%	85%	95%
they feel safe at their school* (S2037)	81%	88%	92%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers motivate them to learn* (S2038)	94%	91%	94%
their teachers expect them to do their best* (S2039)	98%	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	96%
teachers treat students fairly at their school* (S2041)	79%	82%	97%
they can talk to their teachers about their concerns* (S2042)	81%	82%	86%
their school takes students' opinions seriously* (S2043)	70%	75%	90%
student behaviour is well managed at their school* (S2044)	79%	75%	89%
their school looks for ways to improve* (S2045)	93%	91%	96%
their school is well maintained* (S2046)	89%	85%	94%
their school gives them opportunities to do interesting things* (S2047)	85%	82%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	96%	92%
they feel that their school is a safe place in which to work (S2070)	100%	100%	96%
they receive useful feedback about their work at their school (S2071)	100%	96%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	100%	88%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	96%
staff are well supported at their school (S2075)	93%	96%	71%
their school takes staff opinions seriously (S2076)	86%	91%	63%
their school looks for ways to improve (S2077)	100%	96%	88%
their school is well maintained (S2078)	100%	96%	92%
their school gives them opportunities to do interesting things (S2079)	93%	91%	79%

* 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

At Dysart State School we see Education as a partnership and encourage parents as partners in their child's learning to support classroom learning, school focus areas and school community events including sports days, special events and co-curricular activities.

Parents are welcome to consult and provide feedback to the school in an individual capacity with individual staff, our school opinion survey or through our P & C.

Respectful relationships programs

Dysart State School Teachers and staff support respectful relationships across our school community and are proactive by expecting all school community members to be respectful in their behaviour and communication and providing respectful relationships education programs on an annual basis to students.

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

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	17	0	8
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

The school monitored and explored ways to reduce its environmental footprint by reducing the amount of electricity used by air-conditioners and lights.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	181,655	96
2014-2015	200,811	
2015-2016	74,031	100

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

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	17	0
Full-time Equivalent	23	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	3
Bachelor degree	14
Diploma	
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 \$ \$51 356.25.

The major professional development initiatives are as follows:

- THRASS (teaching handwriting, reading and spelling strategies)
- First Steps Reading
- Digital Technologies
- Leadership Development
- The Australian Curriculum (planning, backward mapping and adapting and adopting C2C, OneSchool)
- Beginning teacher development
- Induction program

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 78% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	90%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	91%

*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%.

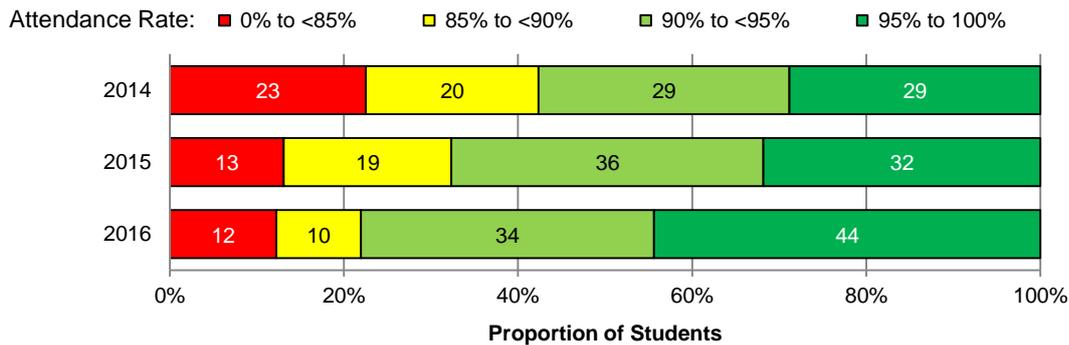
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	89%	91%	93%	89%	91%	90%	89%	92%					
2015	90%	91%	92%	92%	91%	94%	92%						
2016	92%	91%	92%	93%	93%	94%	94%	100%					

*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.

At Dysart State School we expect that students attend school each day that it is offered. When students are not at school and a reasonable excuse has not been provided a notification is sent through ID attend to notify parents of a student's absence. This is then followed up by a telephone call from the administration staff to ascertain the student's whereabouts or reason for the absence.

In cases where an absence of 3 days has occurred and no contact has been made by the parent or guardian a letter is sent to ask for an explanation.

Requests for exemption are only supported in the case of family trauma and illness or impending birth. In these circumstances parents are assisted to access enrolment in another school where possible. Family holidays and visits are not acceptable excuses for either exemption or absence.

Strategies to maintain and improve attendance:-

- The school also utilizes the, "Everyday Counts," resources and literature to encourage and support the attendance of students at school each day.
- The school rewards and encourages attendance through the awarding of Dysart Dynamo awards, weekly class attendance awards and vivo awards.
- Acknowledgment of classes with high attendance on parade each week and the presentation of the attendance award to the class with the highest attendance.

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

Find a school

Suburb, town or postcode

Sector:

Government

Non-government

SEARCH

following 'Find a school' text box.

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 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.

Conclusion

