Dysart State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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 information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Ms Teena Elliott

School overview

The Dysart State School vision statement focuses on community valuing 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 across all areas of the school and in the community. Parallel 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 teachers around digital technologies with the slow release of responsibility model.

Our teachers deliver the Australian Curriculum through "Know and Do," tables which supports them to know what is to be taught, what each student needs to know to be assessment ready. "Know and Do," tables mirror the content to be achieved from the Australian Curriculum, utilising C2C as a tool and resource where the teaching sequences are adapted and adopted the meet the needs of Dysart State School students. Each term every student develops meaningful learning goals collaboratively with their teacher, and while working toward these goals, each student receives specific feedback about how to achieve improved results and move forward as a learner.

Attendance and the message that, everyday counts, is also a focus. The school promotes 100% attendance by: acknowledging 92% or above attendance at the weekly parade at a class level, 100% attendance at each Award's Day ceremony, and consistent messages in the Fortnightly newsletter. Our target is 98% attendance for each and every student.

In 2017 our journey into developing a collaborative culture school began with exploring the distributive leadership of school processes around behaviour management, maintaining a positive school culture and curriculum. We have welcomed the inclusion of a parent consultative body that sits beside our Positive Behaviour for Learning Team, the development of a comprehensive Mental Health, Learning and Wellbeing Plan and the establishment of our middle management team of cohort leaders to enhance our collaborative practices across our teacher teams.

Our work and areas of focus, will always be driven by the needs of our school community. They are everyone's business.

We believe these practices and processes will enhance our school culture and in-turn positively influence our school opinion survey data.

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 2018

Our impovement 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:-

- The monitoring of the teaching of phonemic awareness, spelling strategies and First Steps Reading strategies through explicit instruction by all classroom teachers continues as a priority and is evident as a pedagogical tool for teaching reading in classrooms.
- Teachers are developing competency of the the baclward mapping of learning from the achivement standard and Guides to Making Judgements across all KLAs, to include aspects of the teaching and practicing reading.
- A focus on modelling, observing and providing feedback about the teaching of reading by the administration team, cohort leaders and colleagues continues to be a priority.

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 continues to be a focus.

Attendance:- Improve attendance to 98% consistently acoss all year levels. Current level of attendance is 91.2%.

- 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
- Engaging, targeted co-curricular activities.
- Continued refinement and development of the school's Positive Behaviour for learning strategies
- Overall attendance in 2018 was 91.2% compared to 2017 which was 91.6%.

Future Outlook

In 2018 our journey into developing a collaborative culture school began with exploring the distributative leadership of school processes around behaviour management, maintaining a positive school culture and curriculum. We have welcomed the inclusion of a parent consultative body that sits beside our Positive Behaviour for Learning Team, the development of a comprehensive Mental Health, Learning and Wellbeing Plan the establishment of our middle management team of cohort leaders to enhance our colaborative practices acorss our teacher teams.

Our work and areas of focus, will always be driven by the needs of our our school community. They are everyone's business.
We believe these practices and processes have enhanced our school culture and in turn positively influenced our school opinion survey data, which in 2018 reflected that was significant improvement across 27 questions.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   No

Year levels offered in 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	363	351	345
Girls	165	162	159
Boys	198	189	186
Indigenous	36	37	34
Enrolment continuity (Feb. – Nov.)	91%	90%	89%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Overview
The majority of our families are in mining or local industries supporting mining. It is becoming more common for both parents to be working in the mining industry. Around 6% of our students are from non- English speaking, culturally diverse backgrounds and a further 10% identify as Indigenous or Torres Strait Islander. A small number of students are from rural backgrounds in the cattle and crop farming industries in the local area. Over the previous two years a change in 10% of the demographic has occurred with the introduction of very affordable housing rental and house prices. This has in turn presented us with an opportunity to reflect on our supportive school environment and make adjustments to our policies and procedures around behaviour, communication and social/emotional support to continue to meet the needs of all students.
Enrolment continuity is currently sitting at around 89%. We predict enrolment will increase and become more stable in the near future as the new non-discrimination FIFO laws come into effect, the price of coal increases and as the nearby Olive Downs Project becomes fully operational within five years.
Class sizes are always maintained within or well below the recommended limits.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	21	22	22
Year 4 – Year 6	25	23	22
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our Approach to Curriculum Delivery

In 2018 our whole school curriculum plan was further developed to support each individual teacher of our multi-age classes to know what units of work were to be taught, what content needed to be covered and the assessment tasks to be completed. Teachers continue to develop, "Know and Do Tables," to bridge the understanding between the Australian Curriculum and C2C units of work.

In collaboration with teachers Dysart State School moved to multi-age classes to:

- enable flexibility when enrolments increase
- accommodate parent requests and allow flexibility in student placement
- enable teachers to collaboratively plan and implement consistent curriculum across year levels/cohorts

We believe that our approach facilitates collaboration and has improved our school culture and teacher leadership of curriculum. Our pedagogical approaches are flexible and focus on teachers making decisions about the best pedagogical approach to support students to be engaged and assessment ready. The Fleming model of Explicit Instruction are the pillars of our pedagogical framework.

Co-curricular Activities
Dysart State School engages with a range of Co-curricular activities including but not limited to:

- School camps
- Organized lunch time sport, games, clubs and activities
- Student Council
- Lunch with the Principal
- Homework classes
- Easter Bonnet Parade
- School Discos
- Under 8s Day
- Parade and parade performances
- Sports carnivals and competitions
- Science week activities
- Academic competitions (Math, Science and English, Digital Technologies)
- Impact Center acceleration programs
- Student leadership development activities and responsibilities
- NAIDOC week celebrations and cultural emersion opportunities.
- Community ANZAC Parade
- Dance Fever (teaching social and emotional resilience through dance)
- Explicit teaching of pro-social behaviours through PBL lessons and intervention
- Origami Club
- Library Club
- Robotics
- Book Week activities

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.
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 and 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.

In 2018 we continued to investigate collaborative practices to:

- Build the leadership capacity of all teaching staff thought the establishment of cohort teacher leader roles. (middle management teacher leadership team)
- Strengthening "Positive Behaviour for Learning," practices across the school community with the establishment of a parent consultative body that sits beside the PBL team, distributing the leadership of behaviour management across all staff, refining the behaviour matrix and strengthening school wide behaviour processes.
- Developing a Mental Health learning and Wellbeing Plan that supports all members of our school community.

We believe these process have enhanced our school culture and in turn positively influenced our school opinion survey data.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	75%	88%
• this is a good school (S2035)	95%	65%	83%
• their child likes being at this school* (S2001)	95%	90%	98%
• their child feels safe at this school* (S2002)	98%	77%	93%
• their child's learning needs are being met at this school* (S2003)	95%	75%	88%
• their child is making good progress at this school* (S2004)	98%	83%	90%
• teachers at this school expect their child to do his or her best* (S2005)	98%	91%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	85%	85%
• teachers at this school motivate their child to learn* (S2007)	98%	89%	95%
• teachers at this school treat students fairly* (S2008)	95%	76%	85%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	93%
• this school works with them to support their child's learning* (S2010)	95%	73%	85%
• this school takes parents' opinions seriously* (S2011)	88%	54%	71%
• student behaviour is well managed at this school* (S2012)	85%	43%	63%
• this school looks for ways to improve* (S2013)	92%	64%	83%
• this school is well maintained* (S2014)	93%	79%	76%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	99%	92%	95%
• they like being at their school* (S2036)	95%	90%	87%
• they feel safe at their school* (S2037)	92%	90%	95%
• their teachers motivate them to learn* (S2038)	94%	97%	96%
• their teachers expect them to do their best* (S2039)	99%	97%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	95%	98%
• teachers treat students fairly at their school* (S2041)	97%	88%	85%
• they can talk to their teachers about their concerns* (S2042)	86%	86%	91%
• their school takes students' opinions seriously* (S2043)	90%	85%	86%
• student behaviour is well managed at their school* (S2044)	89%	71%	78%
• their school looks for ways to improve* (S2045)	96%	94%	93%
• their school is well maintained* (S2046)	94%	87%	92%
• their school gives them opportunities to do interesting things* (S2047)	93%	91%	97%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	81%	81%
• they feel that their school is a safe place in which to work (S2070)	96%	90%	95%
• they receive useful feedback about their work at their school (S2071)	83%	77%	76%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	88%	93%
• students are encouraged to do their best at their school (S2072)	100%	90%	95%
• students are treated fairly at their school (S2073)	100%	59%	86%
• student behaviour is well managed at their school (S2074)	96%	36%	85%
• staff are well supported at their school (S2075)	71%	50%	70%
• their school takes staff opinions seriously (S2076)	63%	55%	75%
• their school looks for ways to improve (S2077)	88%	86%	81%
• their school is well maintained (S2078)	92%	91%	95%
• their school gives them opportunities to do interesting things (S2079)	79%	86%	71%

* 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

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 the parent PBL committee and our P & C.

Respectful relationships programs

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

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. The school has implemented a program that focus on teaching about respectful relationships. Our teachers teach students about respectful relationships through the Respectful Relationships Education program on an annual basis. Respectful relationships are also reinforced through our PBL lessons, pro-social behaviour training lessons and restorative justice sessions, with students.

School Disciplinary Absences

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	8	49	85
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

We work to explore ways to decrease our environmental footprint where possible including waste management, establishing a kitchen garden and worm farm, recycling paper and cardboard and only watering when necessary. While we are conscious of our electrical usage, our extreme temperatures are problematic at certain times of the year.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	74,031		230,249
Water (kL)	100		4,920

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.
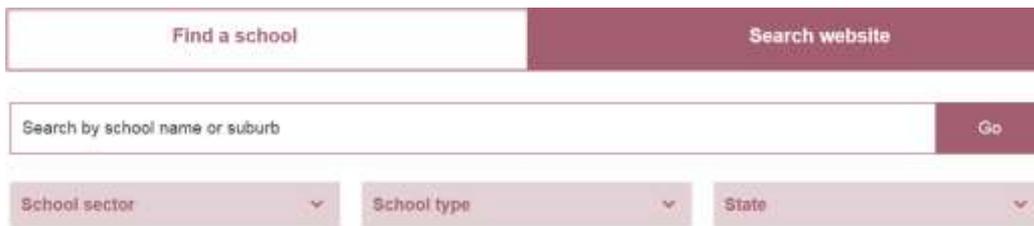
3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the **'less than 5' rule** has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	21	28	0
Full-time equivalents	20	28	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	1
Graduate Diploma etc.*	1
Bachelor degree	19
Diploma	
Certificate	

*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 2018 were $58119.00.

The total funds expended on teacher professional development in 2017 were $66 255.

The major professional development initiatives are as follows:

- Literacy (reading, spelling) professional development visiting consultant
- Leadership development (school improvement agenda and collaboration)
- Anita Archer Explicit Instruction, Train the Trainer
- Beginning teacher induction and mentoring (release to engage in activities)
- Curriculum planning (release to engage in activities)

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff were retained by the school for the entire 2018.

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	91%
Attendance rate for Indigenous** students at this school	91%	90%	90%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

| Year level	2016	2017	2018
Prep	92%	91%	91%
Year 1	91%	89%	90%
Year 2	92%	91%	91%
Year 3	93%	93%	91%
Year 4	93%	93%	91%
Year 5	94%	93%	90%
Year 6	94%	93%	95%

Year level	2016	2017	2018
Year 7	100%		
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.

2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate
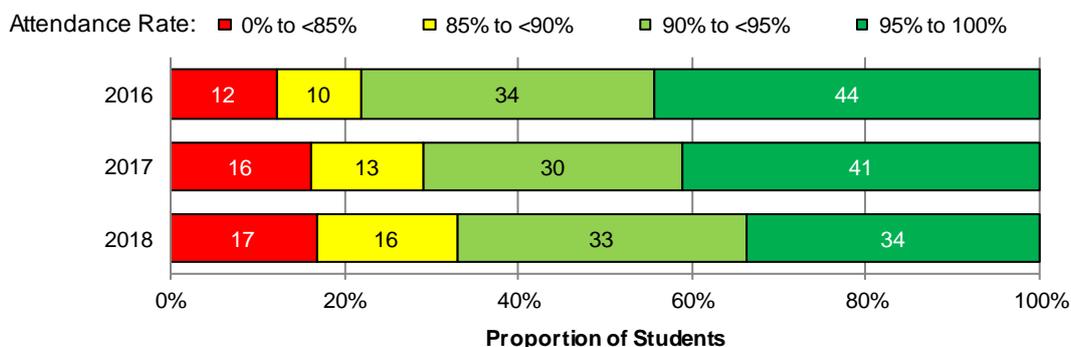
Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.
- Individual case management of students with 85% or less attendance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.