Dakabin State School

ANNUAL REPORT
2016

Queensland State School Reporting

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

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Department of Education and Training

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Contact Information

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School Overview

Dakabin State School is committed to providing a learning environment and educational programs which will motivate, challenge and support students to become 21st century learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, diversity and the rights of all are highly valued and respected.

Dakabin State School students are offered the opportunity and support to grow in confidence and self-esteem in a flexible, happy and positive environment. Students are expected to increasingly take initiative, accept responsibility for both their learning and their behaviour, and to exercise various forms of leadership. Our main aim is to foster in students qualities and skills that will enable them to adapt to a changing world.

Principal's Foreward

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Introduction

Queensland schools annually publish meaningful information to parents about student and school performance. This document contains important information about our school's journey in 2016. I am very proud of the work of students and staff at Dakabin State School and have pleasure in providing this report to you.

The document can be accessed on the school website (www.dakabinss.eq.edu.au) or in a hard copy version at the office. It would be appreciated if you would take the time to read this report and if you have any queries, to direct them to me on 07 3491 5222 or by email the.principal@dakabinss.eq.edu.au

Kelly Jeppesen
Principal

School Progress towards its goals in 2016

Quadrennial School Review	2016 is the beginning of our schools **Quadrennial School Review** process that will involve a **School Review in Term 1** with comprehensive feedback in which we will build the next 4 year strategic plan for our school. The 2016 - 2020 Plan will be collaboratively developed with staff, community and students.	A School Review was conducted in Term 1, 2016. An Action Plan was established in regards to the outcomes of the review and implemented over the last12 months. A full and comprehensive QSR process was conducted and a 4 year Strategic Plan was established.
Reading, Writing and Number	**Reading, Writing and Number** continue to be our key improvement areas for students and the highest priority for teacher and teacher aide professional learning. Every child progressing with the ultimate goal of every child above the National Minimum Standards in NAPLAN. The use of NCR Reading and Numeracy Pre and Post Test data to track student learning and target explicit teaching	Literacy and Numeracy continue to be our sharp and narrow improvement areas. Our coaching and collegial agreement has ensured that Teachers are being supported to engage a diverse range of learners. Our 2016 NAPLAN data demonstrated a significant improvement in the area of reading. Maths work continues with the support of the Regional HOD Maths.
Coaching and Capability Development	Investing 4 Success (GRG) funds are utilised in the **ongoing capability development of staff**. Four (0.5FTE) coaches are employed to work alongside teachers in providing regular feedback and ongoing support in the areas of **Literacy, Numeracy, Early Years and Positive Behaviour for Learning.** Four Professional Learning Communities will operate in 2016. 1. Literacy & Numeracy, 2. Early Years, 3. PB4L (SWPBS) 4. Leadership (Visible Learning)	The coaching program continues to support the capability of teachers. The work the coaches has done in supporting teachers to make their pedagogy more precise, data driven and feedback orientates has seen significant improvements in student learning outcomes.
Consistency of Pedagogical practice	**Embedding pedagogical practice** was a goal for 2016. "The Hive" outlines the pedagogical expectations for all staff in specific areas of learning. Curriculum Coaches will focus on inducting new staff and support them in their alignment to school practices and also continue to support all staff in building their capacity in the main focus areas.	A significant focus in 2016 was the embedding of reading practices across the school. This was highlighted as an area to enhance through the school review. Feedback from the SIU team has since affirmed the success of the Visible Reading Program and NAPLAN data indicates it is supporting student improvement.

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Future Outlook 2017 - 2020

Sharp and Narrow Improvement Focus · Reading · Mathematics · Writing	Reading, Writing and Number continue to be our key improvement areas for students and the highest priority for teacher and teacher aide professional learning. Every child progressing with the ultimate goal of every child above the National Minimum Standards in NAPLAN. The use of NCR Reading and Numeracy Pre and Post Test data to track student learning and target explicit teaching.
Pedagogical Consistency · Coaching · Feedback Culture · Professional Learning	Embedding pedagogical practice is a continuing goal. The Hive outlines the pedagogical expectations for all staff in specific areas of learning. Curriculum Coaches will focus on inducting new staff and support them in their alignment to school practices and also continue to support all staff in building their capacity in the main focus areas.
Engaging Diverse Learners · Building Successful · Learners · High Performance ~ High Potential · Kids Matter	Diverse Learners in our school are students who have their learning adjusted for a variety of purposes. Teachers will use differentiated pedagogies aligned to The Hive Pedagogical Framework to support student learning. Students will develop learning behaviours through a modified and supported curriculum, aligned to the school pedagogical framework. Parents, external allied health professionals, and NGO's to work collaboratively with the school to align support for individual students and families. Kids Matter will be launched in 2017 to provide a scaffold to support robust and resilient young people.
New Pedagogies for Deep Learning · 21st Century Learning · Leadership and Research based pedagogy	A small group of teaching staff will trial the NPDL framework in their classrooms. Connected Units in NPDL early innovator classrooms, reflect the NPDL framework and deep learning outcomes are evidenced in student assessment. The Executive Leadership Team will engage professional learning about the Mindsets of Innovation through NeuroPower and the RELISH+ pilot program

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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	498	236	262	13	90%
2015*	487	230	257	19	92%
2016	535	259	276	26	94%

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).

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Characteristics of the Student Body

Overview

Dakabin State School opened in 1992. Enrolments at the end of October 2016 were at 541 students. From its inception there has been a focus on establishing a school community where students, parents and staff work together to achieve the very best for our children. There is significant community participation in both decision-making and support processes at the school. Currently, there is a incline in numbers as the demographics of the area are changing. It is anticipated that growth over the next 3-4 years will see the school enrolment climb to 640 students. Our school community believes in the development of the whole child. Our students' social, emotional and academic development is considered in the development and implementation of school programs.

 The School Community is heavily involved in school activities and we get significant number of parents attending all school events. There is an existing Parent Representative Group with a parent rep from each class. They meet termly with the Principal and other members of the school leadership team. This group operates separately to the P&C and allows there to be a collaborative focus on operational issues, and it is a positive way to share learning and pedagogical concepts with parents. This is increasing reaffirming and growing positive dispositions from parents to the learning occurring in the school. Parents at Dakabin State School are becoming more involved in their children's education; they are developing higher expectations and they want their children to do well. Dakabin State School has a very supportive community feel to it and our students are very engaged in learning.

Partnerships with community

- Our local school community is diverse and includes a wide range of social, economic and cultural groups. Religious groups are also influential in our community. In 2008 a chaplain was appointed and this service will continue into the foreseeable future. This has been reviewed in 2015 and community support for the Chaplaincy program is overwhelming.
- The school Chaplain has an operational support team through the Local Chaplaincy Committee and ongoing professional support through Scripture Union. The Chaplain has established the "Dakabin Helping Hands" program where support is given.
- All community groups are encouraged to be active in our school through P&C participation.
- The school has developed strong and positive relationships with many government and non-government organisations to also support teaching and learning. These include Department of Child Safety, CYMHS, Qld Police Service, Qld Fire Service, Crime stoppers, Moreton Bay Regional Council, QUT, Qld Health, various media outlets.
- School organised events are not only held to encourage community participation, but to support and demonstrate the values of excellence in teaching and learning as articulated by the school. Such events are: Fete, Book Week, ANZAC Service, Open Days, Fun Run, Discos, and Uniform Free Days supporting worthwhile causes, Under 8s Day, and School Athletics Carnival.
- While the school community has high expectations in regard to the progress of their students at school and the activities provided by the school, it is essential that the community is continually encouraged to positively participate. Ongoing communication between teachers and families is of importance and therefore encouraged and a range of different communication tools are in place.

Geographical spread and special features of the community that the school serves

- Students at Dakabin typically originate from a cross-section of the community. The majority of parents are supportive of the school and their child's education. Over the last 3 years there has been a shift in the socio economic climate of the school with the school ISEA increasing to 980

- At least 5 % of our students come from homes where another culture is predominant; the major ethic group is Pacific Islander.

- There is a variety of religious programs offered at the school on a multi denominational basis. When designing curriculum programs teachers consider the values and beliefs of students' ethnic and religious backgrounds.

- The school has an Enrolment Management Plan that was established in Dec 2014

Local community priorities and expectations of the school

- Through consultation with parents it is clear that the priorities for the school are

- Dakabin State School being the "school of choice" for local families. That this school is where people choose to send their children, not bypass to attend other schools.
- Increased parent participation in the life of the school through volunteering, participation in events and partnerships with teaching staff around student learning

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	21	23	22
Year 4 – Year 7	25	26	28
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

- Dakabin State School delivers curriculum in accordance with the Australian Curriculum for English, Mathematics, Science, History and Geography (HASS). All other Key Learning Areas are using the Essential Learnings as per the Roadmap for P-10, curriculum, teaching, assessment and reporting.

- Students engage in Connected Units of work that encompass more than 2 Key Learning Areas.

- There is a strong emphasis on students being literate and numerate.

- Literacy and Numeracy data has influenced the pedagogy and focus on specific learning areas of improvement.

- Digital Technology integration is being supported in classrooms but further enhancements need to be made to increase usage now that significant investments in NBN, Wireless and the Broadband access has enhanced the infrastructure.

- Assessment and Reporting at Dakabin State School is aligned with ACARA

- Formal student progress reports are given to parents at the end of each semester. Informal parent inter**views are given at the request of parents or teachers throughout the year.**
- There has been significant work completed by teaching staff over the last 18 months in preparation for the implementation phase of the Australian Curriculum for English, Mathematics and Science.
- At Dakabin State School, teachers develop connected Units of work and use the Curriculum to Classroom resources to guide and support their teaching practices. Assessment tasks are routinely moderated between year level teams.
- Dakabin SS is developing local partnerships with schools to moderate work samples with other schools

Co-curricular Activities

✓ Wakakirri Dance Program

✓ Farm to Fork Extension Program in partnership with Dakabin SHS

✓ Active Student Council - Leadership Process and Program

✓ Junior Choir, Senior Choir Program

✓ Instrumental Music Program – Strings and Woodwind

✓ Interschool Sport for students in Year 5/6

How Information and Communication Technologies are used to Assist Learning

✓ The school's ICTs environment is continuing to evolve. It is strongly supported by appropriate hardware and is continually being enhanced. Plans are in place to further enhance the ICTs provision through a complete revision and renewal of appropriate software that will support the school's learning engagement program.

✓ A technician is also employed to support the program 2 days per week.

✓ School communication and internal planners are all electronic and teachers are quite adept at managing this system.

Social Climate

Overview

✓ The school places a high priority on staff and student wellbeing and has processes in place to address individual needs for example through the school chaplaincy program.

✓ Most teachers are striving to create supportive and safe learning environments by building positive relationships with students and to involve parents as important partners in their child's learning.

✓ There has been a determined effort to maximise learning time through literacy and numeracy blocks and the reorganisation of the specialist timetable.

✓ Staff morale is generally high and there is a focus on improving this as a team.

✓ The school prides itself on the school-wide promotion of the three Dakabees-Be Safe, Be Sensible and Be Respectful.

✓ Each classroom has collaboratively developed a classroom behaviour plan that is aligned with the Green and Red Pathways for all students in the school.

✓ 'Circle Time' is aimed at developing students' social skills and allows opportunities for the teacher and class to discuss classroom and playground issues and appropriate responses.

✓ There are high levels of trust between the Parents and Citizens' Association and the school leadership team.

✓ Continue to develop and implement the elements of the Positive Behaviour for Learning (previously known as SWPBS) program which will assist in maintaining consistent behaviour expectations across the school and enhance the understanding of the related social skills with students from a wide range of backgrounds.

✓ The explicit improvement agenda is used to promote to the community that the school is driven by the belief that every student is capable of successful learning in a safe and supportive environment.

✓ In 2015, there was a review of the school responsible behaviour plan for students.

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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)	91%	88%	100%
this is a good school (S2035)	88%	90%	100%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	94%	100%
their child's learning needs are being met at this school* (S2003)	88%	90%	100%
their child is making good progress at this school* (S2004)	85%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	88%	100%
teachers at this school motivate their child to learn* (S2007)	94%	88%	100%
teachers at this school treat students fairly* (S2008)	85%	88%	89%
they can talk to their child's teachers about their concerns* (S2009)	94%	88%	100%
this school works with them to support their child's learning* (S2010)	91%	92%	100%
this school takes parents' opinions seriously* (S2011)	76%	80%	100%
student behaviour is well managed at this school* (S2012)	76%	75%	100%
this school looks for ways to improve* (S2013)	88%	92%	100%
this school is well maintained* (S2014)	97%	92%	78%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	93%	99%	95%
they like being at their school* (S2036)	89%	97%	96%
they feel safe at their school* (S2037)	95%	95%	93%
their teachers motivate them to learn* (S2038)	99%	99%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	97%	100%
teachers treat students fairly at their school* (S2041)	91%	89%	92%
they can talk to their teachers about their concerns* (S2042)	89%	86%	92%
their school takes students' opinions seriously* (S2043)	86%	96%	90%
student behaviour is well managed at their school* (S2044)	79%	83%	85%
their school looks for ways to improve* (S2045)	94%	97%	100%
their school is well maintained* (S2046)	92%	97%	99%
their school gives them opportunities to do interesting things* (S2047)	96%	93%	100%

Staff opinion survey

Performance measure

Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	88%	89%
they feel that their school is a safe place in which to work (S2070)	93%	88%	96%
they receive useful feedback about their work at their school (S2071)	82%	74%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	93%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	93%	84%	98%
student behaviour is well managed at their school (S2074)	81%	78%	91%
staff are well supported at their school (S2075)	75%	69%	89%
their school takes staff opinions seriously (S2076)	80%	71%	84%
their school looks for ways to improve (S2077)	93%	81%	95%
their school is well maintained (S2078)	88%	78%	93%
their school gives them opportunities to do interesting things (S2079)	89%	78%	93%

* 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

It is important to us that we promote our school profile, curriculum vision and values through communication to sustain our market share of enrolments and to support and enhance our relationships and partnerships with the school and wider community.

Our parents are involved in their child's education through:
- Parent and Citizens Association meetings held on the 2nd Tuesday of every month.
- Classroom Support – many teachers welcome and appreciate the support of parent volunteers in their classrooms to help with activities such as reading, art, maths, etc.
- School Fetes and Fundraising Activities
- Tuckshop – parent volunteers are always welcomed and encouraged to support.
- Year 6 Graduation – parents of year 6 student
- Library Support- parents volunteer their time to help with tasks such as book covering
- Sporting events – parents help with tasks on sporting days and occasionally during season sport activities.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. We have "Circle Time" operating across the school with 2 trained staff who are trained facilitators. The school is also undertaking a commitment to engage in the Kids Matter Social Emotional Well-being Framework.
Support for families occurs in a range of ways from the Guidance Officer, Administration Team and the school Chaplain.

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	110	66	47
Long Suspensions – 6 to 20 days	3	5	2
Exclusions	0	2	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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school has capitalised the National Tank program and large tanks have been installed to capture run off water through the school. These tanks are yet to be plumbed into toilet facilities to further reduce the water usage. All light bulbs in the school have been replaced with energy saving bulbs. These efforts have seen a reduction in usage across the school.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	176,422	3,602
2014-2015	190,831	13,517
2015-2016	186,943	3,636

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

School name [   ] **GO**

Suburb, town or postcode [   ]

Sector:

☑ Government

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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	44	29	<5
Full-time Equivalents	39	20	<5

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	44
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $54 371.24

The major professional development initiatives are as follows:

- A significant portion of the PD funds has been to release teachers to work with the suite of pedagogy Coaches in the areas of Literacy, Numeracy, Early Years and PBL.
- Moderation Practices
- John Hattie - Visible Teaching - The Science of How we Learn
- Teacher Data Literacy and Conversations
- Differentiation Pedagogies for Diverse Learning
- Curriculum - ACARA
- Developing Performance Framework or all Staff
- Student Behaviour and Wellbeing – Kids Matter Framework
- Mandatory Professional Development Sessions
- First Aid

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.	96%	94%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	88%	86%

*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%.

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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	94%	91%	90%	91%	91%	90%	89%	91%					
2015	92%	92%	93%	91%	90%	88%	91%						
2016	93%	92%	92%	93%	92%	91%	91%						

*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:
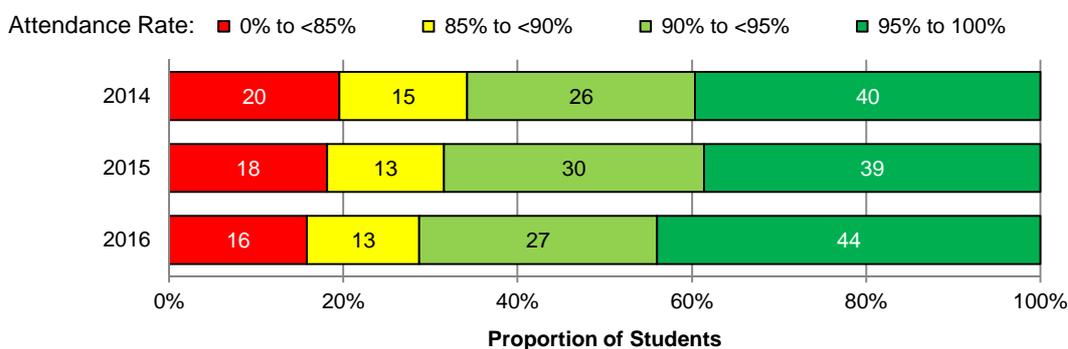
Description of how non-attendance is managed by the school

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.

Student attendance

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 in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Enforcement of Compulsory School and Compulsory Participation Provisions. The procedure for marking rolls in our school is that all teachers will mark the roll by 9:15am and 1:30pm on all school days. Upon receipt of rolls in the office, absences are noted. Parents have a school absentee line number they can call to explain a student absence.
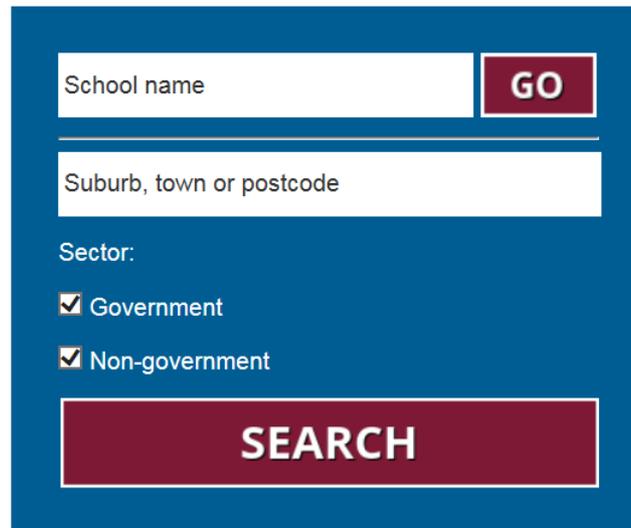
If there are unexplained absences or a pattern of absenteeism for any student which includes 3 days unexplained, a phone call and a letter requesting an explanation for a student's absence is warranted. Continued absences from school will result in the administration team sending written correspondence (TCS2) and the appropriate authorities are contacted. If attendance is still not satisfactory one week later, administrators will send further correspondence under s178(2) and take reasonable steps to meet with the parents.

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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/.

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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.