

Dakabin State School
Queensland State School Reporting
2014 School Annual Report



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Principal's foreword

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 2014. 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

School progress towards its goals in 2014

2014 saw the continued implementation of the School Pedagogical Framework called "The Hive". This pedagogical framework is based on the research of Dr John Hattie and Dr Robert Mazarno. This was launched officially with all staff in October 2013 and continues to drive practices in the school for Teaching and Learning. We introduced Mathematics and more specifically a focus on Number as the highest priority for 2014.

We were successful in being part of the Numeracy Success School program in partnership with North Coast Region. We introduced a teacher coaching model to support them in developing best practice in the teaching of mathematics. We also continued with our Visible Reading Program as a continuing priority for all students at Dakabin SS.

- **Core Priority - Mathematics**
- **Core Priority – Visible Reading**
- **Core Priority – Stimulus Writing**
- **Differentiation of Student Learning**
- Implementation of School Pedagogical Framework – "The Hive"
- Australian Curriculum implementation
- School Wide Positive Behaviour - Student Behaviour
- Productive partnerships with school & community stakeholders

We have some ongoing professional practices that we continued to drive throughout the school in 2014.

- Continue to implement 'Collegial Engagement in Classrooms' (Joint Statement DET & QTU April 2011) processes and sharing of classroom practices with associated feedback loops.
- Embed data analysis as the catalyst for differentiation and an improvement in student learning outcomes
- Further embed our school culture of high expectations – of 'every child learning in every classroom, every day'

Future outlook

In 2015 we are reinvigorating our focus on Visible Reading and our introduction of an Early Years Coach and Literacy Coach to support Teachers. Teaching students to read is the most significant priority in the school in 2015.

- 1. Core Priority - Visible Reading**
- 2. Core Priority - Mathematics**
- 3. Core Priority - Writing**
- 4. Diverse Learning**

- Diverse Learning Model (STiDL's—Specialist Teachers in Diverse Learning) "A paradigm shift..."
- A-E Moderation and ACARA Portfolios
- Embedding "The Hive" - Line of Sight from pedagogical framework to student work
- Teacher Planning and Feedback - Coaching, Planning and Explicit Teaching
- Student Feedback - Authentic, Consistent and Purposeful

Our school at a glance

School Profile

Dakabin State School opened in 1992. Current enrolment is 490 primary students and 72 attending prep. 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 significant change of numbers as the demographics of the area is changing with new housing developments occurring within the school community. 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.

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	442	214	228	90%
2013	444	205	239	95%
2014	498	236	262	90%

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

Characteristics of the student body:

- ✓ 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.
- ✓ There has been an increase in transient families who attend the school.
- ✓ At least 5 % of our students come from homes where another culture is predominant; the major ethnic 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.
- ✓ School attendance is of concern with an annual rate of 90.5%. We are working with parents and with non-government agencies in the community to increase this rate.
- ✓ Students enjoy attending school with an increase from around 85% to 92 % believing that they receive a good education at Dakabin (School Survey 2014). This is also reflected in the parental responses with around 91% believing their child is getting a good education at our school.
- ✓ Dakabin State School has a significant proportion of the student population with a disability. We value and support students with a variety of learning needs in a holistic approach to learning.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	20	19	21
Year 4 – Year 7 Primary	26	20	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	45	87	110
Long Suspensions - 6 to 20 days	1	8	3
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings**Our distinctive curriculum offerings**

- ✓ Dakabin State School delivers curriculum in accordance with the Australian Curriculum for English, Mathematics and Science. 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 units of work that align with the Curriculum to Classroom materials.
- ✓ 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.
- ✓ Information Technology integration is being supported in classrooms
- ✓ iPad program across the school for students to use as part of their learning
- ✓ Assessment and Reporting at Dakabin State School is to be reviewed to align with ACARA
- ✓ Formal student progress reports are given to parents at the end of each semester. Informal parent interviews are given at the request of parents or teachers throughout the year.
- ✓ The Flying Start Agenda will continue to influence curriculum changes in the school, especially as students continue to transition to start high school in Year 7
- ✓ The school has a strong and successful special education program and caters for a diverse range of students including some with complex and challenging needs

Extra curricula activities

- ✓ Expressions Dance Program
- ✓ Active Student Council - Leadership Process and Program
- ✓ Junior Choir, Senior Choir Program
- ✓ Instrumental Music Program – Strings and Woodwind
- ✓ Interschool Sport for students in Year 5/6/7

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 school based decision by staff has been made to continue the role of a Digital Pedagogy Coach 0.2 FTE to support teachers in using a broad range of ICT's in classrooms and it is anticipated this role will continue into the future.
- ✓ A technician is also employed to support the program 2 days per week.
- ✓ Currently 1 staff members have an ICT Pedagogical Licence and are Accredited Facilitators and 9 teachers have completed the coaching program in 2013 to obtain their ICT Pedagogical Licence.
- ✓ School leaders are currently engaged in the eLeaders ICT Framework to develop strategic plans to support the development of ICT in the curriculum.
- ✓ All staff are encouraged to work on their ICT Certificate or Licence.
- ✓ School communication and internal planners are all electronic and teachers are quite adept at managing this system.

Social Climate

- ✓ 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.
- ✓ 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 School-wide Positive Behaviour Support (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.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	92%	89%	91%
this is a good school (S2035)	83%	89%	88%
their child likes being at this school* (S2001)	100%	93%	100%
their child feels safe at this school* (S2002)	100%	85%	100%
their child's learning needs are being met at this school* (S2003)	92%	96%	88%
their child is making good progress at this school* (S2004)	92%	93%	85%
teachers at this school expect their child to do his or her best* (S2005)	92%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	93%	94%
teachers at this school motivate their child to learn* (S2007)	92%	100%	94%
teachers at this school treat students fairly* (S2008)	82%	92%	85%
they can talk to their child's teachers about their concerns* (S2009)	92%	100%	94%
this school works with them to support their child's learning* (S2010)	92%	92%	91%
this school takes parents' opinions seriously* (S2011)	92%	83%	76%
student behaviour is well managed at this school* (S2012)	82%	81%	76%
this school looks for ways to improve* (S2013)	92%	96%	88%
this school is well maintained* (S2014)	100%	96%	97%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	94%	92%	93%
they like being at their school* (S2036)	90%	84%	89%
they feel safe at their school* (S2037)	89%	88%	95%
their teachers motivate them to learn* (S2038)	96%	97%	99%
their teachers expect them to do their best* (S2039)	100%	96%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	91%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
teachers treat students fairly at their school* (S2041)	86%	88%	91%
they can talk to their teachers about their concerns* (S2042)	85%	78%	89%
their school takes students' opinions seriously* (S2043)	90%	81%	86%
student behaviour is well managed at their school* (S2044)	70%	77%	79%
their school looks for ways to improve* (S2045)	90%	91%	94%
their school is well maintained* (S2046)	94%	92%	92%
their school gives them opportunities to do interesting things* (S2047)	93%	90%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		87%	89%
they feel that their school is a safe place in which to work (S2070)		90%	93%
they receive useful feedback about their work at their school (S2071)		77%	82%
students are encouraged to do their best at their school (S2072)		97%	98%
students are treated fairly at their school (S2073)		97%	93%
student behaviour is well managed at their school (S2074)		93%	81%
staff are well supported at their school (S2075)		77%	75%
their school takes staff opinions seriously (S2076)		80%	80%
their school looks for ways to improve (S2077)		93%	93%
their school is well maintained (S2078)		93%	88%
their school gives them opportunities to do interesting things (S2079)		90%	89%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 7 Graduation – parents of year 7 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.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	155,476	2,868
2012-2013	169,233	3,344
2013-2014	176,422	3,602

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.

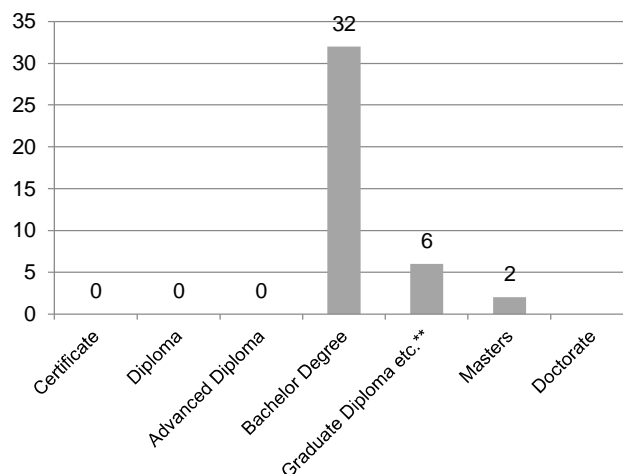
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	40	25	<5
Full-time equivalents	35	18	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	32
Graduate Diploma etc.**	6
Masters	2
Doctorate	
Total	40



*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 2014 were \$29, 931

The major professional development initiatives are as follows:

- READING - tactical reading
- John Hattie - Visible Teaching
- Teacher Data Literacy
- Differentiation Pedagogies
- Curriculum - ACARA
- Developing Performance Framework for all Staff
- Student Behaviour and Wellbeing
- Early Years Behaviour PD
- Leadership – QELi Course
- Mandatory Professional Development Sessions
- First Aid

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2014 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	92%	91%

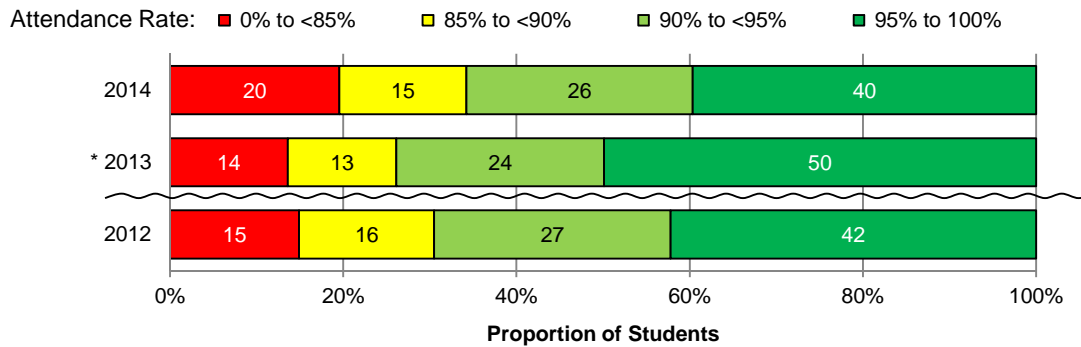
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	91%	90%	93%	90%	91%	92%	92%					
2013	93%	91%	92%	92%	90%	92%	92%					
2014	91%	90%	91%	91%	90%	89%	91%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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 9:15 am and 1:30 pm 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.

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.

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Achievement – Closing the Gap

Indigenous students attending Dakabin State School continued to achieve on par with their peers. There is a total of 13 students who are Indigenous. Attendance continues to be of concern with 22% of indigenous students attending less than 85% of the time. Academically the student performance gap is negligible.