

Dakabin State School
Queensland State School Reporting
2015 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 2015. 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 2015

In 2015 we were reinvigorating our focus on Visible Reading and our introduction of an Early Years Coach and Literacy Coach to support Teachers. Teaching students to read was the most significant priority in the school in 2015. Another achievement was the implementation of a full Diverse Learning model of support to meet the needs of all learners in the school. Feedback from this implementation will help us to refine the 2016 model.

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 Future outlook

- 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.
- **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.
- 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)
- **Embedding pedagogical practice** is 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.

Our school at a glance

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.

School Profile**Coeducational or single sex: Coeducational****Independent Public School: No****Year levels offered in 2015: Prep Year - Year 6****Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	444	205	239	11	95%
2014	498	236	262	13	90%
2015	487	230	257	19	92%

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

From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts. In 2015, there were no students enrolled in a Pre-Prep program.

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 and an increase in the school enrolment

There has been an decrease 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 91%. We are working with parents and with non-government agencies in the community to increase this rate. It is to be noted that the students are expressing in the surveys that they are liking school significantly more and there is an increase in their satisfaction with their learning.

Students enjoy attending school with an increase from 92% to 99% believing that they receive a good education at Dakabin (School Survey 2015). This is also reflected in the parental responses with 96% of parents believe teachers at this school expect their child to do his or her best.

Dakabin State School has a significant proportion of the student population with a diverse learning need. We value and support students with a variety of learning needs in a holistic approach to learning.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	19	21	21
Year 4 – Year 7 Primary	20	25	17
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	87	110	66
Long Suspensions - 6 to 20 days	8	3	5
Exclusions	0	0	2
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- ✓ Dakabin State School delivers curriculum in accordance with the Australian Curriculum for English, Mathematics, Science, History and Social Sciences (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 units of work that align with school based units of work called Connected Units. The Curriculum to Classroom materials are used as a resource to support teachers.
- ✓ 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 and a BYOD program has been in place for a number of years in Yr 3-6
- ✓ 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 6
- ✓ 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

- ✓ Wakakirri 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

How Information and Communication Technologies are used to improve 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

- ✓ 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.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	89%	91%	88%
this is a good school (S2035)	89%	88%	90%
their child likes being at this school (S2001)	93%	100%	96%
their child feels safe at this school (S2002)	85%	100%	94%
their child's learning needs are being met at this school (S2003)	96%	88%	90%
their child is making good progress at this school (S2004)	93%	85%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	97%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	93%	94%	88%
teachers at this school motivate their child to learn (S2007)	100%	94%	88%
teachers at this school treat students fairly (S2008)	92%	85%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	94%	88%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school works with them to support their child's learning (S2010)	92%	91%	92%
this school takes parents' opinions seriously (S2011)	83%	76%	80%
student behaviour is well managed at this school (S2012)	81%	76%	75%
this school looks for ways to improve (S2013)	96%	88%	92%
this school is well maintained (S2014)	96%	97%	92%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	93%	99%
they like being at their school (S2036)	84%	89%	97%
they feel safe at their school (S2037)	88%	95%	95%
their teachers motivate them to learn (S2038)	97%	99%	99%
their teachers expect them to do their best (S2039)	96%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	94%	91%	97%
teachers treat students fairly at their school (S2041)	88%	91%	89%
they can talk to their teachers about their concerns (S2042)	78%	89%	86%
their school takes students' opinions seriously (S2043)	81%	86%	96%
student behaviour is well managed at their school (S2044)	77%	79%	83%
their school looks for ways to improve (S2045)	91%	94%	97%
their school is well maintained (S2046)	92%	92%	97%
their school gives them opportunities to do interesting things (S2047)	90%	96%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	87%	89%	88%
they feel that their school is a safe place in which to work (S2070)	90%	93%	88%
they receive useful feedback about their work at their school (S2071)	77%	82%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	100%	90%
students are encouraged to do their best at their school (S2072)	97%	98%	100%
students are treated fairly at their school (S2073)	97%	93%	84%
student behaviour is well managed at their school	93%	81%	78%

Performance measure			
Percentage of school staff who agree# that: (S2074)	2013	2014	2015
staff are well supported at their school (S2075)	77%	75%	69%
their school takes staff opinions seriously (S2076)	80%	80%	71%
their school looks for ways to improve (S2077)	93%	93%	81%
their school is well maintained (S2078)	93%	88%	78%
their school gives them opportunities to do interesting things (S2079)	90%	89%	78%

'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.

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
2012-2013	169,233	3,344
2013-2014	176,422	3,602
2014-2015	190,831	13,517

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

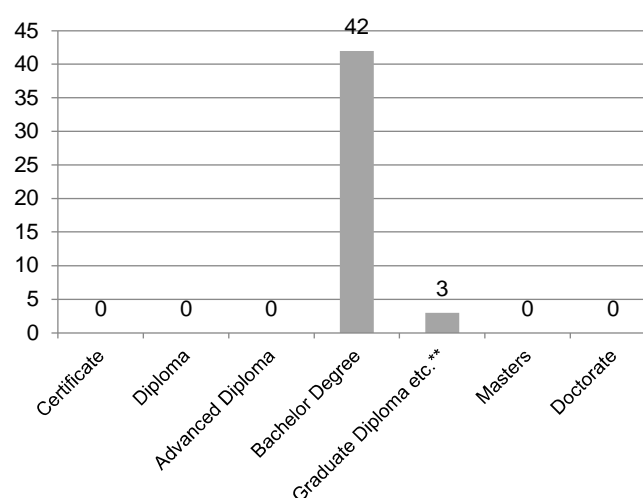
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	42	27	<5
Full-time equivalents	37	20	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.**	3
Masters	0
Doctorate	0
Total	45



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$28 635.68

The major professional development initiatives are as follows:

- READING - tactical reading
- John Hattie - Visible Teaching - The Science of How we Learn
- Teacher Data Literacy in working with the Dr Lyn Sharrett
- Differentiation Pedagogies for Diverse Learning
- Curriculum - ACARA
- Developing Performance Framework or all Staff
- Student Behaviour and Wellbeing – Kids Matter Framework
- Early Years Behaviour PD – Developmentally Appropriate Pedagogy
- Seven Steps in Writing – Facilitator Training
- Mandatory Professional Development Sessions
- First Aid

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

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	90%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

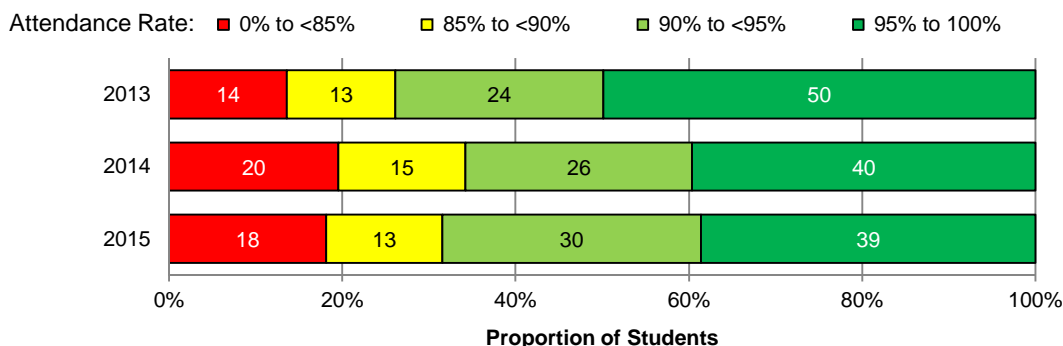
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	93%	91%	92%	92%	90%	92%	92%					
2014	94%	91%	90%	91%	91%	90%	89%	91%					
2015	92%	92%	93%	91%	90%	88%	91%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the 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.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.