Principal’s foreword

Introduction

I welcome this opportunity to present the School Annual Report for Dayboro State School for 2011.

2011 was a year of progress for Dayboro State School with excellent new facilities put into use. Staff undertook extensive professional development to ensure they were fully prepared for the implementation of the Australian curriculum in English, Mathematics and Science. Our newly developed school science program was implemented with the assistance of exceptional professional development and an excellent array of purpose designed resources.

Our enthusiastic P&C worked tirelessly towards the goals of ensuring our students have access to the latest in technological teaching and learning tools as well as being able to learn in the comfort of climate controlled classrooms.

Dayboro State School maintained its position as a focal point of the local community and our students continued to flourish.

School progress towards its goals in 2011

The Curriculum Audit of 2010 gave us the focus of Systematic Curriculum Delivery and An Expert Teaching Team. We were able to achieve the following through shared commitment towards our goals:

- Continue to embed QCARF across P-7, using the EQ Roadmap, specifically focussing on the refinement of our Whole School Assessment Plan (to include expectations regarding the use of profiles, common assessment tasks and moderation).
- Implement the new science program developed in 2010 and include appropriate aspects of Earth Smart Science.
- Review the Whole School Mathematics Plan and its associated pedagogical approach.
- Identify individual staff needs, particularly in the areas of Mathematics, Science and ICT.
- Introduce a professional interchange program with a focus on mathematics.
- Provide opportunities for staff to attend professional development and information sessions about the Australian Curriculum.

Future outlook

The focus for 2012 will be:

- Implementation of the new Australian curriculum for English, Mathematics and Science, including common assessment task, moderation and reporting
- Identify individual staff needs, particularly in the areas of Mathematics, Science and ICT.
- Developing a culture of feedback
- Implementation of Individual Performance Plans for staff
Our school at a glance

**School Profile**

Coeducational or single sex: Coeducational  
Year levels offered: Prep - Year 7  
Total student enrolments for this school:  
<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>353</td>
<td>180</td>
<td>173</td>
<td>96%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:  
Dayboro State School has a fairly stable school population with less than 5% student turnover throughout the academic year. The school has a very small indigenous population and only a few students for whom English is a second language.

Class sizes – Proportion of school classes achieving class size targets in 2011  
<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.6</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27.2</td>
</tr>
<tr>
<td>All Classes</td>
<td>23.6</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>5</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

- The Language Other than English that students study in Year 6 & 7 is French.
- We offer an extensive curriculum program that is based on the Australian Curriculum for Mathematics, English and Science and the Queensland Essential Learnings in the other Key Learning Areas.
- We provide differentiated instruction to meet the varied learning needs, styles and readiness of our learners.
- The Dayboro Gifted and Talented Program aims to provide the students at Dayboro with gifts and talents with opportunities to develop their abilities and meet their potential.
- We provide support to individual students with identified special needs with integrated programs in classrooms and through withdrawal programs offered in the Special Education Centre.
- A high quality Annual Year Book is published with sponsorship from local service clubs. A copy of the Year Book is presented to each Year 7 student at the Year 7 Graduation Ceremony in December.
- The children enjoyed several visiting performances in 2011. These were hosted in the new school hall where stage, audio visual and lighting facilities are available.

Extra curricula activities

- Extra Curricula activities include participation in local, state and national competitions and projects that are conducted from time to time during the school day and after school hours. Such activities cover academic, sporting and cultural pursuits and cover varying aspects of our core curriculum. Such events include Maths Tournaments, bi-annual participation in the JRock Eisteddfod, School Concerts, Family Dance and School Disco as well as events such as local shows, ANZAC Day, and Remembrance Day.
- Sport at an interschool level from Year 4 to 7 including athletics and swimming. Interschool soccer, netball, rugby league and basketball in Year 6 & 7.
- Dayboro State School has a strong Music Program. Students have the opportunity to learn a woodwind, brass or percussion instrument in Years 4 to 7. When they have made the necessary progress Instrumental students are able to join the Dayboro School Band. The Dayboro Voices school choir involves students from Year 3 to 7 in performance at school and community functions.
- The Student Council with elected representatives organises charitable fundraising, supports humanitarian projects and assists with school decision making.

How Information and Communication Technologies are used to assist learning

- The use of Interactive whiteboard technology in 60% of classroom spaces in 2011 saw a paradigm shift in the way curriculum is presented in many classrooms. Development of teaching strategies using Teamboards has continued with the teachers, who work with them, seeing Interactive Whiteboards as essential tools in their teaching repertoire.
- Information and communication technologies (ICTs) include computers, scanners, digital cameras, the Internet and various software programs that we use in school. These technologies are used across all subject areas to support learning. All students have regular access to classroom computers as well as those in the Library. Students access these for research, word processing, emailing and a variety of other purposes. Teachers use the Learning Place Digital Resources to develop and extend the students’ knowledge and to present their work.
- The school website at www.dayboross.eq.edu.au/wcms/ gives the most up to date information on the school. It also contains a copy of the Internet Agreement that all students must have before accessing the internet at school. Some areas of the website for students and staff can only be accessed with a login and password.

Social climate

- With a school population of approximately 350 students, the qualities of a community school with a caring family atmosphere are immediately evident. Our very capable staff members know all the children by name. Established processes and procedures ensure that all children receive individual assessment and participate in programs that lead to a successful and enjoyable school life.
- We expect and encourage our students to be proud of their school and its good reputation, wear the uniform with pride and behave appropriately at all times. We teach all students the 5Bs. Be Respectful, Be Positive, Be Responsible, Be Tolerant
Our school at a glance

and Be Proud. A system of assembly awards is maintained to positively recognise those who demonstrate that they follow
the 5Bs. The Dayboro State School Behaviour Matrix was specifically taught in all classrooms during 2011 with one
behaviour expectation being featured each week.

- Dayboro State School has strong links with its community and enjoys its loyal support. The school takes part in many of
the special annual local events such as Dayboro Day, Dayboro Show, ANZAC Day and Remembrance Day. This
contributes to a very strong sense of community ownership of the school. Many of our students are members of local
sporting teams and some of the teams access the school facilities and resources.

Parent, student and teacher satisfaction with the school

The percentage of parents satisfied that their child is getting a good education at our school has slightly decreased this year.
However, this is due to an increase in the number of parents who provided a neutral response rather than a ‘dissatisfied’
response. Over 25% of parents surveyed answered with a neutral response to some of questions asked on the survey. In 2012,
we will aim to improve communication with our community so that parents have more information to base their response on.

Student satisfaction was still high, maintaining the improvement seen in 2010.

Parent, student and teacher satisfaction with the school

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>68%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>76%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>70%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>94%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

The school has a friendly and enthusiastic Parents and Citizens Association that meets on the second Monday of the month at 6:30
pm. In 2011 major projects of the P & C were a range of very successful fundraising campaigns in order to complete the air
conditioning of all classrooms as well as the implementation of electronic whiteboard technology in most classrooms.

Parents are invited to participate as volunteers in the school ranging from classroom helpers, tuckshop assistants, art & craft
assistants, reading group supervisors and technology advisors.

2011 saw the introduction of Ready Reader Training for our Early Years parents. This was conducted by our Support Teacher Literacy
and Numeracy and was enthusiastically attended by our parent body.

Vital school/home communication happens in several ways:

- newsletter – Tuesday weekly
- forms, permission slips, notes
- discussion, interviews – by appointment
- accessing the school website at www.dayboross.eq.edu.au/wcms/
- forums offered by P&C at various times
- information evenings, culminating day activities at the end of units of work
- classroom visits, where appropriate, - arranged at the office for security and safety (visitors badges are available from the
  office).
- e-mails, phone calls, and communication booklets used in some family situations.
Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

2011 saw the completion of the P & C program of air-conditioning of all classrooms across the school as well as the implementation of electronic whiteboard technology in most classrooms. To ensure that these resources are managed in an environmentally sustainable way as a School Environmental Management Plan (SEMP) was developed. This included the establishment of a SEMP Team who researched, wrote and implemented the whole school plan. This included a curriculum or student focus as well as a whole of community focus. We hope to see the benefits of this plan in the coming years.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity KwH</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>104,016</td>
<td>2,024</td>
</tr>
<tr>
<td>2010</td>
<td>83,280</td>
<td>1,515</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>25%</td>
<td>34%</td>
</tr>
</tbody>
</table>
## Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>26</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>20</td>
<td>8</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>16</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $14,272.

The major professional development initiatives are as follows:

- Involvement of all teachers from Prep to Year 7 in professional development and interchange related to the ACARA curriculum of English, Maths and Science in preparation for their implementation in 2012.
- The professional development associated with the implementation of the Dayboro State School Reading Program including training in the Right Brained Reading Program with the Support Teacher - Literacy and Numeracy.
- Information and Communication Technology Training and further skilling.
- Differentiated curriculum implementation to meet the needs of the range of students in each classroom.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2011 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/](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

Select: Government
Non-government

SEARCH

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 web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. 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 - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 94%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
</tr>
</tbody>
</table>

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 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.

Teachers mark the roll every morning and afternoon. Parents are asked to provide an explanation for their child’s absence by either phoning the student absence phone number or sending a note to the class teacher. If a student is absent for 3 consecutive days, without explanation, the teacher notifies the Admin team who will then phone the parent to find out why the child is away. If the child does not return to school, the Principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at school.
Performance of our students

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

Search by school name

Search by suburb, town or postcode

Sector: Government
Non-government

SEARCH

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results 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 able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

The size of the Indigenous cohort at Dayboro State School is too small to make any statistically appropriate comparison. It suffices to say that all the indigenous students were meeting or exceeding 2012 improvement and achievement targets in 2011.