Introduction

At Dayboro State School we are determined as a community to embed our school motto “Cultivating Knowledge” into every aspect of school life.

Steeped in a tradition of excellence since 1873, Dayboro State School still prides itself as a place where our students and wider community are engaged together in the richness of learning – traditional values within a modern teaching and learning environment.

We strive for the development of the whole person in every child, providing curriculum and social programs which are reflective of the needs, interests and abilities of each individual and the educational aspirations of the community we serve.

We have a diverse range of academic, cultural, sporting and social program opportunities in which the school community can engage. Our school is very community based as it is a focal point of the Dayboro community.

The intent of this report is to provide parents and the wider community with a snapshot of our school. This set of information is common for all schools across Queensland. It provides an overview of the highlights and successes for Dayboro State School during 2014. I trust that you find the information about our school of interest. Please do not hesitate to contact the school should any further information be required.

School progress towards its goals in 2014

The Quadrennial School Review and the Dayboro State School Strategic Plan 2014-2017 provided the focus and key priorities for the school in 2014. Through a shared commitment to our goals we were able to achieve:-

- Implementation of the new Australian Curriculum in History, including the common assessment tasks, moderation and reporting
- Implementation of whole school data collection processes on One School, including the completion and implementation of a whole school standards framework
- Continuation of the implementation of the Australian Curriculum in English, Mathematics, Science, and familiarisation with Geography through professional development and moderation activities
- Continued implementation of the Art and Science of Teaching as a basis for the development of a whole school pedagogical, coaching and feedback framework - design question 6, consolidation of design question 1.
- Continued implementation of the Performance Development Framework across all staff members
- Establishment of Professional Learning Communities to examine student learning and best practice.
- Success schools project – Gradual Release of Responsibility Model for the teaching of Reading, focussing on the teaching of reading comprehension strategies with the support of a literacy coach.
- Research and implementation of the whole school Response to Intervention and Instruction Model.
- Key teachers trained as coaches to develop a co-coaching model regarding pedagogy.
Future outlook

Our 2015 Explicit School Improvement Agenda is:
- Improvement in Reading - Embedding the Gradual Release of Responsibility model
- Refining data collection and analysis processes
- Improvement in the Upper 2 Bands in Reading and Writing
- Continued improvement and enhancement of the Response to Intervention process
- Improving student attendance to meet the Regional Target

SUCCESSFUL LEARNERS

School Priorities:
- Implement the Australian Curriculum
- Continue to refine data processes to build a quality data base of student information
- Continue to implement well-structured Gifted and Talented and Intervention processes
- Improvement in the Upper 2 Bands of NAPLAN and strive towards having all students performing at or above the National Minimum Standard in 2015

Key Strategies:
- Continue to implementation of the Australian Curriculum in English, Maths, Science, History, Geography, Business and Economics, Civics and Citizenship, HPE, and LOTE.
- Begin the familiarisation of the Australian Curriculum in the Arts.
- Continue the implementation of the Dayboro SS Pedagogical Framework based on Robert Marzano’s Art and Science of Teaching
- Utilise of the school Response to Intervention Program (RTI Program) to identify, develop targeted and focussed work programs, assess and monitor individual student achievement
- Develop and embed consistent processes for providing teacher and student feedback
- Regularly review system and school performance data and respond proactively
- Embed the role of the Master Teacher in the coaching and feedback cycle of teacher practice, in particular in the area of Literacy.
- Develop process to provide opportunity for students to achieve the national minimum standard in literacy and numeracy
- Utilise a teaching resource to work as a Gifted Education Mentor – assist in identifying students in the middle bands who have the capabilities to move into the higher bands
- School Involvement in the BSDE Impact Program with identified students to enhance development in the upper two bands
- Participate in the Early Years transition program

GREAT PEOPLE

Teaching Quality, Principal Leadership & Performance

School Priorities:
- Implement Performance Reviews for all staff (Great Teachers - Great Results)
- Learning and Wellbeing Framework
- Lead Teaching and Learning
- Develop self and others
- Lead improvement, innovation and change

Key Strategies
- Meet all teachers in Term 1/Week 8 and Term 4/Week 6 to discuss data and develop/review Performance Development Plans
- Teaching staff performance plans align with AITSL- National Professional Standards for Teachers
- Consultation and feedback structures are in place and utilise Walkthrough and Instructional Rounds processes
- Introduce a Head of Learning and Master Teacher
- Implement the annual Professional Development Plan, tailored to staff needs
- Continue to evolve the concept of Professional Learning Communities
- Enable opportunities for teachers to engage in high quality conversations regarding school improvement strategies.
- Enable opportunities for teachers to reflect upon their own personal practice and develop a school culture of professional sharing.
- Incorporate coaching and feedback for all staff into school culture.
- Implement a professional development program for para-professional staff members.
- Continue the established school governance model of distributed leadership and subsequent building of leadership capacity.
- Implement programs to support staff wellbeing and work-life balance.
- Maintain high levels of staff satisfaction and professionalism.
- Build teacher capacity through Master Teacher Coaching and targeted professional development activities.
- Participate actively in District Best Practice Networks.
- Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.
- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.

**HIGH STANDARDS**

**School Priorities:**
- Establishment of an Explicit Improvement Agenda for the School
- T&L/Discipline Audit priorities
- Internal Audit priorities
- School Opinion Survey priorities

**Key Strategies**
- Continue to implement the recommendations from the audit conducted in 2013.
- Provide explicit professional development in all elements of the pedagogical framework to establish consistency of practice and a metalanguage for learning.
- Provide professional development aimed at building staff members’ data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school.
- Build on the strong collegiality to develop a self-reflective culture - introduction of WOW time and building blocks towards the ongoing engagement of staff in active Professional Learning Communities (PLCs).
- Develop strategies to communicate with the school community more effectively in terms of the school curriculum and its content.
- Continue to actively promote Dayboro State School as a quality school- highlighting and celebrating school achievements within the local community.
- Implement strategies to fulfil internal audit requirements and recommendations.
- Continue to monitor the effectiveness of the school governance structure to ensure that EQ corporate requirements are executed with integrity and accuracy.
- Ensure that accurate records are maintained regarding the governance of the school – school committees and budgetary activities.
- Ensure that all staff adhere to the Code of Conduct and demonstrate professionalism and integrity when executing their duties.
- Provision of a supportive model that enables teachers to collaboratively plan, teach, assess, moderate and report with the guidance of the curriculum coordinator.
ENGAGED PARTNERS

Regional Support and Local Decision Making

School Priorities:

- Maintain alignment
- Develop consistency
- Scale up success
- Engagement of State Secondary Schools
- Parent and Community Engagement Strategy

Key Strategies:

- Continue to promote local community partnerships to support student learning and student wellbeing
- Develop more effective methods of communication with parents and wider community
- Effectively market school events, successes to the local and wider community
- Explore the role of Parent Representatives for each class in order to communicate class events
- Continue to offer Parent Education Programs at the school to build a greater understanding of educational processes and practices
- Provide ongoing opportunities for parents to provide feedback and input into school decisions via surveys and forms
- Continue to engage outside organisations to enrich student learning
- Continue to initiate and encourage partnerships with local state high schools, particularly in the area of Gifted and Talented Education
- Develop transition programs with state high schools which reflect the needs of Year 5 and 6 students transitioning to Junior Secondary
- Continue to promote the role of the School Chaplain within the school and wider community
- Continue to develop partnerships with businesses and community groups to support the school and the school and P & C
- Utilise school resources (Head of Learning and Master Teacher) to provide programs and opportunities for parents and prospective parents to build their capacity to support their child’s learning
- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.
- Participate in the Pine Rivers Early Learning Strategy group in 2015
- Develop transition and information sharing practices in consultation with local child care providers
- Develop shared understandings of play based pedagogical inquiry approaches between child care providers and the school
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>336</td>
<td>178</td>
<td>158</td>
<td>95%</td>
</tr>
<tr>
<td>2013</td>
<td>324</td>
<td>167</td>
<td>157</td>
<td>96%</td>
</tr>
<tr>
<td>2014</td>
<td>358</td>
<td>182</td>
<td>176</td>
<td>96%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:

- Dayboro State School was established in 1873 and is located in the township of Dayboro. In 2014, the campus averaged 350 students in Prep – year 7. Most year levels in our coeducational school had between 40 and 60 students.
- Students attending Dayboro State School are mostly drawn from the township of Dayboro and the outlying areas.
- The parents of our children place great importance on education and provide positive support for their children’s learning. As a result, most students are very motivated to learn and are capable of excellent levels of achievement. Parents have high expectations that their children will do well at school and actively pursue all avenues to ensure success is forthcoming. Many students are actively involved in local sporting and community activities. Organised sport is a large focus in the school community.
- The majority of students who complete Year 7 at Dayboro State School choose either Pine Rivers State High School or Bray Park State High School for their secondary education. The French Language, which is offered as a LOTE at Dayboro State School is followed up with studies at the local high school.
- Dayboro State School is a central hub in the local community and has extensive facilities which are utilised by church and sporting groups. Dayboro State School has an active P&C which is strongly supported by the school and local community in its fundraising activities.
- Our motto “Cultivating Knowledge” exemplifies the vision of the school in providing a place which inspires our students to reach their full potential in a safe, caring, and educationally challenging environment.

Average class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>22</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Year 4 – Year 7 Primary</td>
<td>26</td>
<td>28</td>
<td>27</td>
</tr>
</tbody>
</table>
School Disciplinary Absences

<table>
<thead>
<tr>
<th>Count of Incidents</th>
<th>2012</th>
<th>2013</th>
<th>2014*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Disciplinary Absences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions*</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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

- We offer an extensive curriculum program that is based on the Australian Curriculum for Mathematics, English, Science and History, Geography 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.
- Our LEAP Program (Learning, Enhancement and Acceleration Program)
  - Our three tier Response to Intervention and Instruction Program ensures all students are provided with the additional support or extension required to meet their individual needs.
  - The Dayboro Gifted and Talented Program aims to provide the students at Dayboro with gifts and talents with opportunities to develop their abilities and reach 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.
- The Language Other than English that students study in Year 6 & 7 is French.
- 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 Dance Fever program is offered as an integral part of the Arts curriculum.
- The children enjoyed several visiting performances in 2014. 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 ICAS Competitions, Fun-da-Mentals, Maths Tournaments, School Concerts, Family Dance and School Disco as well as events such as local shows, Dayboro Day, ANZAC Day, and Remembrance Day.
- Sport at an interschool level from Years 5 to 7, including athletics and swimming, 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 performances at school and community functions. A junior choir was introduced for students in Years 1 & 2.

- The Student Council with elected representatives organises charitable fundraising, supports humanitarian projects and assists with school decision making.
- Under 8s Day celebrations involving a wide range of community groups

**How Information and Communication Technologies are used to assist learning**

- 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 computer pods 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 use of computer pods in each classroom enables integration of ICTs across all key learning areas, as well as the ability to differentiate in small group literacy and numeracy blocks.
- The use of Interactive whiteboard technology in 100% of classroom spaces in 2014 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.
- Our special education students have access to 7 iPads to enhance their learning and widen their access to the curriculum. Apps are purchased to meet the needs of individual students.
- The school website at [www.dayboross.eq.edu.au](http://www.dayboross.eq.edu.au) 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 5B’s: Be Respectful, Be Positive, Be Responsible, Be Tolerant 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 2014 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 staff satisfaction with the school**

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school (S2016)</td>
<td>86%</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td>this is a good school (S2035)</td>
<td>90%</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>their child likes being at this school* (S2001)</td>
<td>86%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td>their child feels safe at this school* (S2002)</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school* (S2003)</td>
<td>90%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>their child is making good progress at this school* (S2004)</td>
<td>90%</td>
<td>88%</td>
<td>100%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best* (S2005)</td>
<td>97%</td>
<td>97%</td>
<td>100%</td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of parent/caregivers who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work* (S2006)</td>
<td>83%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn* (S2007)</td>
<td>93%</td>
<td>94%</td>
<td>96%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly* (S2008)</td>
<td>90%</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns* (S2009)</td>
<td>97%</td>
<td>100%</td>
<td>98%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning* (S2010)</td>
<td>93%</td>
<td>94%</td>
<td>91%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously* (S2011)</td>
<td>74%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school* (S2012)</td>
<td>72%</td>
<td>88%</td>
<td>96%</td>
</tr>
<tr>
<td>this school looks for ways to improve* (S2013)</td>
<td>86%</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>this school is well maintained* (S2014)</td>
<td>97%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of students who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school (S2048)</td>
<td>90%</td>
<td>95%</td>
<td>98%</td>
</tr>
<tr>
<td>they like being at their school* (S2036)</td>
<td>81%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>they feel safe at their school* (S2037)</td>
<td>88%</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>their teachers motivate them to learn* (S2038)</td>
<td>95%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers expect them to do their best* (S2039)</td>
<td>100%</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work* (S2040)</td>
<td>97%</td>
<td>96%</td>
<td>97%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school* (S2041)</td>
<td>73%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns* (S2042)</td>
<td>88%</td>
<td>97%</td>
<td>94%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously* (S2043)</td>
<td>90%</td>
<td>93%</td>
<td>91%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school* (S2044)</td>
<td>62%</td>
<td>95%</td>
<td>93%</td>
</tr>
<tr>
<td>their school looks for ways to improve* (S2045)</td>
<td>97%</td>
<td>98%</td>
<td>97%</td>
</tr>
<tr>
<td>their school is well maintained* (S2046)</td>
<td>95%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things* (S2047)</td>
<td>88%</td>
<td>98%</td>
<td>94%</td>
</tr>
</tbody>
</table>

### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>they enjoy working at their school (S2069)</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>they feel that their school is a safe place in which to work (S2070)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>they receive useful feedback about their work at their school (S2071)</td>
<td>97%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>students are encouraged to do their best at their school (S2072)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>students are treated fairly at their school (S2073)</td>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>student behaviour is well managed at their school (S2074)</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>staff are well supported at their school (S2075)</td>
<td>100%</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>their school takes staff opinions seriously (S2076)</td>
<td>100%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>their school looks for ways to improve (S2077)</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
</tbody>
</table>
### Performance measure

<table>
<thead>
<tr>
<th>Percentage of school staff who agree* that:</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>their school is well maintained (S2078)</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things (S2079)</td>
<td>100%</td>
<td>97%</td>
<td></td>
</tr>
</tbody>
</table>

* 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

The school has a friendly and enthusiastic Parents and Citizens Association that meets on the second Monday of the month at 6:30pm. In 2014 major projects of the P & C were a range of very successful fundraising campaigns and grant applications in order to upgrade the hall kitchen, the purchase of a wide range of reading materials and upgrade information communication technology access for staff and students.

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

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](http://www.dayboross.eq.edu.au)
- Forums offered by P&C at various times
- Information evenings, culminating day activities at the end of units of work
- Classroom visits, where appropriate, are arranged at the office for security and safety (visitors badges are available from the office)
- Emails, 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.

Our School Environmental Management Plan (SEMP) outlines our commitment to the reduction of our environmental footprint. 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. Some buildings house solar panels that provide power that is returned to the grid and the school harvests rainwater from the roof surfaces, which is directed into rainwater tanks for use on our extensive gardens.

<table>
<thead>
<tr>
<th>Years</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>100,336</td>
<td>1,669</td>
</tr>
<tr>
<td>2012-2013</td>
<td>99,527</td>
<td>2,003</td>
</tr>
<tr>
<td>2013-2014</td>
<td>72,006</td>
<td>1,644</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>2014 Workforce Composition</th>
<th>Teaching Staff*</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>25</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>21</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualification of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
<tr>
<td>Diploma</td>
<td>5</td>
</tr>
<tr>
<td>Advanced Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>14</td>
</tr>
<tr>
<td>Graduate Diploma etc.**</td>
<td>6</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

*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 $19,876.52

The major professional development initiatives are as follows:

- Gradual Release of Responsibility Model for the teaching of reading – Modelled, Shared, Guided, Independent Reading
- Reading Comprehension Strategies
- Coaching and feedback
- Australian Curriculum - Civics and Citizenship, Business and Economics, and HPE
- The Art and Science of Teaching – Design Question 6
- Response to Intervention and Instruction
- Gifted Education
- Differentiated instruction
- Professional Learning Communities
- Classroom Dashboard – One School
- More Support for Students with Disabilities
- SWPBS – Schoolwide Positive Behaviour System
- Workplace Health and Safety, Fire Extinguisher training, Anaphylaxis and Epi-pen, Epilepsy, CPR, First Aid, Curriculum Activity Risk Assessment, Code of Conduct and Ethical Decision Making, Student Protection, Evacuation and Lockdown Procedures, Keys to Managing Information, Internal Controls

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

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96%</td>
<td>97%</td>
<td>96%</td>
</tr>
</tbody>
</table>

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 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/](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

Find a school

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

<table>
<thead>
<tr>
<th>Student attendance</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>94%</td>
<td>93%</td>
<td>94%</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th></th>
<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>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
<td>96%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2013</td>
<td>93%</td>
<td>93%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2014</td>
<td>94%</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

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 DETE 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.

At Dayboro State School attendance is considered to be of great importance. We regularly circulate the message that “Every Day Counts”. The research behind attendance and achievement is discussed and shared with parents and parents are encouraged to ensure their children are at school every day of the school year. We monitor late arrivals and early departures as this account for large numbers of interruptions to individual student learning every day.

Teachers mark the roll electronically every morning and afternoon. Parents are asked to provide an explanation for their child’s absence by either phoning the student absence phone number. 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.

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

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

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. We are committed to ensuring there is no gap between indigenous and non-indigenous student outcomes. We will continue to analyse data and monitor the results of students to ensure this remains the case.