



Dutton Park State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

We strive to provide supportive educational opportunities for children from diverse backgrounds to enable active participation in an ever-changing world. Our priorities are to enhance student outcomes with innovative practice, collaboration and respect. Dutton Park State School is a Prep to Year 6 primary school with an enrolment of approximately 327 students. The school opened in 1884 and is located in the inner city suburb of Dutton Park. It is accessible for people working in the inner city, serviced by a local train station and council bus service. The school is asbestos free and fully air-conditioned. The students' families include a diverse cross section of occupations with 13 different ethnic backgrounds and 16% having a language background other than English. The school has an established culture of respect and inclusion.

Many visitors have remarked favourably on the children's manners and the school tone, which is supported by Philosophy being embedded across the school, and Our Values program, The Six Kinds of Best. More recently, the promotion of our school expectations of Be Safe, Be Respectful and Be a Learner through Positive Behaviour for Learning, has also supported our school culture.

Our student's achievements, academically, have continued to demonstrate improvement for students achieving above NMS and in U2B.

Our bands, choirs, extension programs and support programs are well regarded in the community.

Principal's Forward

Introduction

All Queensland schools are required to report to our school communities on the progress of the school in prescribed areas. The intent of this report is to provide a set of information that is common for all State and Non-state Schools in Queensland. It provides an overview of the highlights and successes of Dutton Park State School during the 2016 school year.

During 2016, Dutton Park State School has been extremely active in the continuation of the implementation of the National Curriculum (ACARA) through EQ's Curriculum into the Classroom (C2C) initiative.

We have continued to develop our school wide approach to programs and pedagogy as the school further embraces the goals of Education Queensland's Strategic Plan.

School Progress towards its goals in 2016

Throughout 2016, Dutton Park State School developed and consolidated key improvement agenda items that formed a solid basis for improvement. These key areas of improvement, had a direct impact on the teaching and learning programs of students, and focused on:

- Implement a whole school approach to the explicit teaching of reading (ongoing)
- Build capability of teaching staff to use assessment and data to plan and implement effective pedagogical practices for the teaching of reading, differentiated for all students (ongoing)
- Utilise targeted resources to improve reading outcomes for all students (ongoing)

Future Outlook

Strategies to continue to support Dutton Park State School's Explicit improvement agenda in 2017 include:

- Develop a Culture of Feedback to enable High Quality Teaching and Learning
 - Develop models of feedback for staff
 - Develop models of feedback for students
 - Positive Behaviour for Learning
- Reading
 - Collaboratively develop a framework for the teaching of reading to ensure the consistency of teaching practice across Prep to Year 6 and aligned to Quality Standards
 - Develop consistency of practice in Reading
 - Data collection – reading
- Systemic Curriculum Delivery

- Ensure consistency of curriculum delivery
- Align resources to our Explicit Improvement Agenda
- Develop a framework to teaching Philosophy

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	307	157	150	6	92%
2015*	294	152	142	9	94%
2016	309	159	150	9	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

Dutton Park State School is a growing community, with a steady increase in enrolments over the past 2 years. Approximately 16% of students identify as English as an additional dialect (EALD) and approximately 4% of students with an Education Adjustment Program. The current rate of growth may not continue since a school enrolment management plan was implemented in 2017.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	25	26	23
Year 4 – Year 7	25	27	25
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Dutton Park State School aims to develop alignment between the Australian Curriculum, school-wide policies, classroom differentiation in teaching and learning, consistent assessment and clear reporting to parents. Consistency of practice in teaching remains a clear focus across our school.

The inclusion of Philosophy within our curriculum continues to develop critical and higher order thinking for students.

Co-curricular Activities

- Budgie Cup remains our focus for Interschool Sporting opportunities
- Opt-Minds – an opportunity for students to be involved in problem solving activities which allows students to showcase and develop a range of skills
- ICAS
- Camps – Year 5 and 6
- Band, Ensemble, Choir
- Science Fair

How Information and Communication Technologies are used to Assist Learning

Students across Prep to Year 6 are provided with explicit instruction in Technology curriculum. These lessons provide an opportunity to develop ICT skills to an appropriate level, while teachers utilise pedagogical practices to integrate ICT across all curriculum areas.

Interactive panels are available in all teaching spaces along with some ipads, to support implementation across the school.

Social Climate

Overview

The Dutton Park State School values program, Six Kinds of Best, continues to underpin the school climate. In 2016, the school included clear expectations as part of the Positive Behaviour for Learning. These expectations form the basis of any reflection on behaviour for students, and are positively rewarded through the 'free and frequent' train tracks for students. These train tracks can later be 'cashed in' for prizes.

Our positive school climate is emphasized through the Opinion Survey data showing that 98% of parents state their children feel safe in this school.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	95%	98%	98%
this is a good school (S2035)	98%	98%	100%
their child likes being at this school* (S2001)	98%	98%	98%
their child feels safe at this school* (S2002)	100%	95%	98%
their child's learning needs are being met at this school* (S2003)	95%	93%	94%
their child is making good progress at this school* (S2004)	98%	95%	98%
teachers at this school expect their child to do his or her best* (S2005)	98%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	88%	98%
teachers at this school motivate their child to learn* (S2007)	95%	95%	98%
teachers at this school treat students fairly* (S2008)	98%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	98%	95%	98%
this school works with them to support their child's learning* (S2010)	93%	95%	96%
this school takes parents' opinions seriously* (S2011)	90%	91%	93%
student behaviour is well managed at this school* (S2012)	93%	91%	100%
this school looks for ways to improve* (S2013)	90%	95%	94%
this school is well maintained* (S2014)	93%	93%	79%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	92%	90%	90%
they like being at their school* (S2036)	92%	97%	94%
they feel safe at their school* (S2037)	95%	90%	91%
their teachers motivate them to learn* (S2038)	92%	94%	90%
their teachers expect them to do their best* (S2039)	97%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	91%	91%	90%
teachers treat students fairly at their school* (S2041)	84%	87%	78%
they can talk to their teachers about their concerns* (S2042)	84%	79%	77%
their school takes students' opinions seriously* (S2043)	92%	90%	76%
student behaviour is well managed at their school* (S2044)	87%	78%	72%
their school looks for ways to improve* (S2045)	97%	94%	90%
their school is well maintained* (S2046)	97%	94%	82%
their school gives them opportunities to do interesting things* (S2047)	91%	91%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	100%	89%
they feel that their school is a safe place in which to work (S2070)	100%	100%	89%
they receive useful feedback about their work at their school (S2071)	79%	94%	74%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	90%	92%
students are encouraged to do their best at their school (S2072)	100%	100%	95%
students are treated fairly at their school (S2073)	100%	100%	95%
student behaviour is well managed at their school (S2074)	100%	100%	89%
staff are well supported at their school (S2075)	100%	88%	89%
their school takes staff opinions seriously (S2076)	100%	88%	83%
their school looks for ways to improve (S2077)	100%	100%	89%
their school is well maintained (S2078)	100%	88%	100%
their school gives them opportunities to do interesting things (S2079)	96%	93%	78%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Dutton Park State School has an active parent community, highlighted by the strength of the P&C. Our parent community support our school through fundraising, donations to the school and volunteering in classrooms.

Our P&C are strong advocates for Dutton Park State School within our community.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	3	3	9
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Dutton Park State School has water tanks with some water used in the toilets, along with solar panels installed. While the school is air-conditioned, timing systems are installed to ensure automatic shut off and self-shutting doors and blinds to avoid loss of temperature.

The school engages in recycling of cardboard, paper and printer cartridges. We engage the services of businesses such as Reverse Garbage where appropriate in curriculum activities.

Dutton Park State School continues a strong relationship with the Brisbane City Council, through the Active School Travel Program. This program encourages and celebrates walking, riding, scootering and use of public transport.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	119,622	2,019
2014-2015	123,402	256
2015-2016	125,583	710

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Sector:

Government

Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	24	13	<5
Full-time Equivalent	20	9	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	8
Bachelor degree	12
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$20 264

The major professional development initiatives are as follows:

- Data Literacy
- Planning
- Australian Curriculum
- Reading

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

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 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	93%	94%

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

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

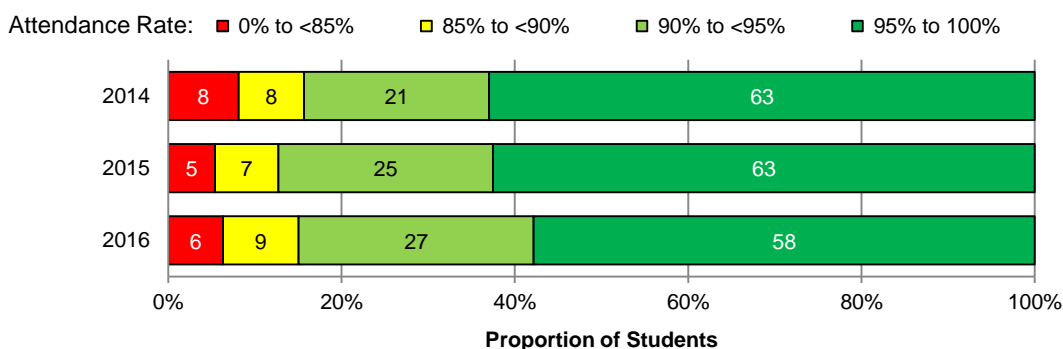
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	95%	95%	93%	96%	95%	95%	94%	93%					
2015	95%	96%	96%	94%	94%	94%	94%						
2016	95%	94%	94%	96%	93%	94%	96%						

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

At Dutton Park State School, the class roll is marked twice per day, morning and afternoon. In 2016, unexplained absences were regularly followed up by phone calls and letters to parents. Regular communication is kept with families experiencing difficulty with attendance. Regular articles in the school newsletter promotes regular attendance at school in line with the Departmental *everyday counts* strategy.

NAPLAN

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

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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Government

Non-government

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