

Dutton Park State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This report gives the community a snap shot of the school context, the priorities agreed upon for 2015, the strategies to be used to help meet these goals and the data gathered either internally or systemically to inform our decision making and actions. The process throughout the year is fluid but the focus is clear: improved student outcomes in a safe environment.

School progress towards its goals in 2015

In 2015 Dutton Park state School continued its focus on providing high quality explicit teaching for all students with a particular focus on reading and writing. In 2015 all students had explicit reading goals linked to their specific learning needs. The Explicit Teaching Framework was developed and implemented in all classrooms.

Reading	
Review Whole School Assessment Framework and develop implementation of reading assessment guides	A review was completed with additional tools implemented to track and monitor student progress. This work will continue in 2016 to ensure consistency of practice in the collection and use of student achievement data.
Build capacity in Data Literacy through Leadership Team book study 'Putting Faces on Data'.	The Leadership team completed this book study, in 2016 the book study (Book Club) will be used as a major Professional Learning tool for all teaching staff.
Writing	
Establishment of Writing Coach to work with classroom teachers in explicit teaching of writing	In 2015 Dutton Park state School developed a Coaching Framework, this framework will inform the work of the Reading Coach with all teaching staff in 2016
Development of Whole School Writing Program and resources to support the explicit teaching of writing	Teaching staff engaged in Professional Learning around the explicit teaching of writing using the I Do, We Do, We Do Together and You Do elements of the Explicit Teaching Framework. A whole school assessment tool for the tracking of student achievement in writing as developed and will be implemented in 2016

Future outlook

In 2016 Dutton Park State School will have a sharp and narrow focus on the explicit teaching of Reading, the Success Indicators will be:

- A greater proportion of students achieving results in the Upper Two Bands for Reading in comparison to Similar Queensland State Schools
- Mean Scale Score for Reading increase in comparison to Similar Queensland State Schools
- Relative gain increase in comparison Similar Queensland State Schools.

These will be achieved through three key strategies:

- Implement whole school approach to the explicit teaching of reading
- 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
- Utilise targeted resources to improvement reading outcomes for all students.

Our school at a glance

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	298	148	150	10	93%
2014	307	157	150	6	92%
2015	294	152	142	9	94%

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.*

*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:

In 2015, the Dutton Park State School included the Primary School students from Prep to Year 6 including students attached to the Special Education Program. The school was opened in 1884 to provide an educational service for the children of the area, which was becoming more closely settled. The school is located in the inner city suburb of Dutton Park and primarily services students from the suburbs of Dutton Park, Woolloongabba, Highgate Hill, South Brisbane and Fairfield. The school is located on the fringe of the inner urban redevelopment zone. It is easily accessible for people working within the inner city area and is serviced by the local Park Road Station and the City Council bus service.

The students come from a diverse cross section of occupations and different ethnic backgrounds. A large percentage of students come from non-English speaking families or where English is the second language. Our families come from over 50 language groups with the main home languages spoken other than English are Arabic, Urdu, Mandarin, French, Sinhalese, Korean, Cantonese Persian and German.

At this school, students aspire to be the learning and achieving kind, they value being the community kind, they are kind to others, themselves and the environment.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	23	25	26
Year 4 – Year 7 Primary	19	25	25
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	4	3	3
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.

Curriculum delivery

Our approach to curriculum delivery

- Dutton Park State School explicitly teaches students through the Explicit Teaching Framework
- Philosophy is taught through all Year Levels as the tool to enhance Higher Order Thinking and embed our values
- Differentiated teaching occurs in all classrooms providing students with the learning and teaching suited to their individual needs
- Outline in dot point form salient features of the school's curriculum and assessment program/s.

Extra curricula activities

We provided a diverse extra-curricular activities and events to develop and strengthen our students' interests, talents and abilities. These included:

- Budgie Cup: Competitive sport played against the other small schools in the cluster. Training is held after school.
- Opti-minds: Problem-solving challenges organised across the districts and state. This is offered to students at lunch time with some after school sessions. Competitions are held on a weekend.
- ICAS tests: Optional testing in Science, Maths and English for students who wish to extend themselves. This is supported with participation in Maths competitions for Primary schools.
- Gardening club: Run at lunch time by parent volunteers.
- Camps: Offered to students in Years 5 and 6
- Band/ensemble/choir: Offered to students during lunch times or before school. These groups perform at assemblies and special events and competitions.
- Science Fair: Whole school immersion in scientific exploration.

How Information and Communication Technologies are used to improve learning

All students participate in focused specialist ICT lessons designed enhance Information Communication skills and exploring coding. Teachers integrate learning technology, including access to the Internet into the school curriculum, guided by the School ICT's for Learning Agreement. All classrooms are have connectivity and students have ready access to the internet. Interactive whiteboards are present in teaching spaces.

IPad's are used as a learning tool in the classrooms for group and individual support.

Social Climate

The school frequently receives positive feedback on the school tone and excellent behaviour of the children.

This comes in the form comments from the likes of:-

- Relief teachers
- Specialist teachers and sporting coaches who also work at other schools
- Bus drivers conveying our children to various away-from-school activities
- School excursion and school camp operators
- Members of the public observing our children in various settings
- Visitors to the school

The school has adopted a Values program, referred to as THE SIX KINDS OF BEST. This program underpins the principles of a supportive and safe environment and is the main tool used in the management of students.

- Be KIND to yourself
- Be KIND to others
- Be KIND to the environment
- Be the Learning KIND

- Be the achieving KIND
- Be the community KIND

The school community and staff have high expectations of all students at this school. Students at this school believe that it is 'cool' to be a learner and an achiever. The school has a calm learning feel to it. It is neat and clean and respectful.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	95%	95%	98%
this is a good school (S2035)	100%	98%	98%
their child likes being at this school (S2001)	100%	98%	98%
their child feels safe at this school (S2002)	95%	100%	95%
their child's learning needs are being met at this school (S2003)	95%	95%	93%
their child is making good progress at this school (S2004)	90%	98%	95%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	79%	93%	88%
teachers at this school motivate their child to learn (S2007)	90%	95%	95%
teachers at this school treat students fairly (S2008)	100%	98%	96%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	95%
this school works with them to support their child's learning (S2010)	95%	93%	95%
this school takes parents' opinions seriously (S2011)	93%	90%	91%
student behaviour is well managed at this school (S2012)	90%	93%	91%
this school looks for ways to improve (S2013)	95%	90%	95%
this school is well maintained (S2014)	90%	93%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	96%	92%	90%
they like being at their school (S2036)	97%	92%	97%
they feel safe at their school (S2037)	96%	95%	90%
their teachers motivate them to learn (S2038)	99%	92%	94%
their teachers expect them to do their best (S2039)	100%	97%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	91%	91%
teachers treat students fairly at their school (S2041)	93%	84%	87%
they can talk to their teachers about their concerns (S2042)	85%	84%	79%
their school takes students' opinions seriously (S2043)	91%	92%	90%
student behaviour is well managed at their school (S2044)	82%	87%	78%
their school looks for ways to improve (S2045)	99%	97%	94%
their school is well maintained (S2046)	89%	97%	94%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2047)	95%	91%	91%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	90%	79%	94%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	100%	90%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	100%	100%	100%
staff are well supported at their school (S2075)	97%	100%	88%
their school takes staff opinions seriously (S2076)	97%	100%	88%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	88%
their school gives them opportunities to do interesting things (S2079)	97%	96%	93%

'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

The parents at this school take a close interest in their children's progress and provide support in many avenues including:-

- Active P&C Association
- Assisting in classroom programs (e.g. art, reading, music, cooking, fine motor skills, swimming, excursion supervision and sport)
- Maintenance and development of facilities
- Advocating strongly for appropriate outcomes from development of infrastructure around the school
- Members of the community provide considerable support by way of sponsorship and donations, generally when invited to do so by the Principal, staff or parents
- The facilities (especially tennis court, oval, Arts and Activities building) are extensively used by school families and the wider community out-of-hours
- Holding parent workshops to keep parents informed of new agendas

Reducing the school's environmental footprint

The school has water tanks with some of the water used in the toilets. We also have solar panels. The school is air-conditioned with timing systems installed to ensure automatic shut off and self-shutting doors and blinds to avoid loss of temperature.

Our involvement in The Brisbane City Councils' Active School Travel program encourages and celebrates walking, riding, scootering, using public transport and car pooling as the safe and healthy means of travelling to and from school.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	114,931	9,218
2013-2014	119,622	2,019
2014-2015	123,402	256

*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.

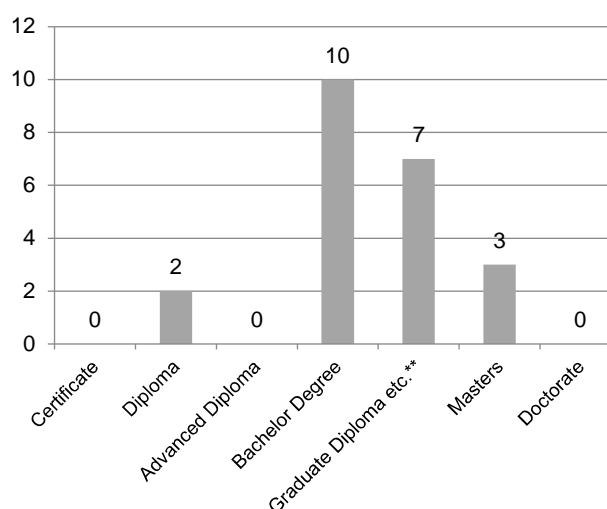
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	22	16	<5
Full-time equivalents	18	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	10
Graduate Diploma etc.**	7
Masters	3
Doctorate	0
Total	22



*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 \$27 082.

The major professional development initiatives are as follows:

- Explicit teaching with a focus on writing
- Philosophy
- Behaviour management
- mentoring and coaching
- Maths problem solving
- Book study

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.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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

GO

Sector:

Government

Non-government

SEARCH

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).	94%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	93%

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%.

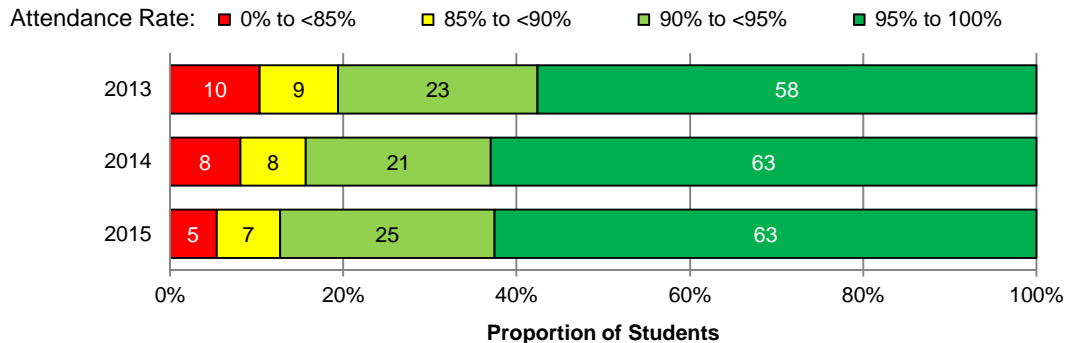
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	94%	93%	95%	94%	94%	94%	90%	94%					
2014	95%	95%	93%	96%	95%	95%	94%	93%					
2015	95%	96%	96%	94%	94%	94%	94%						

*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.

At this school teachers alert the office to frequent absences. When a student is away for more than three days without any explanation, the families are contacted. Standard letters are sent to parents whose children have high levels of poor attendance. Updates of attendance are added to the newsletter on a regular basis. The school aims to support families getting their children to school every day.

Monthly Principal Attendance Draws are conducted for students who attend school ALL DAY EVERY DAY, the students 'drawn' are invited to attend a lunch date with the Principal

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

Sector:

Government

Non-government

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