

Dutton Park State School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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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 2014, 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 2014

In 2014 our school priorities included the successful implementation of the Australian Curriculum for English, Maths, Science, History and Geography with all teachers teaching and accessing and reporting in these areas. Other priorities included:

School Priorities	2014	2015
Further develop Philosophy in the classroom	<ul style="list-style-type: none"> 100% of classroom teachers taught Philosophy as an explicit lesson weekly. 	<ul style="list-style-type: none"> Consolidate and extend teacher and student skills ensuring all students are actively engaged in higher order thinking and questioning Enable Mentor Teacher to work with new teachers to develop skills Review and scope the 'skills sequence' to ensure all students are exposed the philosophical skills
Development of whole school Problem Solving to improve student outcomes in numeracy	<ul style="list-style-type: none"> Teaching and support staff engaged in an extensive range Maths Problem Solving professional development focusing on the STAR model Resources and support materials were developed and used by teachers and students to support the explicit teaching of problem solving skills 	<ul style="list-style-type: none"> Further consolidate the model and use external expertise to enhance teaching and learning in relation to Maths Problem Solving Develop Mentor Teachers to support whole school explicit teaching through the Gradual Release Model
Further develop whole school approach to literacy leading to improvement student outcomes	<ul style="list-style-type: none"> Extensive Professional development for teachers in Seven Steps to Writing Targeted intervention and extension for identified students in aspects of literacy 	<ul style="list-style-type: none"> Embed the explicit teaching of writing through the Gradual Release Model to enhance teaching and learning of writing Review and renew the DPSS Writing Program Further develop the consistency of benchmarking for reading and use of

		data, including Data Walls to inform teaching <ul style="list-style-type: none"> • Establishment of Individual student Learning Goals for Reading and Writing
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Future outlook

- Further strengthen the teaching of writing through explicit teaching to reduce the number of students in the lower two bands and increase the number of students in the U2B.
- Consolidate and strengthen the teaching of problem solving in maths
- Continue to work towards 100% eligible students attaining National benchmarks in Reading and Number.
- Further strengthen the teaching of Philosophy in every classroom and establish the levels of reflection.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 6

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	282	130	152	93%
2013	298	148	150	93%
2014	307	157	150	92%

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

Characteristics of the student body:

In 2014, the Dutton Park State School included the Primary School students from Prep to Year 7 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		
	2012	2013	2014
Prep – Year 3	21	23	25
Year 4 – Year 7 Primary	19	19	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	5	4	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] 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

Philosophy in the Classroom

We are a community of learners and thinkers. Philosophy is taught in every classroom, explicitly, every week. We teach Philosophy to expand children's ability to think, to empathise and to view the world from different perspectives. Philosophy means wisdom. The ability to think is a powerful problem solving strategy in all areas of the curriculum and in all social settings. Children reason and reflect, learn from others, build on other's ideas and discuss issues in respectful and safe environments.

Special Education Programs

The Special Education Program at Dutton Park State School provides a support service for students diagnosed with a disability. The program caters for Intellectual Impairment, Autism and Speech and Language Impairment. Students with other disabilities (hearing, vision and physical) are serviced by Advisory Visiting Teachers. The service provision at Dutton Park is based on an inclusive model provided in the student's classroom with same aged peers. On occasions small group and individual programs are provided by SEP staff in a withdrawal setting.

Additional programs provided by the SEP staff include supported play at lunchtime.

Parents are provided with the opportunity for input into their child's education through participating in the development of their child's individual Education Plan and Education Adjustment Profile.

Differentiated program

Identified as strength in the curriculum audit, the teachers provide high levels of differentiated programs within the context of their classrooms. Extra school funds are also been allocated to extend the Learning support programs offered by the STL&N and her team of teacher aides. Programs such as Visualising and Verbalising (V&V), Early Literacy Framework (ELF) and on-line extension programs are offered to identified students.

In addition we provide explicit, targeted teaching of English, Maths, Science, Geography, Health and Physical Education, Technology, The Arts, French and Instrumental Music (Woodwind, Brass and Percussion)

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, 6 and 7
- Keyboard program: offered to students in Prep-4 at a user pay system provided by an outside provider on school premises.
- 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 assist learning

Teachers are 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 each classroom space. Curriculum plans are being developed to incorporate the Q.S.A Technology Syllabus document.

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
- Queensland Arts Council performers
- 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	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	95%	95%
this is a good school (S2035)	100%	100%	98%
their child likes being at this school* (S2001)	100%	100%	98%
their child feels safe at this school* (S2002)	100%	95%	100%
their child's learning needs are being met at this school* (S2003)	96%	95%	95%
their child is making good progress at this school* (S2004)	100%	90%	98%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	79%	93%
teachers at this school motivate their child to learn* (S2007)	100%	90%	95%
teachers at this school treat students fairly* (S2008)	100%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	91%	95%	93%
this school takes parents' opinions seriously* (S2011)	95%	93%	90%
student behaviour is well managed at this school* (S2012)	100%	90%	93%
this school looks for ways to improve* (S2013)	100%	95%	90%
this school is well maintained* (S2014)	100%	90%	93%

Performance measure	2012	2013	2014
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	88%	96%	92%
they like being at their school* (S2036)	92%	97%	92%
they feel safe at their school* (S2037)	97%	96%	95%
their teachers motivate them to learn* (S2038)	97%	99%	92%
their teachers expect them to do their best* (S2039)	98%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	96%	91%
teachers treat students fairly at their school* (S2041)	81%	93%	84%
they can talk to their teachers about their concerns* (S2042)	80%	85%	84%
their school takes students' opinions seriously* (S2043)	77%	91%	92%
student behaviour is well managed at their school* (S2044)	87%	82%	87%
their school looks for ways to improve* (S2045)	98%	99%	97%
their school is well maintained* (S2046)	95%	89%	97%
their school gives them opportunities to do interesting things* (S2047)	83%	95%	91%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		90%	79%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		100%	100%
staff are well supported at their school (S2075)		97%	100%
their school takes staff opinions seriously (S2076)		97%	100%
their school looks for ways to improve (S2077)		100%	100%
their school is well maintained (S2078)		100%	100%
their school gives them opportunities to do interesting things (S2079)		97%	96%

* 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.

Involving parents in their child's education

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.

Students are involved in sustainable gardening projects which are run by parent volunteers. Riding or walking to school is actively encouraged and celebrated.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	302	2,156
2012-2013	114,931	9,218
2013-2014	119,622	2,019

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.

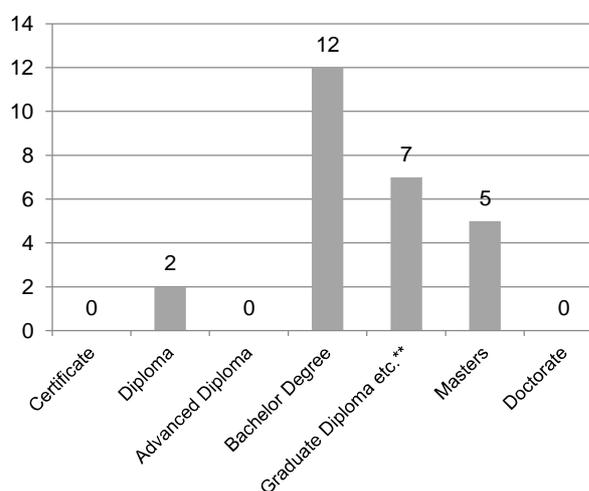
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	26	15	<5
Full-time equivalents	19	9	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	12
Graduate Diploma etc.**	7
Masters	5
Doctorate	0
Total	26



*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 \$19 693

The major professional development initiatives are as follows:

- Maths problem solving (STAR)
- Philosophy
- Explicit Teaching (Gradual release model)
- Seven steps to writing
- QAR comprehension

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

Average staff attendance	2012	2013	2014
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 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/>.

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

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

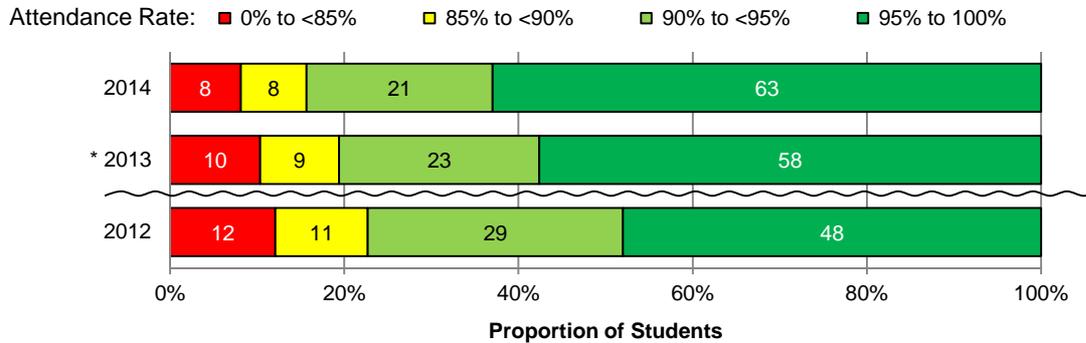
Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	95%

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

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	93%	94%	93%	93%	92%	95%					
2013	93%	95%	94%	94%	94%	90%	94%					
2014	95%	93%	96%	95%	95%	94%	93%					

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 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.

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.

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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

In 2014 there were 6 Indigenous students at our school. Their attendance was 7% below the attendance of Non-Indigenous students. We had one student in each of the Year 3, 5 and 7 NAPLAN tests. Academic performance is closely monitored and relevant intervention programs are in place to address student needs.