Dundula State School

ANNUAL REPORT
2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Dundula State School is in a semi-rural environment, ideally situated only two kilometres from Mackay City gates surrounded by cane fields and the two new residential developments of Ooralee Waters and Cuttersfield Estate.

The school offers relatively small sized multi-aged classes with a population averaging less than one hundred. Our comprehensive school curriculum covers all learning areas with a major focus on literacy and numeracy. We have remote wireless access throughout the school, utilise the NBN network and have a growing infrastructure to support technology use in all classrooms, across all learning areas .

Through Federal funding a new innovative library, a new administration block, staff room and a specialist room have further added to our fabulous existing facilities including the two double tennis courts, two large playing fields, basketball court, cricket pitch and two fully covered playgrounds.
Dundula school community is very supportive of our extra-curricular activities such as our sporting teams, school band and school choir. We run both reading and numeracy clubs three mornings per week and students engage in physical activity in theoschool's Smart Moves Program three mornings per week. We have an active P & C who work hard to raise funds to help purchase resources for our children

Principal's Foreword

Introduction

I am very pleased to present the School Annual Report 2017 for Dundula State School. The following report outlines the academic and social outcomes for the students in our school.

Dundula State School aims to provide a high quality education that assists our students to love learning, develop judgement and a sense of responsibility, understand the past and prepare to embrace the future. We equip Dundula State School students for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Hence, we have positioned our school at the forefront of technology with the integration of interactive whiteboards in every classroom, wireless technology throughout the school, new and improved digital flat screens, enlarged and double spaced classroom spaces and a fabulous Resource Centre. These impressive facilities combined with a high performing teaching staff, provides a quality environment for an enriched learning program.

Our motto is to 'Play the Game' in which we strive to develop core skills and values such as Integrity, Respect, Honesty, Persistence, Tolerance and Inclusion in our students. These social values are evident in our students.

The satisfaction levels of parents, students and staff remained high with a 100% reporting that students were getting a 'good education at this school'. The school has continued our major focus on maximising the learning outcomes of all students, particularly in literacy and numeracy, using explicit instruction.

The School Coach, purchase through the I4S funding, has continued to work with staff to develop teachers' competencies in teaching and children's learning. Our coach also leads the data collection and analysis at our school. This level of Professional Learning has enabled teachers to improve outcomes for students. In this report you will see the progress we have made towards the goals we set in our school operational plan and the future outlook we have for the school. This report gives a brief description of the school and is supported by the most current data from a variety of school analysis tools.

For those looking to change schools for your children, we would welcome you to our wonderful school and community. We believe that through quality practices in the areas of curriculum, interpersonal relationships and school organisation, we develop better social and academic learning outcomes. We continue to strive to make our great state school even greater.

A hard copy of this report is available on request from the school office.

School Progress towards its goals in 2017

Our school improvement priorities for 2017 were

o   Spelling
o   Attendance
o   *Lower school* reading
o   U2B numeracy

Spelling
✓   18.2% of Year 3 students achieved Upper Two Bands in Spelling in 2017 (2016 – 0%)
✓   14.3% of Year 5 students achieved Upper Two Bands in Spelling in 2017 (2016 – 0%)
✓   Mean Scale Score Improvement from 2016-2017 in both Year 3 (78) and Year 5 (19) are above National and Qld State School rate of improvement
✓   81.8% of Year 3 students (2016 – 66.7%) and 85.7% (2016 – 81.8%) of Year 5 students achieved at or above National Minimum Standards for Spelling

Attendance
✓   Overall attendance of all students increased from 90.2% (2016) to 93.4% (Sem1, 2017)
✓   Percentage of students attending <85% has improved from 29.4% (2016) to 16.1% (Sem 1, 2017)
✓   Percentage of students attending >95% has improved from 47.1% (2016) to 59.7% (Sem 1, 2017)
✓   Primary enrolments increased from 37 in 2016 to 55 in 2017 (February Census)

Lower School Reading
✓   18.2% of Year 3 students achieved Upper Two Bands for Reading in 2017 (2016 – 0%)
✓   The Year 5 Reading mean scale score has improved over the 2016-20176 interval.
✓   81.8% of Year 3 students of Year 3 students are achieving at or above National Minimum Standards for Reading.

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✓ Dundula State School students are achieving a significantly higher Mean Scale Score percentile in Year 3 Reading (15) than the 2017 school ICSEA percentile (5).

Upper Two Bands Numeracy
✓ 9.1% of Year 3 students achieved Upper Two Bands in Numeracy in 2017 (2016 – 0%)
✓ 14.3% of Year 5 students achieved Upper Two Bands in Numeracy in 2017 (2016 – 0%)
✓ The Upper Two Bands rate of improvement for both Year 3 and Year 5 is above the national rate of improvement
✓ Dundula State School students are achieving a significantly higher Mean Scale Score percentile in Year 3 Numeracy (30) and Year 5 Numeracy (31) than the 2017 school ICSEA percentile (5).
✓ >80% of students received a grade of C or better in Mathematics in Semester 1 and 2, 2017

To support the building of teaching capacity around the teaching of literacy and numeracy, we have continued to provide professional development to all staff members. In numeracy, we have focused on number as well as a focus on place value and problem solving.

We have continued implementing the Words Their Way Spelling Program, doing spelling inventories each term to track student progress. We have also continued to ensure the implementation of our school-wide reading approach. School and system data reflects an improvement in both spelling and reading in 2017.

We have embedded the use of ICT devices such as interactive whiteboards and flat screens in every classroom. We have also purchased class sets of I pads and 12 additional new laptops for use across the school, meaning every child has access to an individual device in the classrooms

We enhanced Indigenous education with the introduction of new curriculum units, celebrating indigenous cultures on key dates throughout the year and embedding Aboriginal and Torres Strait Islander Perspectives into our school.

We have implemented the new Maths, English, Science, History, Geography, Civics and Citizenship through HASS, The Arts, Technology, Business and Economics and HPE programs based on the New Australian Curriculum and are preparing well for the implementation of the new Digital Technology programs.

We have continued support of CQU graduate teacher program through accepting practicum students. Our school-wide behaviour program is now more consistent and responsive to our school needs.

Future Outlook

Our school improvement priorities for 2018 are:
,
+ Community Engagement and Partnerships
    o *Rigorous discussion amongst staff – a learning cycle approach to this*
    o *Creating documenting and implementing a Community Engagement and Partnership Framework*
+ Developing a teaching and learning culture
    o *Coaching and feedback*
    o *Australian Curriculum Implementation*
    o *data literacy*
    o *goal setting for students*
    o *Personal development Plans for staff*

+ Digital Technologies
    o *Building the infrastructure*
    o *Building teacher capability*

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o *Embracing STEM*

At Dundula SS, we aspire for these attributes:

SUCCESSFUL LEARNINGS

Student Learning – to improve academic learning outcomes for all our students in all curriculum areas as well as monitoring social emotional learning – achieving school and regional benchmarks

GREAT PEOPLE

Curriculum – to implement the National Curriculum (English, Maths, Science, Technology, History, Geography, Civics and Citizenship, Business and Economics, The Arts and Digital Technology) implement core learning priorities of reading, writing, spelling, grammar, punctuation, number and problem solving

Teaching Practice – to implement high quality pedagogical practice (explicit teaching) in our curriculum and core learning priority areas. Mentor and coach to further develop teacher capacity. To provide quality professional development to meet the needs of all staff (Developing Performance Plans).

HIGH STANDARDS

School Environment – to maintain a safe, supportive and innovative learning environment within our school – Inclusive Education, High Behaviour Expectations for all, Closing the Gap, intervention and resource provision

ENGAGED PARENTS

Parent Information – to continue to develop strategies to ensure home / school links and inform parents of school policies, programs and activities – Web site, Facebook, newsletter, school sign, parent information sessions, and communication books.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	37	27	10	12	78%
2016	48	24	24	15	89%
2017	59	32	27	15	89%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
· Prep to Year 6 are offered
· coeducational student body
· students are keen, cooperative and supported by caring families and staff
· our community sees literacy as vital to lifelong learning
· approximately 15% of students are transient each year
· approximately 15% of students are of Aboriginal, Torres Strait or South Sea Islander descent
· approximately 9% of students have Special Needs

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	20	21	15
Year 4 – Year 6			28
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings include English, Maths, Science, History, Geography, Civics and Citizenship (HASS) , Business and Economics, Technology, The Arts, Music and Physical Education. Languages Other Than English (LOTE) - Chinese is taught in Year 5 to Year 6.

Other distinctive curriculum offerings are:
- ✓ 'Words Their Way' Whole School Spelling Approach
- ✓ 'The 7 Steps to Writing Success' Whole School Writing Approach
- ✓ 'Step Up 2 Prep' program - every Friday from 9am to 11am all year round.
- ✓ Reading Club – 3 mornings per week
- ✓ Numeracy Club – 3 mornings per week
- ✓ Smart Moves Program – 3 mornings per week
- ✓ Recorder and Band Groups
- ✓ Performances
- ✓ Learning and Behaviour Support programs;
- ✓ Gifted Education provision through differentiation of classroom curriculum and special events and online booster programs
- ✓ Multicultural Days
- ✓ Year Prep to 6 Swimming Program
- ✓ Whole School Camping Program

Co-curricular Activities
We offer extra curricula activities that involve varying numbers of students from Prep to Year 6:

- ✓ Year 5 & 6 Leadership Program
- ✓ Mackay SHS Cadet Programs
- ✓ Interschool Sport and Sporting Teams
- ✓ ANZAC Day Commemorative ceremony and parade
- ✓ Bakers Creek Air Disaster Memorial Service
- ✓ Mackay Festival of the Arts – Whitsunday Voices Youth Literature Festival
- ✓ Christmas Concert
- ✓ Choirs - Choral Festival and Mackay & District Eisteddfod;
- ✓ Maths Activities: McDonalds Maths Competition
- ✓ UNSW Australian Schools Competitions (Maths, English)
- ✓ Reading – Premier's Reading Challenge
- ✓ Transition Program – end-of-year orientation with next year's teacher, High School Year 6 transition activities in preparation for High School and Kindy to Prep transition program
- ✓ Our school also participates in regular community based programs, for example, Jump Rope for Heart, The Daniel Morcombe Foundation school visits, PetPep Program, Life Education Program, Cathy Freeman 'Stomp out the Gap' Program, Colour Fun Run etc.

How Information and Communication Technologies are used to Assist Learning
All of our teaching areas from Prep to Year 6 are digitally rich with Interactive whiteboards and interactive flat screen screens. We have class sets of and I Pads for use across the in teaching spaces, laptops and desktops for students and teachers, NBN and wireless access.
Students at Dundula State School are preparing for their future in which Information & Communication Technologies will be an integral part of career options.

ICTs including I Pads are used as a tool to support teaching and learning at our school. Individual students, groups and whole classes can be seen using ICTs to:

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- · publish stories, reports, other writing
- · access apps suitable for reinforcing literacy and numeracy skills
- · develop literacy and numeracy skills using software programs, learning objects, websites
- · practise typing skills
- · do guided research in database programs and on the internet
- · create digital art
- · use software programs, such as Google Sketch up in design tasks
- · develop communication skills through virtual classrooms, edStudio, wikis, blogs and discussion boards in a safe environment;
- · use digital and movie cameras and related software to create movies, art works, commercials, documentaries
- · design spread sheets, web pages, multimedia PowerPoint presentations

Social Climate

Overview
A warm and nurturing culture is actively encouraged in our school community with:

Transition Program that ensures seamless, stress-free movement through Prep-Prep to prep and through year levels and into high school;
Carefully planned and promoted school and community **events** throughout the year provide opportunities to showcase the spirit and achievements of our students at our school.

Strategies used at our school to address bullying:
- ✓ The school's **Responsible Behaviour Plan** is monitored regularly and reviewed annually
- ✓ Zero tolerance to bullying is enforced
- ✓ Admin and staff **model** positive, caring relationships among all stakeholders in our students' education
- ✓ Invitation to each student and parent to report bullying issues immediately
- ✓ Requirement of staff to address bullying issues immediately
- ✓ Students who have been bullied supported with advice on how to manage difficult situations
- ✓ Students displaying bullying behaviour supported to modify their behaviour and understanding of consequences

School-Wide Positive Behaviour Support Program which supports our 3 School Rules:
- · Be Respectful
- · Be Safe
- · Be Responsible

Features of the program include signage around the school, behaviour continuum, and weekly behaviour focus on Parade, supported with 'Good Ones Awards' and an extensive reward and monitoring program.

- ✓ Students, staff, parents made aware of the stages in our behaviour Program
- ✓ Established respectful interactions between students and staff
- ✓ **Buddy System** for new students which encourages a warm welcome and comfortable transition to our school and understanding of our behaviour expectations

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	100%	100%

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	86%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	86%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	100%	100%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	100%	100%	71%
this school looks for ways to improve* (S2013)	100%	100%	86%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	92%
they feel safe at their school* (S2037)	100%	100%	96%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	96%
teachers treat students fairly at their school* (S2041)	94%	100%	92%
they can talk to their teachers about their concerns* (S2042)	88%	100%	96%
their school takes students' opinions seriously* (S2043)	100%	100%	92%
student behaviour is well managed at their school* (S2044)	94%	100%	92%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	94%	100%	88%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
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%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
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)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	78%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

* 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

In 2017, parents/caregivers at Dundula State School are given many and varied opportunities to be involved in their child's education:

- ✓ Teacher-Parent Communication Books used as a communication tool
- ✓ Parent-teacher nights and Open nights
- ✓ Interviews - formal and informal
- ✓ Volunteering time in classrooms to assist regularly or for special events
- ✓ Cultural, special and sporting events
- ✓ P&C meetings, working bees, events, QCPCA
- ✓ Tuckshop volunteers
- ✓ Formal written reports are provided at the end of Term 2 and 4.
- ✓ Religious Instruction volunteer teachers;
- ✓ Surveys, QSR, Teaching and Learning Audit, Disciplinary Audit
- ✓ Book Fair
- ✓ Grandparents Day
- ✓ Under 8's Day
- ✓ Mother's Day and Father's Day Events

Dundula State School has a proactive Parents and Citizens Association which values the building of a sense of community at the school.

At Dundula, prospective parents who have children with learning difficulties and / or special needs are invited to visit the school and see our classes in operation in order to enable them to witness our inclusive practices first hand. This helps the parents to see how the adjustments we make to assist students with diverse needs so that they can access and participate fully at school.

As Community Engagement forms part of our 2018 Improvement Agenda, we see this as an aspect of our school, which will grow and which will continue to foster continued positive relationships across all stakeholders.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. We are at the initial stages of bringing these programs together as we work on developing our whole school well-being program, focusing on personal safety and awareness, including identifying

and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	1	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Staff are becoming more aware of the need for the school to reduce its environmental footprint. Efforts are being made to reduce electricity use by ensuring lights, fans and air conditioners are switched off when the classrooms are not in use. To reduce water consumption we have had taps and hose outlets checked for leaks and have repaired them when needed. We have had Mackay Regional Council read-outs ensuring we have no water leaks on the premises. Additional solar panels have been installed to help reduce the school's environmental footprint. Recycling has been a focus and students are seeing the benefits fo recycling.   **Please note** that the substantial increase in water usage in the 2016-2017 period was due to an underground water leak which has now been repaired. We expect the 2017-2018 water usage to be significantly lower as a result of the substantial repairs carried out.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	43,602	439
2015-2016	46,555	192
2016-2017	51,603	1,062

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

School name [   ] **GO**

Suburb, town or postcode [   ]

Sector:

☑ Government

☑ Non-government

SEARCH

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

2017 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	5	8	<5
Full-time Equivalents	4	4	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	1
Graduate Diploma etc.**	
Bachelor degree	4
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

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Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $15,000:00

The major professional development initiatives are as follows:

The proportion of the teaching staff involved in professional development activities during 2017 was 100%

- o Asbestos awareness training
- o Health and safety
- o Student protection
- o Code of conduct
- o Internal controls
- o Curriculum activity risk assessment
- o First aid
- o Principal Development – leadership
- o Numeracy
- o Literacy

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	93%	95%	93%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	92%	91%

*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 2017 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
2015	90%	88%	86%	88%	84%	85%	94%						
2016	94%	83%	96%	93%	91%	92%	78%						
2017	96%	89%	98%	92%	93%	95%	92%						

*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:
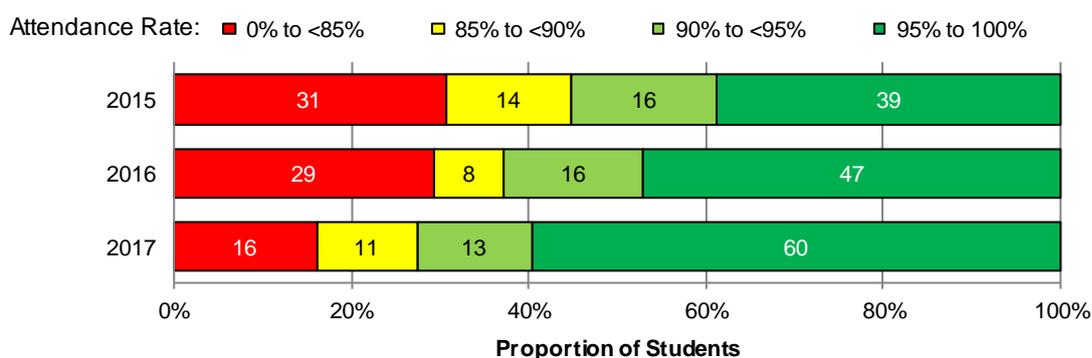
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.
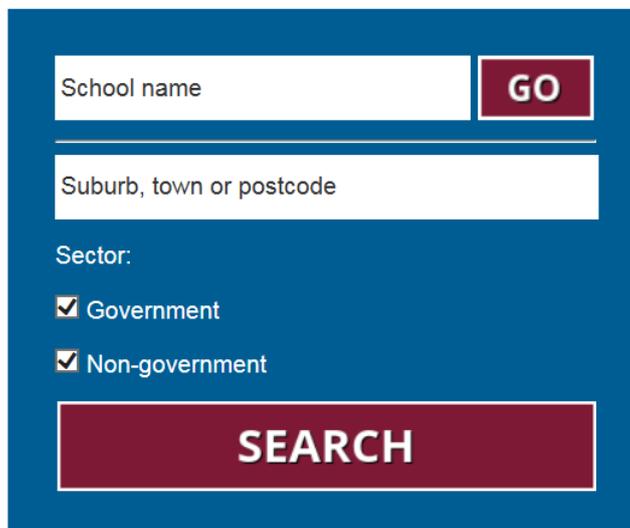
- ✓ Class Rolls are electronically marked, in OneSchool, at the beginning of the day and at the commencement of the afternoon session,
- ✓ Automatic SMS messages to parents if child is not at school by 10am each day
- ✓ Attendance is reported each semester on the student Report Card
- ✓ Children who are late (arrive after 9am) or who leave early (before 3pm), must be signed in/out by a parent in the school's 'arrive late / leave early register' located in the school office
- ✓ Children who arrive late (after 9am) have the time of arrival and any reason for their lateness recorded in OneSchool
- ✓ If a student is absent from school, parents are able to notify the school by written note, the office phone number, school mobile number or email.
- ✓ The school will contact parent/carers if there have been a number of unexplained or high absences reported, or a pattern of late arrivals is detected
- ✓ Home visits to encourage attendance
- ✓ A collection service is offered to parents with reluctant students
- ✓ Certificates and prizes are awarded to students with 95 to 100% attendance each term

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/.

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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.**

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 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.

Conclusion

Our mantra is that **Dundula State School** is that Dundula State School is the '*best little country school in town*'

What makes us stand out? Many things, including:

* An amazing and tenacious staff, with varying talents, who collectively create and provide synergy for our teaching team
*Many people have shared that they feel a 'sense of belonging' as soon they enter the gate
*An inclusive approach to education, where children with special needs are in mainstream classrooms and are achieving great things
*A school where everyone (staff, students and parents) take pride in our surroundings
*We have all the things a big school can offer yet the children are educated in a small close-knit school community where people are treated as family
*Above all, we are a caring school, where being respectful, being responsible, being safe and being a learner guide us each day to be the best we can be and to be proud of it.