



Daisy Hill State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



Contact Information

Postal address:	20-50 Daisy Hill Road Daisy Hill 4127
Phone:	(07) 3386 5222
Fax:	(07) 3808 7232
Email:	principal@daisyhillss.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	Deborah Hinton - Principal.

School Overview

Our school took on the name Daisy Hill State School in October 2016 to reflect the community in which it is now located. Formerly known as Daisy Hill State School, our school has been proudly serving our community since 1873. Our school is a co-educational, state school catering for students in Prep to Year 6.

Approximately 200 students attend our school and they are supported in their learning by a group of hard working and dedicated teachers and ancillary staff. We have a strong positive and caring school culture that is focused and committed to the learning of each student. Our vision is to promote a passion for learning to inspire students to strive, learn and succeed now, and in the future.

Principal's Forward

Introduction

The school has a sharp and narrow focus on the **Big 3 “Reading, Number and Student Attendance”** by:

- Reading (Improving Reading Comprehension to increase U2B Naplan performance)
- Develop and implement a clear and explicit framework for the teaching of reading and ensure that all staff have an expert understanding and skill set required to ensure successful student learning.
- Develop and implement clear expectations to guide pedagogical practice.
- Continue use of PLCs as a model for collaborative inquiry.
- Implement CARs and STARs as a tool for the teaching of reading comprehension throughout the school.
- Implement a data wall as evidenced by Lyn Sharratt.
- Continue use of Bright Sparks program to enrich the learning.
- Develop cluster links with neighbouring schools to moderate reading assessment tools to further develop expert teaching knowledge.
- Number (Improving Number sense to increase % of students achieving a C or better in Mathematics)
- Ongoing monitoring and review of the school's guaranteed and viable curriculum for mathematics.
- Develop and implement clear expectations to guide pedagogical practice.
- Continue use of Bright Sparks program to enrich the learning.
- Develop cluster links with neighbouring schools to moderate reading assessment tools to further develop expert teaching knowledge.
- Student Attendance (Decreasing the % of students attending <85%)
- Ongoing monitoring and review of the school's attendance policy.
- Continue use of Student95 as a strategy to improve attendance overall.
- Closing the gap of attendance for Indigenous and non-Indigenous students through support from Regional Indigenous personnel and local community agencies.

Future Outlook

Our school will continue to develop our Professional Learning Community and work in collaborative teaching teams to support students through 3 tiers of support to deliver a guaranteed and viable curriculum.

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	220	93	127	26	87%
2015*	197	94	103	22	90%
2016	199	107	92	20	88%

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

The Daisy Hill State School community is small with the majority of students being born in Australia. The cultural backgrounds of our students vary, 10% from New Zealand with smaller percentages from European countries. Within the homes of our school community, 14 different languages are spoken. Many families travel to our school from all parts of the Logan community, often passing many other State and private schools to attend Daisy Hill.

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	24	29	26
Year 4 – Year 7	20	25	23
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

- LOTE including extension class – Japanese (Years 4-7)
- Instrumental Music program – Strings, Woodwind and Percussion
- BOOST before school program
- FIRE Reading across year levels
- Intervention programs
- Get Set for Prep program
- Little Explorers (pre-prep reading program)
- Bright Sparks – Enrichment program
- ICTs – iDevices including iPads kits per teaching block, COW (Laptop Trolley) and PCs
- Specialist Music and Physical Education programs
- Sunshine online (including Classics)
- Athletics
- Explicit Direct Instruction
- Professional Learning Teams – Reading
- CARS and STARS reading program

Co-curricular Activities

- Days of Excellence – Mathematics, Science and ICTs
- Highschool Transition program – Elective subjects
- Readers' Cup Competition
- Supa Club – lunchtime activities supporting Christian values
- Religious Education
- Prep buddies
- Student Leadership Program
- Student Council
- Lunchtime Clubs – Art, Dance and Board games
- Daisy Hill's Got Talent
- Whole School Friday Afternoon Activities

How Information and Communication Technologies are used to Assist Learning

At Daisy Hill State School every classroom has a fitted interactive whiteboard which is used daily by both teachers and students. Every classroom has access to an iPad kit to support student learning, every teacher and teacher aide also have an iPad for teaching purposes. Each classroom has on average between four to five working computers that assist students with their learning. The school has a COW (computer on wheels) which houses a further 15 laptops that is accessible to all classrooms. The school also has a Green Room which is used to further support the teaching of filming/movie production. The plans have been made for a further upgrade in 2017.

Social Climate

Overview

As a PBL school, in 2016 the Daisy Hill State School staff worked collaboratively with parents and students to make significant gains with aspects of the school's social climate. More specifically various processes and positive acknowledgements were introduced to both improve and support the learning environment.

We continued to focus on our collective commitments, using common language specific to a professional learning community.

The school's collective commitments are:

- Be a Learner
- Be Respectful
- Be Safe

The parents and students have access to a variety of school support personnel including Advisory Visiting Teachers, Guidance Officer, Speech Language Pathologist, Behaviour Advisory Teacher, Special Education teachers/teacher aides and outside agencies.

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)	80%	89%	94%
this is a good school (S2035)	85%	89%	94%
their child likes being at this school* (S2001)	95%	100%	94%
their child feels safe at this school* (S2002)	90%	100%	94%
their child's learning needs are being met at this school* (S2003)	85%	83%	87%
their child is making good progress at this school* (S2004)	80%	78%	88%
teachers at this school expect their child to do his or her best* (S2005)	100%	89%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	82%	81%
teachers at this school motivate their child to learn* (S2007)	85%	89%	88%
teachers at this school treat students fairly* (S2008)	85%	83%	100%
they can talk to their child's teachers about their concerns* (S2009)	95%	89%	94%
this school works with them to support their child's learning* (S2010)	80%	89%	100%
this school takes parents' opinions seriously* (S2011)	80%	94%	100%
student behaviour is well managed at this school* (S2012)	75%	83%	94%
this school looks for ways to improve* (S2013)	95%	94%	100%
this school is well maintained* (S2014)	95%	94%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	84%	95%
they like being at their school* (S2036)	94%	93%	92%
they feel safe at their school* (S2037)	91%	82%	79%
their teachers motivate them to learn* (S2038)	97%	95%	93%
their teachers expect them to do their best* (S2039)	100%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	87%	93%
teachers treat students fairly at their school* (S2041)	94%	84%	81%
they can talk to their teachers about their concerns* (S2042)	84%	82%	87%
their school takes students' opinions seriously* (S2043)	92%	83%	78%
student behaviour is well managed at their school* (S2044)	79%	69%	70%
their school looks for ways to improve* (S2045)	94%	97%	89%
their school is well maintained* (S2046)	97%	87%	84%
their school gives them opportunities to do interesting things* (S2047)	92%	88%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	92%	100%
they feel that their school is a safe place in which to work (S2070)	91%	92%	100%
they receive useful feedback about their work at their school (S2071)	94%	88%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	92%	91%
students are encouraged to do their best at their school (S2072)	100%	92%	100%
students are treated fairly at their school (S2073)	94%	95%	100%
student behaviour is well managed at their school (S2074)	88%	91%	95%
staff are well supported at their school (S2075)	100%	92%	100%
their school takes staff opinions seriously (S2076)	100%	96%	94%
their school looks for ways to improve (S2077)	100%	96%	100%
their school is well maintained (S2078)	82%	81%	84%
their school gives them opportunities to do interesting things (S2079)	91%	88%	89%

* 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

At Daisy Hill State School we have a small percentage of parents involved in volunteering at the school. We have an active P & C who run the school tuckshop which operates four days (2 days are paid and 2 days are volunteered). The P & C also attract parental support for school events such as sports day BBQs, school discos and fundraising activities.

The school adopts an 'open door policy' with some teachers opening their classroom doors before 8.30am. Parents are both encouraged and welcomed to volunteer within all aspects of the school. We have a small group that assist in our before school reading program BOOST.

Respectful relationships programs

The school has implemented programs that focus on appropriate, respectful and healthy relationships. These included: Braveheart's talk with students to learn how to keep yourself safe and appropriate touching,

Daniel Morcombe – recognise, react and report program

Aussie Optimism - building resilience, building a crisis support network and conflict resolution

ALERT – self regulation

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	41	45	18
Long Suspensions – 6 to 20 days	1	1	0
Exclusions	0	1	1
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

Strategies employed by all staff and students to reduce our environmental footprint include,

- Use of projectors within each classroom to reduce the use of photocopiers and printers
- Switching off all lights and fans when leaving the classroom during break times and after school
- Whole school paper recycling process
- Recycling of photocopier and printer material including toner cartridges

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	108,282	1,132
2014-2015	64,868	1,299
2015-2016	4,079	816

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	19	24	<5
Full-time Equivalents	14	16	<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.**	1
Bachelor degree	16
Diploma	1
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 \$12 282.

The major professional development initiatives are as follows:

- Phonics
- Getting to know the Australian Curriculum
- Know your data
- PLC at work
- Coaching and conversations
- Thinking and Learning
- Positive Behaviour Management
- U2B Reading framework.

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%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 84% 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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	88%

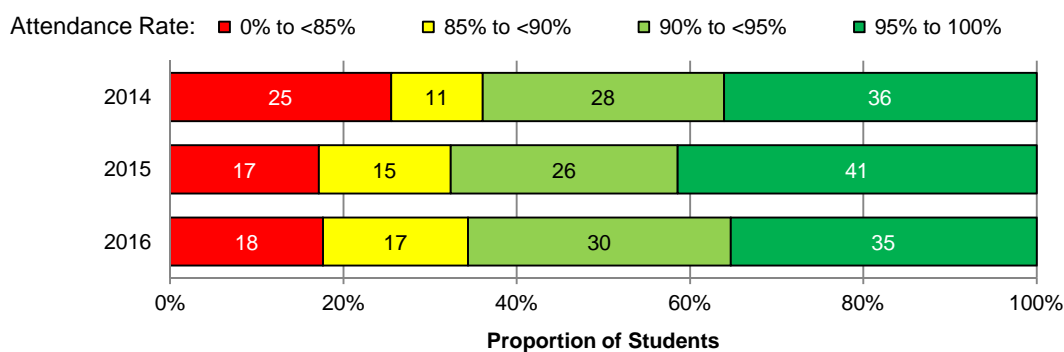
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2014	89%	92%	92%	91%	87%	91%	84%	94%
2015	93%	91%	92%	92%	89%	92%	90%	
2016	92%	90%	90%	89%	92%	92%	91%	

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.

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As previously described the school has a published attendance policy. The whole school community is working collectively and collaboratively to improve student attendance.

Office staff and Principal monitor student attendance.

- Teaching staff are encouraged to use OneSchool Classroom Dashboard with their whole class to monitor classroom and individual attendance.

Teachers are to identify patterns of absence, follow up on the third consecutive day of absence and record attempts of contact on OneSchool. Teachers are to report to the Principal any concerns relating to student absenteeism.

- Parents are encouraged to contact the school when their child is or will be absent.

- The Principal arranges a meeting with parents of children who have less than 85% attendance, an attendance plan may be developed to support the student involved.

Student attendance is linked to the school's PBL processes.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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