



# Daisy Hill 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



## Contact Information

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## School Overview

Daisy Hill State School is a very proud school community located in the suburb of Daisy Hill in Queensland, Australia. Our school has been proudly serving our community since 1873. As a small co-educational state school we have students from prep to year 6. Approximately 220 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 Foreword

### Introduction

#### School Progress towards its goals in 2017

##### *Building an Expert Teaching Team*

- Our data collection procedures were explicit and focussed on student learning and they were the basis of our Response to Intervention teaching episodes.
- Collaborative planning in number vertically aligned the curriculum across the school to inform invention activities. Aligning reading will be the focus in 2018.
- The culture, processes and protocols of classroom observation and feedback were used to support professional development through reflective practice. These processes will continue into 2018
- The Professional Learning Team (PLT) structure has established a clear purpose for staff collaboration. Staff Performance and Development goals were linked to the work of the PLT

##### *Numeracy*

- Our partnership with the CHOOSE Maths project, supported by the Australian Mathematics and Sciences Institute, continues to build teacher capacity in the teaching of mathematics.
- Our extensive collection and analysis of data continues to map student progress. This includes the school based assessment of Pre & Post Unit Testing.

## Reading

- Our school continues to develop and implement a school wide reading plan to promote a shared understanding of reading routines and practices through professional development. This includes implementing effective pedagogical practices in reading – Phonemic Awareness (Heggerty) Exploring Complex Texts and Text Dependent Questions.
- The Learning Support model was expanded through targeted intervention and collaborative instruction to support students who were not meeting end of year targets. These included Response to Intervention episodes and Fountas & Pinnell Levelled Literacy Intervention lessons.
- Fountas and Pinnell Benchmark Assessment from Prep to Year 6 aligned with ACARA reading behaviours was used to map student progress

## Early Years

- A school based Oral Language strategy has been established to address deficits in age appropriate speech and language skills for students P-1. A Speech Language Pathologist supports teachers in delivering lessons.
- Our school together with cluster schools participates regularly in our Early Childhood Neighbourhood Network continuing to build Early Learning partnerships with local Early Childhood Education Centres. This network has been valuable in assisting with the smooth transition from kindy to prep.

## Attendance

- Student attendance continues to be tracked against school targets.

## Future Outlook

The explicit improvement agenda for 2018 includes:

### Critical and Creative Thinking

#### Digital Technologies

*Coding focus* – design, create, manage and evaluate digital solutions to meet and redefine current and future needs; use computational thinking (abstraction; data collection, representation and interpretation; specification, algorithms and implementation) to create digital solutions.

#### Science

##### *Wonders of Science*

Focus on develop critical and creative thinking skills as through challenges that develop a group response to a real-world problem.

#### Mathematics

Focus on generating and evaluating knowledge, clarifying concepts and ideas, considering alternatives and solving problems through participation in the Australasian Problem Solving Mathematical Olympiad and mathematics extension lessons.

### Social and Emotional Learning

Support the social and emotional wellbeing of our students through partnerships with community agencies to develop social and life skills. Support families with parenting programs.

### Reading Comprehension & Writing

Consistency between text types across the year levels. Learning walls to display outstanding exemplars annotated with structure and language features.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2017:</b>	Prep Year - Year 6

### Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015</b>	197	94	103	22	90%
<b>2016</b>	199	107	92	20	88%
<b>2017</b>	208	100	108	20	80%

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

The Daisy Hill State School community is small with the majority of students being born in Australia. 6% of our students are indigenous and 8% speak languages other than English at home. We have a small percentage of our students who have a cultural background of Korean, Vietnamese, Croatian, Taiwanese, Serbian, Polonesian, and African. 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	2015	2016	2017
Prep – Year 3	29	26	22
Year 4 – Year 6	25	23	26
Year 7 – Year 10			
Year 11 – Year 12			

## Curriculum Delivery

### Our Approach to Curriculum Delivery

Our teachers work in a professional learning community to ensure all students learn at high levels. They work collaboratively and take collective responsibility for the success of each student. Data and research is used to assist them in delivering a curriculum that caters for the individual needs of every individual child. Children are encouraged to set goals in reading and mathematics to regularly reflect on their progress. We have a supportive learning environment that ensures children have the best possible opportunity to learn.

There is a strong focus on developing high levels of literacy and numeracy for every child. Our students are supported with explicit teaching episodes and intervention strategies to achieve this goal.

Our curriculum programs include:

- Intervention programs – Levelled Language Intervention (Fountas & Pinnell) + Response to Intervention lessons in Mathematics
- Professional Learning Teams – Reading & Mathematics
- “Choose Maths” - Australian Mathematics and Sciences Institute
- Sunshine online reading resource
- Digital Technologies – Coding, Robotics
- Wonders of Science partnership with University of Qld
- Japanese classes (Prep – Year 6)
- Instrumental Music program – Strings, Woodwind and Percussion
- Specialist Music and Physical Education programs

### Co-curricular Activities

- Supa Club – lunchtime activities supporting Christian values
- Religious Education
- Prep buddies
- Student Leadership Program
- Student Council
- Lunchtime Clubs – Art and Dance
- School Sport – AFL, Soccer, Netball, Basketball, Tennis

### How Information and Communication Technologies are used to Assist Learning

Students at Daisy Hill State School have access to a computer lab, class set of laptops and iPads to access offline apps and software as well as online subscriptions to learning programs such as sunshine reading books. Every classroom has an interactive whiteboard which is used daily by both teachers and students. Wireless access to the school network is available across the school. A green screen is available for use to support the teaching of filming/movie production. Some students with learning disabilities or difficulties utilise assistive apps and technologies to support their learning.

## Social Climate

### Overview

As a PBL school, in 2017 the Daisy Hill State School staff worked collaboratively with parents and students to make significant gains with aspects of the school’s social climate.

Our community identifies the following expectations or ‘rules’ to teach and promote peaceful, positive behaviours:

- Be safe
- Be respectful
- Be a learner

We have complimented our school rules with the Peace Code. This code has seven messages that provide a consistent framework for the development of peaceful behaviours.

- Care for myself and others
- Do the right thing
- Speak kindly
- Find help
- Turn things around
- Be brave
- Be a Peacemaker

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:	2015	2016	2017
their child is getting a good education at school (S2016)	89%	94%	90%
this is a good school (S2035)	89%	94%	89%
their child likes being at this school* (S2001)	100%	94%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child feels safe at this school* (S2002)	100%	94%	93%
their child's learning needs are being met at this school* (S2003)	83%	87%	90%
their child is making good progress at this school* (S2004)	78%	88%	90%
teachers at this school expect their child to do his or her best* (S2005)	89%	100%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	81%	93%
teachers at this school motivate their child to learn* (S2007)	89%	88%	97%
teachers at this school treat students fairly* (S2008)	83%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	89%	94%	93%
this school works with them to support their child's learning* (S2010)	89%	100%	90%
this school takes parents' opinions seriously* (S2011)	94%	100%	90%
student behaviour is well managed at this school* (S2012)	83%	94%	83%
this school looks for ways to improve* (S2013)	94%	100%	90%
this school is well maintained* (S2014)	94%	100%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	84%	95%	94%
they like being at their school* (S2036)	93%	92%	85%
they feel safe at their school* (S2037)	82%	79%	81%
their teachers motivate them to learn* (S2038)	95%	93%	94%
their teachers expect them to do their best* (S2039)	97%	97%	90%
their teachers provide them with useful feedback about their school work* (S2040)	87%	93%	92%
teachers treat students fairly at their school* (S2041)	84%	81%	83%
they can talk to their teachers about their concerns* (S2042)	82%	87%	80%
their school takes students' opinions seriously* (S2043)	83%	78%	81%
student behaviour is well managed at their school* (S2044)	69%	70%	60%
their school looks for ways to improve* (S2045)	97%	89%	96%
their school is well maintained* (S2046)	87%	84%	77%
their school gives them opportunities to do interesting things* (S2047)	88%	86%	94%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	100%	96%
they feel that their school is a safe place in which to work (S2070)	92%	100%	100%
they receive useful feedback about their work at their school (S2071)	88%	89%	96%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	91%	92%
students are encouraged to do their best at their school (S2072)	92%	100%	100%
students are treated fairly at their school (S2073)	95%	100%	100%
student behaviour is well managed at their school (S2074)	91%	95%	79%
staff are well supported at their school (S2075)	92%	100%	96%
their school takes staff opinions seriously (S2076)	96%	94%	100%
their school looks for ways to improve (S2077)	96%	100%	100%
their school is well maintained (S2078)	81%	84%	92%
their school gives them opportunities to do interesting things (S2079)	88%	89%	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

At Daisy Hill State 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. Regular parent information sessions are run by our Special education staff to assist parents with a range of issues around schooling. The topics come from a parent survey. Communication is maintained with parents through email, facebook, our school website, newsletters and face- to-face reporting. Messages to parents and carers are also sent via SMS to keep them informed of school events.

### Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. Our program is Pathways to Peace. Pathways to Peace® is a long term, community-based, violence prevention program. It is not a single plan or a single strategy or a single set of materials. It is a series of processes designed to assist in the creation, establishment, facilitation, implementation and evaluation of peaceful ways of living and interacting in communities. Pathways to Peace® provides a common framework and a common language to assist individuals, families, schools and community agencies to work co-operatively towards a peaceful, productive community. Pathways to Peace® provides the means to increase levels of resiliency in individuals and families. It helps everyone to cope with the stresses of everyday life.

Pathways to Peace® is designed to promote cultural change in terms of all aspects of violence, including sexism and racism and to promote peaceful ways of behaving, relating and interacting. It is the key to reducing and preventing violence (including bullying) because it is the vehicle for changing attitudes and, ultimately, to changing cultures. Part of the process is aimed at strengthening ways of avoiding or negotiating conflict, but only as part of a much wider development of positive self-concept and self-esteem for individuals, built on the basis of recognition, valuing and reward.

The goals of Pathways to Peace® are as follows:

- To create safer, better communities for all concerned.
- To establish more peaceful settings in which to live our daily lives.
- To provide strategies, tools and techniques to create peaceful relationships and peaceful ways of interacting.
- To provide practical resources to assist individuals to relate and interact peacefully.
- To develop resilient, productive individuals with positive views of self and of the future.

The key to the development of Pathways to Peace® is the language of the Peace Code: Seven messages that provide a consistent framework for the development of peaceful behaviours. The Peace Code is as follows:

- Care for myself and others
- Do the right thing
- Speak kindly
- Find help
- Turn things around
- Be brave
- Be a Peacemaker

## 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	45	18	25
Long Suspensions – 11 to 20 days	1	0	0
Exclusions	1	1	0
Cancellations of Enrolment	0	0	0

## 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
- Restrict use of air conditioners
- Utilise compost bin and worm farm to reduce waste

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	64,868	1,299
2015-2016	4,079	816
2016-2017	78,979	861

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	20	27	<5
Full-time Equivalent	15	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	3
Graduate Diploma etc.**	1
Bachelor degree	16
Diploma	0
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 2017 were \$ 17 016.27

The major professional development initiatives are as follows:

- STEM workshops
- Teacher release for collaborative planning
- Reading P-2
- Literacy workshops
- PLC to RTI – Closing the Gap Training
- Age Appropriate Pedagogies Training P-2
- EALD Training
- MAPA - Management of Actual or Potential Aggression Training
- First Aid / CPR Training
- U2B Reading
- Special Needs Network

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

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 83% 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).	91%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	89%

\*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%.

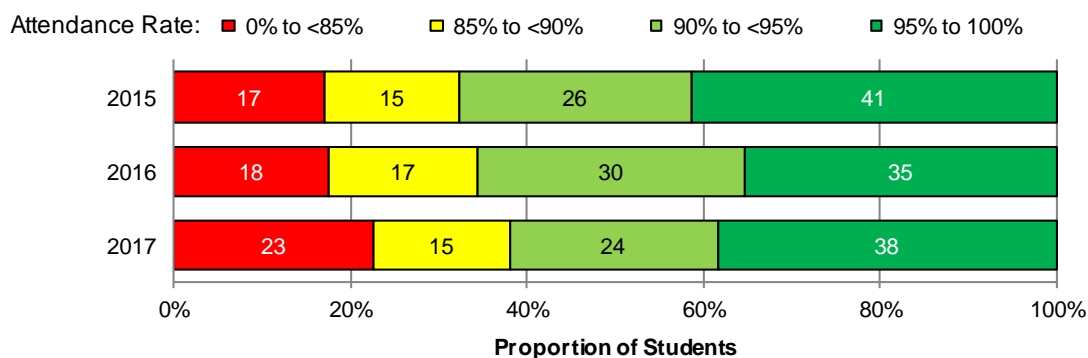
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	91%	92%	92%	89%	92%	90%	NA	NA	NA	NA	NA	NA
2016	92%	90%	90%	89%	92%	92%	91%	NA	NA	NA	NA	NA	NA
2017	91%	91%	88%	89%	90%	89%	90%	NA	NA	NA	NA	NA	NA

\*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.

Our class roles are marked at 9am and an SMS message is sent out to parents and Carers. Parents are able to reply to this message. A welfare call is made if a child has a number of unexplained absences from school.

Attendance certificates are issued each term to reward students for 100% attendance.

## NAPLAN

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

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

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School name

Suburb, town or postcode

Sector:

Government

Non-government

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