

Daisy Hill State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Daisy Hill State School** – previously known as Slacks Creek State School – from **6 to 8 March 2019**.

The report presents an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

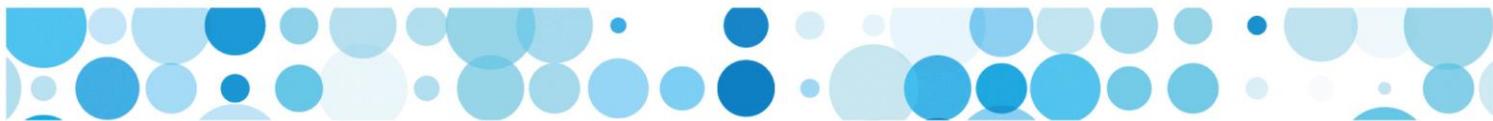
The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

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|---------------|---------------------------------------|
| Mike Ennis | Internal reviewer, SIU (review chair) |
| Andrew Helton | Senior reviewer |
| Judi Hanke | External reviewer |



1.2 School context

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|--|--|
| Location: | Daisy Hill Rd, Daisy Hill |
| Education region: | South East Region |
| Year opened: | 1873 |
| Year levels: | Prep to Year 6 |
| Enrolment: | 308 |
| Indigenous enrolment percentage: | 13 per cent |
| Students with disability enrolment percentage: | 8 per cent |
| Index of Community Socio-Educational Advantage (ICSEA) value: | 968 |
| Year principal appointed: | Term 4 2016 |
| Full-time equivalent staff: | 25 |
| Significant partner schools: | Kimberley Park State School, Shailer Park State School, Loganholme State School, Carbrook State School, Shailer Park State High School |
| Significant community partnerships: | Daisy Hill and Surrounds Early Years Network, Daisy Hill and Southside Family Day Care Service, Communities for Children (CfC) |
| Significant school programs: | Positive Behaviour for Learning (PBL), Pathways to Peace, Pathways to Resilience |



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, previous acting Head of Curriculum (HOC), two curriculum leaders, teacher-in-charge Special Education Program (SEP), special education teacher, guidance officer, two Support Teachers Literacy and Numeracy (STLaN), Science, Technology, Engineering and Mathematics (STEM) teacher, 16 classroom teachers, eight teacher aides, Business Manager (BM), two administration officers, two ancillary staff, tuckshop convenor, two Parents and Citizens' Association (P&C) executive members, 24 parents and 23 students.

Community and business groups:

- Breakfast Club volunteer, CfC Coordinator – Salvation Army, and Child and Family Centre partner.

Partner schools and other educational providers:

- Principal Shailer Park State School, deputy principal Shailer Park State High School and director Rosie's Early Learning Centre.

Government and departmental representatives:

- Councillor Division 3 Logan City Council and two ARDs.

1.4 Supporting documentary evidence

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| Annual Implementation Plan 2019 | School Improvement Agenda 2019 |
| Investing for Success 2019 | Strategic Plan 2016-2019 |
| School Cycles of Inquiry | School Data Profile (Semester 2 2018) |
| OneSchool | School budget overview |
| Professional learning plan 2019 | Curriculum planning documents |
| School pedagogical framework | Professional development plans |
| School data plan | School newsletters and website |
| School Opinion Survey | School ICP and SWD Handbook |
| School based curriculum, assessment and reporting framework | School differentiation guide and Student at a Glance sheet |
| Responsible Behaviour Plan for Students | Headline Indicators (October 2018 release) |



2. Executive summary

2.1 Key findings

The school has a welcoming atmosphere that assists in establishing strong links with the community.

The positive development in the school's profile is reflected in the enrolment growth. Parents and community members speak highly of the care provided by teachers for their children. Parents comment on the approachability of staff members who are open and accommodating of their questions and concerns. School leaders proactively seek ways to increase student learning and wellbeing by connecting informally and formally with parents, families, local businesses and community organisations.

Parents are viewed as integral partners supporting the learning needs of their child.

The school Parents and Citizens' Association (P&C) is a small active group of parents who support the school. Monthly P&C meetings attract a regular attendance of parents. The association supports the school through a range of fundraising activities conducted throughout the year.

School staff members have a positive and professional relationship with local early years providers to support the transition into Prep.

School staff join with staff from early learning centres across the district as part of the Neighbourhood Program that meets formally twice per term to share practices and ideas. Staff members report that this builds mutual collegial respect. The transition program enables future students and families to become familiar with their school through a sequence of planned events.

The tone of the school reflects a school-wide commitment to successful learning.

Staff members demonstrate an understanding of the importance of positive and caring relationships to successful learning and work hard to build mutually respectful relationships across the school community. Parents interviewed speak positively regarding the interactions they have with staff members.

School leaders have developed a number of key documents outlining school improvement priorities.

The improvement documents include the School Improvement Plan, the School Improvement Priorities and the School Improvement Agenda. The priorities for 2019 are three actions to improve Teacher Quality, three actions to improve Staff Wellbeing and Empowerment, and three actions to improve Parent and Community Engagement. Staff members identify some key priorities and actions and are supportive of the school's direction.



School leaders are committed to improving the learning outcomes of students.

The enrolment growth of the school and staff changes have necessitated a new approach to the leadership structure of the school. Restructuring of the leadership team is acknowledged as a priority. The roles, responsibilities, timelines and accountabilities of school leaders and key teachers in relation to the Explicit Improvement Agenda (EIA) have yet to be developed.

The school developed the Responsible Behaviour Plan for Students (RBPS) in collaboration with the school community.

The RBPS details the processes in place to facilitate the development of positive, peaceful behaviour, the prevention of behaviour that is considered problematic and the responses available for unacceptable behaviour. The extent to which the RBPS is consistently enacted across the school is acknowledged as a challenge by staff members and students.

Many staff members highlight the support from colleagues as pivotal to their wellbeing.

Teaching teams work together to support each other professionally and personally. The importance of formal induction and mentoring programs is acknowledged and is an area recognised as requiring further development across the school.

Members of the leadership team express the desire to provide teachers with further ongoing constructive feedback regarding their classroom practice.

Curriculum leaders work with classroom teachers in a range of ways. Teachers report they would welcome a consistent and systematic coaching model to enhance their teaching skills. The implementation of the agreed model to build teacher capacity through teaching demonstrations, observations and structured feedback is yet to be fully established.

Curriculum collaboration and professional learning occurs through Collaborative School Improvement (CSI) meetings.

Teachers meet regularly to discuss the Australian Curriculum (AC) and the school pedagogical framework. The use of the term CSI conveys to all staff that the implementation of the AC is a whole-school issue and a 'forensic approach' is used to share expertise in the school.

Staff members work hard to maintain classroom environments that are learning focused and inclusive of all students.

Students with disability learn in classrooms with their same age peers. A school-developed 'Student at a Glance' form enables teachers, visiting teachers, Teacher Relief Scheme (TRS) teachers and support personnel to understand the individual needs of students.



2.2 Key improvement strategies

Collaboratively refine the current range of improvement agendas to a precise EIA, including targets and timelines, and clearly communicate this to the school community.

Collaboratively develop, monitor and routinely review the roles, responsibilities, timelines and accountabilities of all school leaders to align to the school's EIA.

Communicate the whole-school RBPS with all staff members to ensure consistent implementation by school leaders and members of the teaching team.

Collaboratively develop a whole-school staff wellbeing plan including induction and mentoring of beginning teachers.

Collaboratively develop and implement a process for supporting teachers through a collegial engagement plan of observation, feedback and coaching to enhance teachers' effectiveness in agreed pedagogical approaches.