



Daisy Hill State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

## Contact information

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<b>Webpages</b>	Additional information about Queensland state schools is located on: <ul style="list-style-type: none"><li>• the <a href="#">My School</a> website</li><li>• the <a href="#">Queensland Government data</a> website</li><li>• the Queensland Government <a href="#">schools directory</a> website.</li></ul>
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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 co-educational state school in Logan City, we are committed to the learning of each student from prep to year 6. Approximately 310 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.

### **School progress towards its goals in 2018**

#### ***Critical and Creative Thinking***

##### *Digital Technologies*

Our STEM program continues to be established across years P-6. It has focused on Coding and logical thinking.– 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.

##### *Wonders of Science*

Students have been engaged in critical and creative thinking skills. They have worked with the University of Qld and were challenged to develop a group response to a real-world problem.

#### ***Social and Emotional Wellbeing***

Our students were well supported both socially and emotionally through art therapy and wellness activities. These programs were created in partnership with community groups.

#### ***Reading Comprehension & Writing***

In partnership with the Australian Literacy and Numeracy Fountain, our prep teachers were trained to deliver a literacy program to provide a strong foundation for learning. This program is now delivered in Year P-2 classrooms.

We continue to support students in reading through the LLI program – Fountas and Pinnell Levelled Literacy Intervention. Students in this program are receiving small group intervention and making steady progress.

Our school now has in place a consistent language around reading comprehension strategies and the teaching of complex texts with text dependent questions across all year levels.

### **Future outlook**

Our school improvement priorities for 2019 are:

- Teaching Quality with a focus on delivering the Australian Curriculum – English
- Supporting Staff and Student Wellbeing through the Pathways to resilience program.
- Engaging parents and the wider community in school activities.

# 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 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	199	208	271
Girls	107	100	124
Boys	92	108	147
Indigenous	20	20	31
Enrolment continuity (Feb. – Nov.)	88%	80%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## Characteristics of the student body

### Overview

The Daisy Hill State School community is growing with the majority of students being born in Australia. 14% of our students are indigenous and 13% 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, Polynesian, 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	26	22	24
Year 4 – Year 6	23	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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 students. Data and research is used to assist them in delivering a curriculum that caters for the individual needs of every individual child.

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
- Student Leadership Program
- Student Council
- Lunchtime Clubs – Art and Dance
- School Sport – AFL, Soccer, Netball, Basketball, Tennis, Touch, Volleyball

### 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 either an interactive whiteboard or projector 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 2018 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	94%	90%	81%
• this is a good school (S2035)	94%	89%	81%
• their child likes being at this school* (S2001)	94%	93%	88%
• their child feels safe at this school* (S2002)	94%	93%	75%
• their child's learning needs are being met at this school* (S2003)	87%	90%	81%
• their child is making good progress at this school* (S2004)	88%	90%	81%
• teachers at this school expect their child to do his or her best* (S2005)	100%	93%	81%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	93%	75%
• teachers at this school motivate their child to learn* (S2007)	88%	97%	81%
• teachers at this school treat students fairly* (S2008)	100%	93%	81%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	100%
• this school works with them to support their child's learning* (S2010)	100%	90%	88%
• this school takes parents' opinions seriously* (S2011)	100%	90%	79%
• student behaviour is well managed at this school* (S2012)	94%	83%	63%
• this school looks for ways to improve* (S2013)	100%	90%	87%
• this school is well maintained* (S2014)	100%	90%	94%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	94%	83%
• they like being at their school* (S2036)	92%	85%	86%
• they feel safe at their school* (S2037)	79%	81%	72%
• their teachers motivate them to learn* (S2038)	93%	94%	91%
• their teachers expect them to do their best* (S2039)	97%	90%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	84%
• teachers treat students fairly at their school* (S2041)	81%	83%	75%
• they can talk to their teachers about their concerns* (S2042)	87%	80%	82%
• their school takes students' opinions seriously* (S2043)	78%	81%	82%
• student behaviour is well managed at their school* (S2044)	70%	60%	53%
• their school looks for ways to improve* (S2045)	89%	96%	92%
• their school is well maintained* (S2046)	84%	77%	73%
• their school gives them opportunities to do interesting things* (S2047)	86%	94%	90%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	100%	96%	78%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	70%
• they receive useful feedback about their work at their school (S2071)	89%	96%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	92%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	83%
• student behaviour is well managed at their school (S2074)	95%	79%	59%
• staff are well supported at their school (S2075)	100%	96%	70%
• their school takes staff opinions seriously (S2076)	94%	100%	77%
• their school looks for ways to improve (S2077)	100%	100%	87%
• their school is well maintained (S2078)	84%	92%	91%
• their school gives them opportunities to do interesting things (S2079)	89%	100%	96%

\* 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 comes 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	18	25	85
Long suspensions – 11 to 20 days	0	0	2
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	4,079	78,979	
Water (kL)	816	861	12,661

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

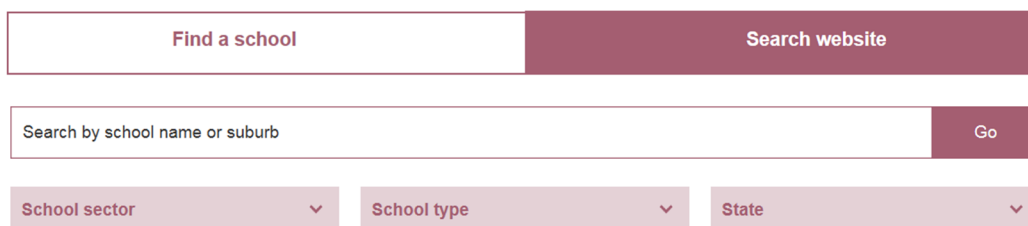
## School funding

### 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](http://www.myschool.edu.au/) website at.

#### *How to access our income details*

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.



School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

### Workforce composition

#### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	23	20	0
Full-time equivalents	18	11	0

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

#### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	3
Graduate Diploma etc.*	1
Bachelor degree	18
Diploma	
Certificate	

\*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 2018 were \$14 000

The major professional development initiatives are as follows:

- Pathways to Resilience
- Age Appropriate Pedagogies workshop
- Science – Wonders of Science
- Gifted and Talented - QAGTC conference
- Early Learning & Literacy Training – Phonemic Awareness

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	90%	90%
Attendance rate for Indigenous** students at this school	88%	89%	91%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

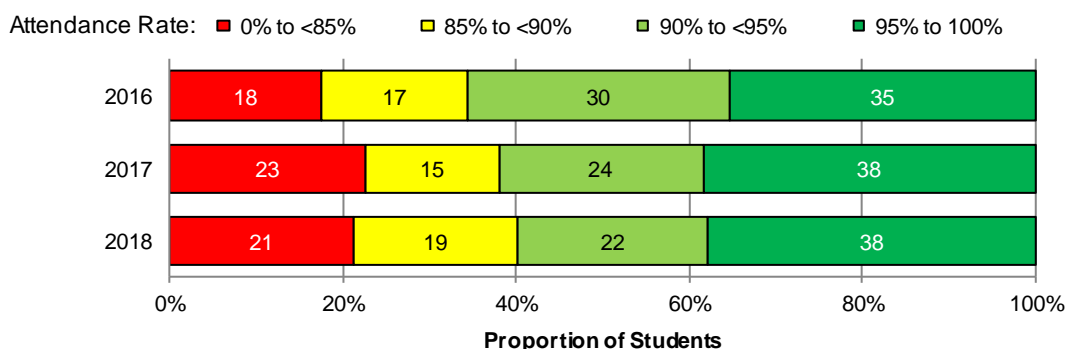
Year level	2016	2017	2018
Prep	92%	91%	90%
Year 1	90%	91%	89%
Year 2	90%	88%	90%
Year 3	89%	89%	90%
Year 4	92%	90%	89%
Year 5	92%	89%	92%
Year 6	91%	90%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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. Official letters are sent to parents if students continue to have regular unexplained absences.

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 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

#### Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.