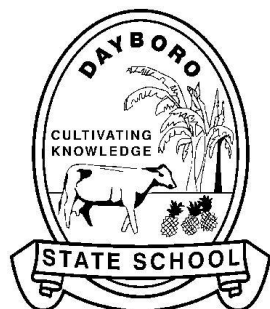


Dayboro State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

At Dayboro State School we are determined as a community to embed our school motto "Cultivating Knowledge" into every aspect of school life.

Steeped in a tradition of excellence since 1873, Dayboro State School still prides itself as a place where our students and wider community are engaged together in the richness of learning – traditional values within a modern teaching and learning environment.

We strive for the development of the whole person in every child, providing curriculum and social programs which are reflective of the needs, interests and abilities of each individual and the educational aspirations of the community we serve.

We have a diverse range of academic, cultural, sporting and social program opportunities in which the school community can engage. Our school is very community based as it is a focal point of the Dayboro community.

The intent of this report is to provide parents and the wider community with a snapshot of our school. This set of information is common for all schools across Queensland. It provides an overview of the highlights and successes for Dayboro State School during 2015. I trust that you find the information about our school of interest. Please do not hesitate to contact the school should any further information be required.

School progress towards its goals in 2015

The Quadrennial School Review and the Dayboro State School Strategic Plan 2014-2017 provided the focus and key priorities for the school in 2015.

Our 2015 Explicit School Improvement Agenda was:

- Improvement in Reading - Embedding the Gradual Release of Responsibility Model
- Refining data collection and analysis processes
- Improvement in the Upper 2 Bands in Reading and Writing
- Continued improvement and enhancement of the Response to Intervention process
- Improving student attendance to meet the Regional Target

Through a shared commitment to our goals we were able to achieve:-

- Implementation of the new Australian Curriculum in Health & Physical Education, including the common assessment tasks, moderation and reporting
- Implementation of whole school data collection processes on One School, including the completion and implementation of a whole school standards framework
- Continuation of the implementation of the Australian Curriculum in English, Mathematics, Science, History and Geography through professional development and moderation activities

- Continued implementation of the Art and Science of Teaching as a basis for the development of a whole school pedagogical, coaching and feedback framework - design question 2, consolidation of design question 1 & 6
- Continued implementation of the Performance Development Framework across all staff members
- Establishment of Professional Learning Communities to examine student learning and best practice.
- Success schools project – Elements of an Effective Mathematics Lesson for the teaching of Mathematics, with the support of a numeracy PEA-AC.
- Expanding the implementation of the whole school Response to Intervention and Instruction Model in include the extension tiers 2 & 3.
- Key teachers trained as coaches to develop a co-coaching model regarding pedagogy in numeracy.

Future outlook

Our 2016 Explicit School Improvement Agenda is:

- Improvement in Numeracy – Introduction of the Elements of an Effective Mathematics Lesson
- Embedding the Gradual Release of Responsibility model in Reading
- Improvement in the Upper 2 Bands in Reading and Writing
- Continued improvement and enhancement of the Response to Intervention diamond process
- Improving student attendance to meet the Regional Target

2016 – Our KEY Priorities

1. WRITING

- All students in Years 3 and 5 performing at or above the National Minimum Standard
- Increase the number of Year 3 students to 50% in the upper two bands. In 2015, 22.4% of students performed in the U2B.
- Increase the number of Year 5 students to 40% in the upper two bands in 2016. In 2015, 10.2% of students performed in the U2B.

2. NUMERACY

- All students in Years 3 and 5 performing at or above the National Minimum Standard
- Increase the number of Year 3 students to 50% in the upper two bands. In 2015, 23.4 % of students performed in the U2B.
- Increase the number of Year 5 students to 40% in the upper two bands in 2016. In 2015, 16 % of students performed in the U2B.

3. READING

- All students in Years 3 and 5 performing at or above the National Minimum Standard
- Increase the number of Year 3 students to 50% in the upper two bands. In 2015, 36.4 % of students performed in the U2B.
- Increase the number of Year 5 students to 50% in the upper two bands in 2016. In 2015, 28 % of students performed in the U2B.

Successful Learners – Know our learners and meet their needs

Analysis of Student Data

- Continue to engage in and reinforce a whole school approach to the collection of data derived from both standardised testing and classroom formative and summative processes
- Engage as a staff during PLC meetings, PDP discussions, Curriculum Planning Meetings in the analysis of trends in student achievement and utilise this information to inform strategic approaches, guide teaching and prompt early intervention
- Embed the Response to Intervention model as school wide best practice for the tracking and monitoring of all students ensuring that all are provided with the opportunity to succeed with relevant and appropriate learning experiences
- Continue to provide the opportunities for all staff to develop expertise in the collection of relevant and purposeful data and enabling this to inform classroom practice.
- Utilise the skills and expertise of the Master Teacher to provide coaching and mentoring opportunities in the collection and analysis of data

Improve Student Attendance

- Analyse trends in attendance data at a whole school level, class and individual student level using the One School Dashboard feature.

- Implement both proactive and reactive strategies to increase student attendance from 93.1% in 2015 to 95% in 2016.
- Communicate and promote student attendance rates in the wider community

Investing for Success Strategy

- Provide effective and efficient financial support to enable sustained school improvement
- Provide extensive teacher aide support in Prep – Year 3 classrooms to further enhance literacy and numeracy outcomes and build upon the success in 2015
- Formalise the school's approach to the "Advancing Education" strategy by creating a Maker Space (STEM) incorporating robotics and programming for students of all year levels
- Maintain the online subscriptions to Mathletics and Reading Eggs
- Involve students in the BDSE "Impact Program" as a strategy to assist with improvement in the U2B

Cater for Student Needs

- Utilise the Student Support Services Committee as the key governance committee for the identification, prioritisation and remediation of students and their families requiring additional academic, emotional or physical support
- Continue to follow and endorse the Response to Intervention and Instruction as a whole school signature strategy for differentiation and the monitoring and tracking of all student learning across the school
- Provide varied activities and opportunities for all students to be involved and to have the opportunity to be successful – sport, leadership, arts, cultural and academic opportunities

Upper 2 Bands Priority

- Identified school priorities as per the "Investing for Success Strategy"
- Introduction of the "Maker Space" and STEM related activities such as Coding
- Partnership with Pine Rivers State High School to increase the opportunities for STEM related activities
- School Involvement in the BSDE 'Impact' Program with identified students to enhance development in the upper two bands
- Involvement in the ICAS testing program
- Utilise the expertise of the PEA-AC in Numeracy to provide strategies to teachers to enhance problem solving and thinking for all students
- Continue the saturation of teacher aides in P-3 classrooms, particularly during literacy and numeracy sessions to assist with grouping and differentiation strategies
- Embed differentiation strategies across all year levels using diagnostic assessment processes, ACARA recommendations and advice from the AVT for inclusive education.

NAPLAN Strategy and Whole School Improvement Strategic Targets

- Complete a thorough interrogation of NAPLAN data – 2015 in preparation for 2016 NAPLAN
- Utilise NAPLAN data as the basis for the school Response to Intervention program and as a basis for identifying whole school improvement strategies for 2016:-

Great People – Teaching Quality & Principal Leadership & Performance

ACARA Priorities

- Embed English, Mathematics, Science, History and Geography using the C2C resource ensuring alignment with community expectations.
- Implement, assess and review the HPE, Civics and Citizenship and Business and Economics Curriculum areas
- Introduce and familiarise staff with the curriculum areas, "Languages", "The Arts" and "Digital Technologies" using available resources
- Using the North Coast Region: "A Guide to School Based Assessment Tools and Year Level Expectations" as a base guide to develop school based Year Level Expectations in Reading, Numeracy and U2B

Literacy Priorities

Reading

- Continued school focus in 2016 – Reading - the embedding of a Balanced Reading Program (incorporating the Gradual Release of Responsibility Model of Reading) across the school
- Through coaching and Professional development activities, embed a shared understanding of pedagogical practices which guide the reading practices of:
 - (a) Reading aloud to students
 - (b) Modelled Reading
 - (c) Shared Reading
 - (d) Guided Reading
 - (e) Independent Reading

- Continue to embed the role of the Master Teacher in the coaching and feedback cycle of teacher practice, in particular in the area of Literacy.
- Continue to embed comprehension strategies and strategies utilising Sheena Cameron's and Alison Davis' resources into daily practice
- Continue to support the "Right Brain Phonics, Decoding and Reading Program" as a program in the school
- Continue to refine the use of comprehensive data tools to track individual student achievement in literacy – PAT-R, Waddington etc
- Continue the use of a variety of teaching processes and resources to support the development of reading practices across the school
- Continue to embed the practices modelled during the Success Schools Program in 2014
- Continue to embrace current research base best practice to enhance the teaching of reading

Writing- Major 2016 Focus

- Develop and Embed a balanced writing program utilising research into best practice and focussing upon:-
 - (a) Modelled Writing
 - (b) Shared Writing
 - (c) Guided Writing
 - (d) Independent Writing
- Continue to provide targeted Professional Development activities under the guidance of the Master Teacher and Head of Learning to foster the continued process of improvement.

General Literacy Strategies

- Targeted intervention support as outlined in the Investing for Success Program
- Targeted Professional Development for teachers and teacher aides as outlined in the Investing for Success Program
- Purchase of targeted student resources as outlined in the Investing for Success Program
- Utilisation of the school Response to Intervention Program (RTI Program) to identify, develop targeted and focussed work programs, assess and monitor individual student achievement
- Allocate a 1.0 FTE to the position of Head of Learning to assist with the whole school focus on establishing a shared understanding of reading practices and the maintenance of a balanced reading program
- Using the reading and writing practices as a focus for Instructional Leadership to build teacher capacity through observation and feedback
- Utilisation of a Professional Learning Community which meets every three weeks to discuss best practice amongst teachers.

Numeracy Priority – Major 2016 Focus

- With PEACC support and cluster opportunities, develop best practice pedagogy and greater teacher knowledge which support the embedding of Numeracy Rich Routines within the whole school
- Utilise the school NAPLAN Data Story to identify key gaps in student attainment and explore strategies to enhance student achievement- Master Teacher focus
- Ensure a range and balance of assessment tools are being used (diagnostic, formative and summative) to support quality teaching and reporting. Utilise the North Coast Region Ed Studio and Diagnostic Tools to support Numeracy Practices
- Build teacher capacity through Master Teacher Coaching and targeted professional development activities, including engagement with Carol Dweck's work on The Growth Mindset and extending this concept and approach across the school.
- Embed PAT-M testing and the subsequent analysis of data – a Master Teacher focus.

Moderation Priority

- Continue to provide opportunities for professional intra and inter school moderation to share best practice and assess student work samples.
- In 2016, triangulate A-E assessment data against relevant data sets e.g. NAPLAN and address consistencies and inconsistencies

PLC Priority

- Enable opportunities for teachers to engage in high quality conversations regarding school improvement strategies.
- Enable opportunities for teachers to reflect upon their own personal practice and develop a school culture of professional sharing

BPN, School Leadership and Cluster Priorities

- Continue to engage in and explore opportunities with Pine Rivers and Bray Park State High Schools, particularly in the cultural and STEM related areas
- Engage in quality professional development and professional sharing via BPNs. Foster participation of whole of leadership team in improvement via discussions and improvement

- Engage members of the school leadership team in fortnightly DIL (Dayboro Instructional Leadership Team) meetings to review strategy, engage in data interrogation and ensure the alignment of school focus.

Performance Development Process

- Meet all teachers in Term 1 and Term 4 to discuss data and develop /review Performance Development Plans
- Teaching staff performance plans align with AITSL- National Professional Standards for Teachers
- Consultation and feedback structures are in place and Walkthrough and Instructional Rounds processes are embedded in school leadership practice
- Continue to develop whole school practices in peer observation, feedback, differentiated coaching and learning to enhance teacher performance
- Monitor staff for personal wellbeing

Success Team Strategies – Numeracy PEAAC in 2016

- Utilise the North Coast Region PEAAC as per Numeracy Priorities outlined above
- Continue to embed the modelled strategies from Reading Success Team processes in 2014 to build a consistent pedagogical approach to the teaching of reading within the whole school

Learning Communities

- Principal Performance Development Plan in place with ARD with clearly identified leadership focus.
- Lead and model learning to develop a shared belief that all students can learn and all teachers can teach.
- Develop localized structures that enable teachers to engage in discussion and analysis of effective teaching and learning.
- Enable teachers to engage in effective coaching and observation opportunities to improve teaching practices.
- Develop capacity amongst potential future leaders and provide opportunities for aspirants as they arise.

High Standards – know our data and know our strategies

Explicit Improvement Agenda

- Analyse whole school trends to develop an explicit improvement agenda
- Articulate a whole school improvement agenda that is shared and known by all in the school community and overtly and rigorously enacted.

Discipline Audit

- Continue to implement develop the plan which focuses upon the recommendations made in the Discipline Audit conducted in 2014.
- Review and refine the SWPBS process to ensure that school wide practices remain embedded and data and communication practices continue to be sound

Curriculum Teaching and Learning Audit

- Continue to implement the recommendations from the audit conducted in 2013
- Continue to provide explicit professional development in all elements of the pedagogical framework to establish consistency of practice and a metalanguage for learning
- Continue to provide professional development aimed at building staff members' data literacy skills. Use literacy and numeracy data to identify gaps in student learning, to monitor improvement over time and to monitor growth across the years of school
- Build on the strong collegiality to develop a self-reflective culture - introduction of WOW time and building blocks towards the ongoing engagement of staff in active Professional Learning Communities (PLCs)
- Continue to formalise coaching and mentoring for all staff members, utilising the Master Teacher as a coach and mentor.

Internal Audit

- Implement strategies to fulfil internal audit requirements and recommendations
- Continue to monitor the effectiveness of the school governance structure to ensure that EQ corporate requirements are executed with integrity and accuracy
- Ensure that accurate records are maintained regarding the governance of the school – school committees and budgetary activities
- Ensure that all staff adhere to the Code of Conduct and demonstrate professionalism and integrity when executing their duties

School Opinion Survey Priorities

- Develop strategies to communicate with the school community more effectively in terms of the school curriculum and its content
- Continue to actively promote Dayboro State School as a quality school- highlighting and celebrating school achievements within the local community

Engaged Partners – Maintain alignment, develop consistency, scale up success, embrace autonomy and create partnerships

Alignment and Consistency

- Continue to develop opportunities to work with regional support staff and services.
- Develop opportunities for schools to work together to share knowledge and resources.

Flying Start initiative

- Develop mutually satisfying partnerships with Secondary Schools- STEM , Cultural partnerships, transition
- Develop a range of locally pertinent communication strategies that enable the sharing of information.

Supporting Successful Transitions: Early Start

- Assess current transition practice and develop a school based communication and engagement strategy with local providers (PRELS)
- Start conversation with Transition partners
- Plan collaboratively to establish strategies based on data with transition partners
- Incorporate strategies into school plans

Partnerships

- Continue to work with regional support services to support and sustain school improvement
- Develop partnerships within and beyond the school that support student learning.
- Embrace opportunities to collaborate with local communities.
- Through **Supporting Successful Transitions** explore opportunities, develop partnerships and develop a transition plan with local Early Childhood Education Centres.
- Identify Early Start as a data collection resource.

Parent and Community Engagement Strategy

- Promote parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement.
- Actively explore and extend methods of communicating with parents
- Utilise school resources (Head of Learning and Master Teacher) to provide programs and opportunities for parents and prospective parents to build their capacity to support their child's learning
- Actively seek and develop a wide range of community partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	324	167	157	3	96%
2014	358	182	176	5	96%
2015	345	181	164	7	96%

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 2015, 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:

- Dayboro State School was established in 1873 and is located in the township of Dayboro. In 2015, the campus averaged 350 students in Prep – year 6. Most year levels in our coeducational school had between 40 and 60 students.
- Students attending Dayboro State School are mostly drawn from the township of Dayboro and the outlying areas.
- The parents of our children place great importance on education and provide positive support for their children's learning. As a result, most students are very motivated to learn and are capable of excellent levels of achievement. Parents have high expectations that their children will do well at school and actively pursue all avenues to ensure success is forthcoming. Many students are actively involved in local sporting and community activities. Organised sport is a large focus in the school community.
- The majority of students who complete Year 6 at Dayboro State School choose either Pine Rivers State High School or Bray Park State High School for their secondary education. The French Language, which is offered as a LOTE at Dayboro State School is followed up with studies at the local high school.
- Dayboro State School is a central hub in the local community and has extensive facilities, which are utilised by church and sporting groups. Dayboro State School has an active P&C which is strongly supported by the school and local community in its fundraising activities.
- Our motto "Cultivating Knowledge" exemplifies the vision of the school in providing a place which inspires our students to reach their full potential in a safe, caring, and educationally challenging environment.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	28	27	29
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	2	10	3
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
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.

Curriculum delivery

Our approach to curriculum delivery

- We offer an extensive curriculum program that is based on the Australian Curriculum for Mathematics, English, Science and History, Geography, Civic and Citizenship Education, Business and Economics, Health and Physical Education and the Queensland Essential Learnings in the other Key Learning Areas.
- We provide differentiated instruction to meet the varied learning needs, styles and readiness of our learners.
- Our LEAP Program (Learning, Enhancement and Acceleration Program)
 - Our three tier Response to Intervention and Instruction Program ensures all students are provided with the additional support or extension required to meet their individual needs.
 - The Dayboro Gifted and Talented Program aims to provide the students at Dayboro with gifts and talents with opportunities to develop their abilities and reach their potential.
 - We provide support to individual students with identified special needs with integrated programs in classrooms and through withdrawal programs offered in the Special Education.
- The Language Other than English that students study in Year 5 & 6 is French.
- A high quality Annual Year Book is published with sponsorship from local service clubs. A copy of the Year Book is presented to each Year 6 student at the Year 6 Graduation Ceremony in December.
- Homunculus Theatre and the Dance Fever programs are offered bi-annually as an integral part of The Arts curriculum.
- The children enjoyed several visiting performances in 2015. These were hosted in the school hall where stage, audio visual and lighting facilities are available.

Extra curricula activities

- Extra Curricula activities include participation in local, state and national competitions and projects that are conducted from time to time during the school day and after school hours. Such activities cover academic, sporting and cultural pursuits and cover varying aspects of our core curriculum. Such events include ICAS Competitions, Opti-Minds, Fun-da-Mentals, Maths Tournaments, School Concerts, Family Dance and School Disco as well as events such as local shows, Dayboro Day, ANZAC Day, and Remembrance Day.
- Sport at an interschool level from Years 5 to 6, including athletics and swimming, soccer, netball, rugby league and basketball in Year 5 & 6.
- Dayboro State School has a strong Music Program. Students have the opportunity to learn a woodwind, brass or percussion instrument in Years 4 to 6. When they have made the necessary progress, instrumental students are able to join the Dayboro School Band. The Dayboro Voices school choir involves students from Year 4 to 6 in performances at school and community functions. The Little Dayboro Voices involves students in Years 1 to 3 and a prep choir was introduced for our youngest students.
- The Student Council with elected representatives organises charitable fundraising, supports humanitarian projects and assists with school decision making.
- Under 8s Day celebrations involving a wide range of community groups

How Information and Communication Technologies are used to improve learning

- Information and communication technologies (ICTs) include computers, scanners, digital cameras, the Internet and various software programs that we use in school. These technologies are used across all subject areas to support learning. All students have regular access to classroom computer pods as well as those in the Library. Students access these for research, word processing, emailing and a variety of other purposes. Teachers use the Learning Place Digital Resources to develop and extend the students' knowledge and to present their work. The use of computer pods in each classroom enables integration of ICTs across all key learning areas, as well as the ability to differentiate in small group literacy and numeracy blocks.
- The use of Interactive whiteboard technology in 100% of classroom spaces in 2015 saw a paradigm shift in the way curriculum is presented in many classrooms. Development of teaching strategies using interactive whiteboards has continued with the teachers, who work with them, seeing interactive

whiteboards as essential tools in their teaching repertoire. Our music room was fitted with an interactive whiteboard, meaning that all teaching spaces have access to this technology.

- Our special education students have access to 7 iPads to enhance their learning and widen their access to the curriculum. Apps are purchased to meet the needs of individual students.
- The school website at www.dayboross.eq.edu.au gives the most up to date information on the school. It also contains a copy of the Internet Agreement that all students must have before accessing the internet at school. Some areas of the website for students and staff can only be accessed with a login and password.

Social Climate

- With a school population of approximately 350 students, the qualities of a community school with a caring family atmosphere are immediately evident. Our very capable staff members know all the children by name. Established processes and procedures ensure that all children receive individual assessment and participate in programs that lead to a successful and enjoyable school life.
- We expect and encourage our students to be proud of their school and its good reputation, wear the uniform with pride and behave appropriately at all times. We teach all students the 5B's: Be Respectful, Be Positive, Be Responsible, Be Tolerant and Be Proud. A system of assembly awards is maintained to positively recognise those who demonstrate that they follow the 5Bs. The Dayboro State School Behaviour Matrix was specifically taught in all classrooms during 2014 with one behaviour expectation being featured each week.
- Dayboro State School has strong links with its community and enjoys its loyal support. The school takes part in many of the special annual local events such as Dayboro Day, Dayboro Show, ANZAC Day and Remembrance Day. This contributes to a very strong sense of community ownership of the school. Many of our students are members of local sporting teams and some of the teams access the school facilities and resources.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	97%	98%	100%
this is a good school (S2035)	94%	100%	98%
their child likes being at this school (S2001)	91%	100%	100%
their child feels safe at this school (S2002)	97%	100%	98%
their child's learning needs are being met at this school (S2003)	88%	94%	98%
their child is making good progress at this school (S2004)	88%	100%	98%
teachers at this school expect their child to do his or her best (S2005)	97%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	97%	96%	97%
teachers at this school motivate their child to learn (S2007)	94%	96%	97%
teachers at this school treat students fairly (S2008)	94%	92%	93%
they can talk to their child's teachers about their concerns (S2009)	100%	98%	97%
this school works with them to support their child's learning (S2010)	94%	91%	95%
this school takes parents' opinions seriously (S2011)	97%	94%	93%
student behaviour is well managed at this school (S2012)	88%	96%	92%
this school looks for ways to improve (S2013)	97%	100%	98%
this school is well maintained (S2014)	100%	92%	97%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	98%	97%
they like being at their school (S2036)	90%	95%	89%
they feel safe at their school (S2037)	98%	94%	94%
their teachers motivate them to learn (S2038)	100%	99%	97%
their teachers expect them to do their best (S2039)	100%	99%	100%
their teachers provide them with useful feedback about their school work (S2040)	96%	97%	97%
teachers treat students fairly at their school (S2041)	88%	92%	89%
they can talk to their teachers about their concerns (S2042)	97%	94%	86%
their school takes students' opinions seriously (S2043)	93%	91%	89%
student behaviour is well managed at their school (S2044)	95%	93%	86%
their school looks for ways to improve (S2045)	98%	97%	98%
their school is well maintained (S2046)	95%	96%	98%
their school gives them opportunities to do interesting things (S2047)	98%	94%	95%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	97%	91%	93%
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%	97%	100%
staff are well supported at their school (S2075)	100%	85%	90%
their school takes staff opinions seriously (S2076)	100%	88%	93%
their school looks for ways to improve (S2077)	100%	97%	97%
their school is well maintained (S2078)	100%	97%	100%
their school gives them opportunities to do interesting things (S2079)	100%	97%	97%

'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

The school has a friendly and enthusiastic Parents and Citizens Association that meets on the second Monday of the month at 6:30pm. In 2015 major projects of the P & C were a range of very successful fundraising campaigns and grant applications in order to install an early years outdoor education facility to facilitate exploration and creative play, the purchase of a wide range of reading materials and the upgrade of information communication technology access for staff and students.

Parents are invited to participate as volunteers in the school ranging from classroom helpers, tuckshop assistants, resource preparation, reading group supervisors and technology advisors.

Close communication and collaboration occurs between parents, teachers and support staff in the development, implementation and review of Individual Support Plans for students.

Vital school/home communication happens in a variety of ways:

- Newsletter – Tuesday weekly
- Forms, permission slips, notes
- Discussion, interviews – by appointment
- Accessing the school website at www.dayboross.eq.edu.au
- Forums offered by P&C at various times
- Information evenings, culminating day activities at the end of units of work
- Classroom visits, where appropriate, are arranged at the office for security and safety (visitors badges are available from the office)
- Some teachers implemented Class Dojo as a way of communicating
- Emails, phone calls, and communication booklets used in some family situations.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Our School Environmental Management Plan (SEMP) outlines our commitment to the reduction of our environmental footprint. This included a curriculum or student focus as well as a whole of community focus. We hope to see the benefits of this plan in the coming years. Some buildings house solar panels that provide power that is returned to the grid and the school harvests rainwater from the roof surfaces, which is directed into rainwater tanks for use on our extensive gardens.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	99,527	2,003
2013-2014	72,006	1,644
2014-2015	78,448	1,582

*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.

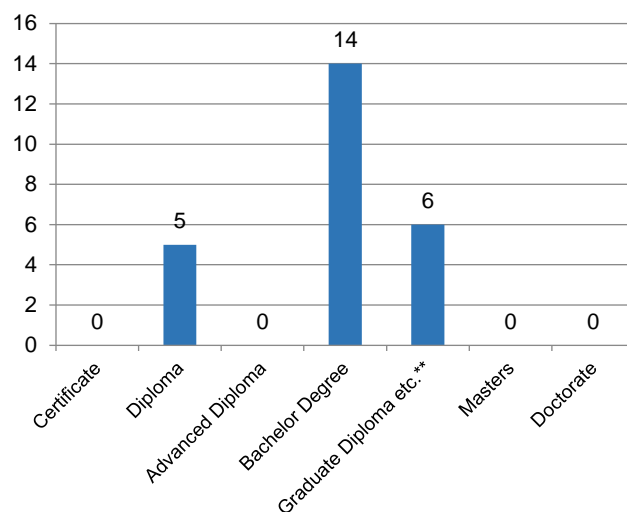
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	25	18	0
Full-time equivalents	21	11	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	14
Graduate Diploma etc.**	6
Masters	0
Doctorate	0
Total	25



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$30,244.07

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- Elements of an Effective Mathematics Lesson
- Warm-ups - Numeracy
- Assessment, Moderation and Reporting
- Gradual Release of Responsibility Model for the teaching of reading – Modelled, Shared, Guided, Independent Reading
- Reading Comprehension Strategies
- Coaching and feedback in literacy and numeracy
- Australian Curriculum – implementation of Business and Economics, and HPE

- Response to Intervention and Instruction – Diamond model tier 1, 2 & 3 intervention and extension
- Gifted Education
- Differentiated instruction
- Professional Learning Communities
- Classroom Dashboard – One School
- More Support for Students with Disabilities
- NCCD
- SWPBS – Schoolwide Positive Behaviour System
- First Aid
- Workplace Health and Safety, Fire Extinguisher training, Anaphylaxis and Epi-pen, Epilepsy, CPR, First Aid, Curriculum Activity Risk Assessment, Code of Conduct and Ethical Decision Making, Student Protection, Evacuation and Lockdown Procedures, Keys to Managing Information, Internal Controls

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 88% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	95%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

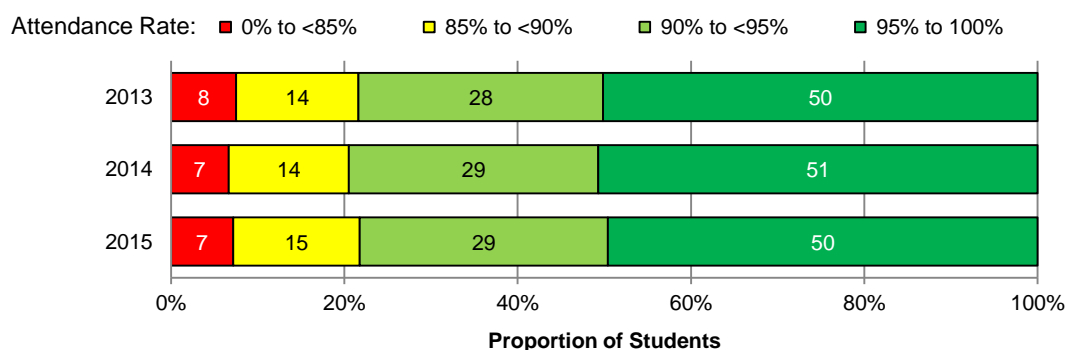
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	91%	93%	93%	93%	95%	95%	94%	94%					
2014	92%	94%	94%	94%	95%	94%	95%	93%					
2015	93%	93%	94%	94%	93%	94%	94%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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 DETE 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.

At Dayboro State School attendance is considered to be of great importance. We regularly circulate the message that "Every Day Counts". The research behind attendance and achievement is discussed and shared with parents and parents are encouraged to ensure their children are at school every day of the school year. We monitor late arrivals and early departures as this account for large numbers of interruptions to individual student learning every day.

Teachers mark the roll electronically every morning and afternoon. Parents are asked to provide an explanation for their child's absence by either phoning the student absence phone number. If a student is absent for 3 consecutive days, without explanation, the teacher notifies the Admin team who will then phone the parent to find out why the child is away. If the child does not return to school, the Principal will contact the parents and arrange an interview to discuss the issue further and inform them of the requirements for compulsory attendance at school.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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

Where it says '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.