

# Dagun State School

Queensland State School Reporting  
2015 School Annual Report

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## Principal's Foreword

### Introduction

Welcome to Dagun State School. This Annual Report will provide a summary of our school year during 2015. By way of background, Dagun is a small school with a progressive, child-centred philosophy. Staff are committed to providing a nurturing environment where students are intrinsically motivated to achieve their best learning and staff support every child to succeed. This report will highlight our achievements to help students to grow, develop and perform to the best of their abilities. Having no room for complacency, our staff have engaged in professional learning to review and update knowledge, skills and delivery of teaching and learning practices to optimise student learning. At Dagun, we firmly believe in establishing solid foundations in literacy and numeracy skills which promotes successful life-long learning. Our practices reflect our motto: 'Strive for Excellence'.

As well, this report will reaffirm Dagun School's commitment to its long and cherished history since 1924, as an integral part of a very supportive school and local community. We regard education as multi-faceted, involving parents, staff, community and children. We foster and celebrate strong partnerships between all to promote a safe, challenging learning environment – a setting that not only achieves academic results, but prepares our students for their future. In 2015, our school embraced some new challenges and worked successfully towards achieving a number of its school improvement priorities.

## School progress towards its goals in 2015

2015 brought new challenges and exciting progress for Dagon School. On Day 8 student enrolments were 25. Our school community fought hard to keep our second teacher. Our efforts were vindicated as enrolments quickly increased to 39 students. In small schools, even one student change can make a very big impact on classroom dynamics, school culture and staff workload. During 2015, staff needed to regularly adjust class groupings and programs to accommodate our growing numbers.

Staff focused on tailoring individual teaching and learning programs to our high learning standards. We welcomed some additional staffing - an additional teacher 1.5 days per week in the upper classroom and an increase in teacher aide hours. We continued to provide a high ratio of adults to students in a multi-age setting and continued to maintain our caring environment. From surveys, our new families were seeking a nurturing learning environment for their children.

Reading was our school improvement focus. All teachers and teacher aides engaged in professional development in early intervention reading, specifically in the MultiLit program. Collaboratively, staff implemented this program across the whole school and were motivated by the excellent progress they witnessed with student outcomes in reading. Over 2015, we improved the educational outcomes of our children across a range of teaching, learning and assessment practices. Internal tracking and monitoring of student data indicated good individual student progress, particularly in our focus area of reading.

Students in the Prep/1 class were provided with an engaging, hands-on beginning program to ensure their critical groundwork was comprehensive and that students had the best possible foundation for their future learning. Students in Years 2-6 consolidated their learning through differentiated learning programs and individual goals. The multi-age setting provided an excellent environment for social, emotional and academic development. Collaboration with Guidance Officer, Speech Pathologist, Learning Support teachers, Advisory teachers, parents and staff enabled sound support structures for students with needs. In our final term, our teaching and learning practices at Dagon were reviewed by the School Improvement Unit. The final report and Executive Summary highlighted the many good practices happening at our school and provided direction for improvements in our Strategic Plan over the next 4 years.

Our P & C committee enthusiastically undertook several fundraising initiatives, including the Gympie Show tender and Vintage Fair. With funds raised, they supported extra-curricular initiatives including tennis lessons, beach awareness days and theatre. Other extra-curricular opportunities included intensive swimming lessons, marimbas and ukuleles, robotics, and Funday Monday craft, cooking and the continued development of our edible garden. The Outdoor Learning Area continued to be a popular place for students to enjoy growing vegetables, tending chickens, composting scraps and improving our sustainable practices. Our strong commitment to community was rewarded again this year with excellent results in the Mary Valley Lions essay competition, the Mary Valley Bush Poetry competition and participation in Anzac Day ceremonies and activities. At our end of year presentation, students enthusiastically participated in the play, *The Twits*, and we farewelled Year 7 students for the last time.

Laptops were purchased for classrooms to ensure our small school continued to be well resourced with up-to-date technologies. Throughout the year, a number of maintenance and facilities projects were carried out. These included: external repaint of buildings, new carpets, creation of the Principal's office and removal of trees that were deemed to be hazardous.

Whilst 2015 was a very busy year, our staff morale, parent and student satisfaction with Dagon School continued to be high according to school opinion surveys. This data provided excellent feedback to our school community, that staff efforts were not only valued, but that staff provided an excellent learning environment for our students. In 2015 our staff and community worked tirelessly to ensure smooth transitions with increasing enrolments and to achieve a very successful year for student learning.

## Future Outlook

The future for Dagon School continues to look bright, and one of growth. We look forward to projected enrolments in 2016 and the challenges that brings for our school community.

At Dagon School we'll continue to strive for a high standard of teaching and learning for our students and staff. Our key priority is to extend our School Improvement Agenda to continue improving reading comprehension and writing skills. Staff will keep abreast of new curriculum initiatives, especially as the National Curriculum continues to be rolled out into classrooms. Dagon school has implemented National Curriculum Maths, English, Science, Technology, History and Geography and will consolidate these in 2016. Staff will engage in professional development, including ASoT (Art and Science of Teaching), to ensure teaching practices are continually reviewed and refined to provide the best possible delivery of learning outcomes. Staff will consistently monitor and encourage positive student behaviour according to Dagon's school wide positive behaviour program.

From our School Improvement Unit summary, the sharp focus for 2016 will be to develop a Whole School Reading Program and continue to embed effective practices. Staff will collaboratively review current practices and develop and refine a framework that clearly articulates the day to day planning, instructional strategies, assessments and programs used for reading instruction at Dagon School. As well, over the next 4 years, staff will collaboratively review and refine a Whole School Curriculum Framework. Procedures for tracking and monitoring of student achievements will continue to be refined to engage and inspire students to take ownership of their learning, and form habits as responsible learners. We will continue to build on our very good human capital, community relations and infrastructure to provide an excellent, small school learning environment for all students.

Another goal for 2016 is to continue collegial sharing with other schools. Through moderation of student work standards, we will enhance student learning outcomes and the development of teacher skills and knowledge. We will strengthen ties with Mary Valley and Gympie schools through shared participation in extra curricula activities such as leadership, athletics, sports, bush poetry, essay competitions and swimming. Dagon School will continue to grow relations with community members and local businesses who support our endeavours in many ways.

Our School will continue to build on its very good technology base and upgrade devices according to our School Asset Replacement policy. As well, we will modernise with new ICTs, programs and products which can enhance curriculum delivery and student learning - either assisting learning support, consolidating learning, or extending our gifted and talented students. Whilst every computer is currently networked to internet and school programs, WiFi access will be upgraded in the coming year. New and innovative programs will be sourced to continue enhancing student learning.

Staff and the P & C Committee are planning to improve facilities and resources for the future and to ensure we maintain good learning environments as enrolments grow. Dagon's Outdoor Learning Area and edible garden area will continue to provide a hands-on, practical teaching and learning space. All students are encouraged to participate in our journey to develop a more sustainable school environment. Our goals include further development of fruit trees, edible native garden, and growing and selling vegetables and handmade crafts at the Dagon Growers' Market. Having established our edible garden, our school will embed programs to maintain a sustainable environment as well as to provide engaging and interesting learning spaces for our students. Long term, our school community is looking at ways to relocate, then transform the existing car park to incorporate the edible garden and allow development of creative spaces for play. This will also provide safer pedestrian access for students and parents. The facilities improvement agenda will include the resurfacing of the tennis court, tuckshop and making a suitable space for music lessons and storage of musical instruments.

The future for Dagon School looks bright, with increasing enrolments and proactive endeavours towards achieving high standards of curriculum delivery and learning for students. Our small school, multi-age setting will continue to provide a safe, nurturing environment in which our students can develop and prosper.

# Our School at a glance....

## School Profile

- Dagon School offers year levels from Prep to Year 6.
- Classes are co-educational, inclusive, and multi-age.
- Not an Independent Public School
- Total student enrolments for this school are:

Total Enrolment		Girls	Boys	Enrolment Continuity (Feb – Nov)
<b>2013</b>	30	15	15	85%
<b>2014</b>	30	12	18	57%
<b>2015</b>	35	20	15	84%

### Characteristics of the student body:

Approximately 60% of students attending Dagon School come from within catchment, rural areas. The remaining 40% travel from Gympie and outside of catchment area. There is no school bus bringing students from out catchment areas. Some students walk to school, but most travel by car to access the many benefits of a small school learning experience.

### Class sizes – Proportion of school classes achieving class size targets.

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 1	14	12	15
Year 2- Year 6	16	18	20

### School Disciplinary Absences:

Disciplinary Absences	Count of Incidents		
	2013	2014	2015
Short Suspensions - 1 to 5 days	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

## Curriculum offerings

At Dagon School our key objective is to nurture the whole child by providing a safe and inclusive learning environment, and by providing differentiated curriculum tailored for individual learning. Our small, multi-age learning environment enables excellent flexibility to cater for individual student needs.

Curriculum for years Prep to 6 has a primary focus on achieving high levels of literacy and numeracy. Learning is delivered through National Curriculum subjects: English, Maths, Science, History, Technology and Geography and Education Queensland Key Learning Areas: The Arts, Health and Physical Education. The distinctive features within our programs are:-

- Very strong focus on Prep and Year 1 students. Our school structure ensures students in these formative years get the best possible individual attention to achieve foundational knowledge and skills on which they build success with future learning.
- Individualised learning plans to maximise the talents and future opportunities for our students;
- Deep knowledge and understanding of every student – to closely track academic progress and employ social and emotional strategies to stimulate, challenge and extend students;
- Excellent teacher-to-student ratio;
- Proactive behaviour management which focuses on encouraging children to take responsibility for making positive personal behaviour choices and become responsible citizens. Dagon School does not tolerate bullying.

Specialist Teachers provide additional lessons in: German, Music and Physical Education. Our Learning Support team conducts an intense intervention program for students with learning difficulties and students with disabilities. Student needs are catered for in main stream classroom activities by adjusting individual programs to suit higher and lower achievers. Teachers offer a challenging and balanced curriculum to empower students with the necessary thinking skills and self-esteem for future success.

### Extra curricula activities:

- Mary Valley interschool athletics and swimming
- Mary Valley interschool Bush Poetry competition
- Gympie Zone sports, athletics, and swimming
- Shire events and local shows (Gympie and Mary Valley Show)
- Outdoor Learning Area (growing vegetables, fruit, chickens, worms and compost)
- Academic competitions (external, National)
- Voices on the Coast
- Expert visitors (Music, S.E.A.T., Pet Prep, Craft, Cleanaway)
- Robotics
- Tennis lessons
- AFL Auskick
- IMPACT (School of Distance Education program)
- Learning Excursions

## How Information and Communication Technologies are used to assist learning

Dagun School currently boasts 23 student PCs and laptops, an excellent ratio of 2 students per computer. All PCs are connected to the internet and school network so students can store and retrieve documents from any station. Maths and literacy are enhanced with online and other software made available through our school network so that all children can access the same learning programs and engage in structured, well-managed computer based learning.

Interactive whiteboards, digital still and video cameras, MP3 players and iPads are also integral tools in delivering learning in our classrooms. These ICTs enhance student learning by developing skills and enabling:

- Research, communications and emailing.
- Development of keyboarding and word processing skills for presentation and publishing work through: Typequick, Microsoft Office, Paint and Tux.
- Reinforcement of literacy and numeracy skills through specific online software programs including: Starfall, Maths Made Easy, Maths Builder, Spelling City, ebooks and targeted on-line learning programs such as IMPACT (School of Distance Education).
- Development and integration of interactive whiteboard skills
- Enhancement and stimulation of learning for special needs and gifted children
- Operation of library software program, Oliver
- Development of camera skills, digital and graphic skills

Teachers use laptops to prepare work, lesson tasks and assessment tasks for delivery of learning. The laptops are networked and have wireless capability to increase portability and access to both internet and the school network.

## Social climate

Situated 10 minutes south of Gympie on the Mary Valley Road, Dagun School embraces an enthusiastic, supportive community spirit. Being a small school environment, Dagun has a close-knit culture which extends to all parents and staff. Our school has a long history of working closely with the Dagun Community Group, local businesses and the Mary Valley Lions Club who all support the school in many ways, from fundraising activities, volunteer reading, working bees and public speaking competitions.

Given our small school environment, teachers and staff have regular informal conversations with parents which ensures a policy of regular, easily accessible communication where parents are well informed. Staff have a deep understanding of every child's progress and tailor their learning through individual programs. Staff provide students with emotional support and encouragement on a daily basis, and more specifically when circumstances require.

One of the greatest advantages of our small school is the excellent environment in which our students learn and develop respectful and caring interpersonal communication skills. Student learning is enhanced by increasing awareness of their personal learning strengths and weaknesses, and taking responsibility to develop these. Dagun State School has a 'family' atmosphere where older students show caring support for younger students. Students socialise with all age groups. Buddy systems work well at Dagun. At our school we recognise that we support others when we take time to consider the needs and motivations of others – to help, encourage and co-operate. As a consequence, peer pressure and bullying are absolutely minimised. Our School Opinion Surveys reflect consistently high parental, student and staff satisfaction and pride in our School, which contributes to a very positive foundation for a vibrant learning environment.

## Parent, student and teacher satisfaction with the school

School Opinion Surveys of students and parents attest to the socially just and welcoming climate of our school. Even with an increased number of families and enrolments, our survey results continue to be high. 93% of our parents are satisfied that their child is getting a good education at school. 100% of our parents are satisfied that they can talk to their child's teachers about their concerns. Whilst the School Opinion Survey results in the tables below are good, our school is not complacent and endeavours to provide the best possible teaching and learning outcomes for our students. We continually strive for excellence.

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2014.

### Percentage of parents/caregivers who agree that:

Performance measure (Nationally agreed items shown*)	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	93%
this is a good school (S2035)	100%	100%	92%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%	86%
their child is making good progress at this school* (S2004)	100%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
teachers at this school treat students fairly* (S2008)	100%	100%	93%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	93%
this school takes parents' opinions seriously* (S2011)	100%	100%	93%
student behaviour is well managed at this school* (S2012)	100%	100%	86%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	93%

**Percentage of students who agree that:**

Performance measure (Nationally agreed items shown*)	2013	2014	2015
they are getting a good education at school (S2048)	100%	100%	100%
they like being at their school* (S2036)	100%	100%	100%
they feel safe at their school* (S2037)	100%	100%	100%
their teachers motivate them to learn* (S2038)	100%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	100%	100%
they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
their school takes students' opinions seriously* (S2043)	100%	100%	100%
student behaviour is well managed at their school* (S2044)	100%	100%	100%
their school looks for ways to improve* (S2045)	100%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

**Percentage of staff who agree that:**

Performance measure (Nationally agreed items shown*)	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	86%
they feel that their school is a safe place in which to work (S2070)	100%	100%	86%
they receive useful feedback about their work at their school (S2071)	100%	100%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	86%
students are treated fairly at their school (S2073)	100%	100%	86%
student behaviour is well managed at their school (S2074)	100%	100%	86%
staff are well supported at their school (S2075)	100%	100%	86%
their school takes staff opinions seriously (S2076)	100%	100%	86%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	100%	100%	86%
their school gives them opportunities to do interesting things (S2079)	100%	100%	86%

## Reducing the school's environmental footprint

In 2015 Dagon School continued daily practices and routines that reduce its environmental footprint. Our solar panels on the library roof generate electricity which feeds back into the state grid and reduces our electricity costs. Lights, fans and air conditioners are used wisely and are turned off when classrooms are not in use.

Staff and students adopt a range of initiatives which include improving everyday practices in an effort to reduce energy use and recycle products, including for art and craft. Teaching and learning will continue to include sustainable practices: growing fruit and vegetables in the outdoor learning area, composting lunch scraps, recycling paper and mulching garden beds to conserve water.

Students participated in classroom activities with Cleanaway and other groups to develop awareness of ways to refuse, reuse, reduce, and recycle and be more sustainable both at school and at home.

Our School relies solely on rain water and bore water. Rain water is connected to all buildings for drinking, cooking and everyday purposes and the school has plenty of stored rain water. Our amenities block and vegetable garden is connected to bore water.

Environmental Footprint Indicators		
	Electricity KwH	Water KL
2012-2013	14,000	0
2013-2014	22,721	0
2014-2015	15,637	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

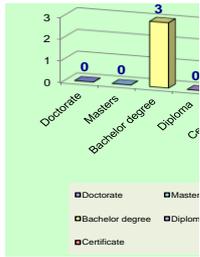
## Involving parents in their child's education.

Parental support for Dagon State School is very strong and is evidenced by the commitment parents make in choosing to educate their children at our school. As we do not have a bus service, parents commit to driving their children to and from school. Our P & C continues to be very active with fundraising and making decisions to improve and renew a range of initiatives in the School. Parents are supportive of staff and students and are encouraged to be a part of and contribute to the life and decision making processes for the future direction of our school. Given we are a small school with a small number of families, our parents and community volunteers give support over and above the norm, through a variety of roles.

- Monthly P. and C. meetings – sharing ideas, participation in decision making.
- Fundraising (Gympie Show fundraiser, Trivia Night, raffles)
- Volunteer work – Tuckshop, Classroom (reading and support).
- School Wide Positive Behaviour Support committee
- Working bees – grounds maintenance, gardening
- Transport for sporting carnivals and events.
- Physical & financial support for camps and excursions
- Parent/teacher interviews and regular informal parent conversations
- Fortnightly newsletters

## Our staff profile....

Staff composition, including School Leaders and indigenous staff:				Qualifications of teachers:	
Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff	Doctorate	0
				Masters	0
Headcounts	3	5	0	Bachelor degree	3
				Diploma	0
Full-time equivalents	3	2	0	Certificate	0



Average staff attendance....	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders	97%	98%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained for the entire 2015 school year.

## Expenditure on and teacher participation in professional development

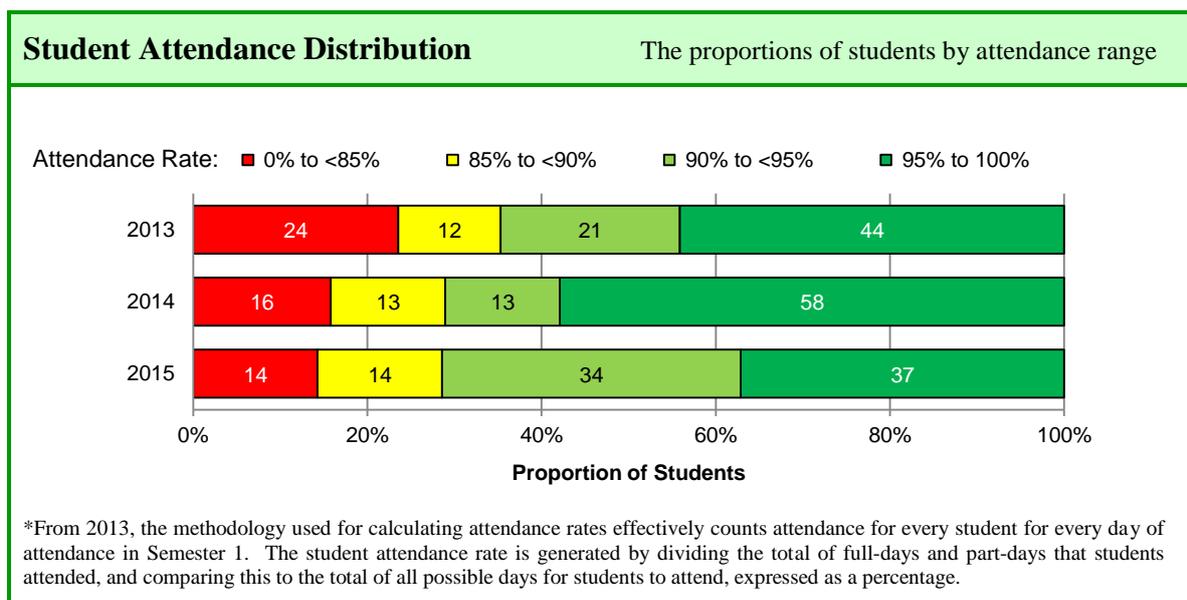
The proportion of the teaching staff involved in professional development activities during 2015 was 100%. The total funds expended on teacher professional development in 2015 were \$9,000. The following were the major professional development initiatives for all staff:

- ❖ Implementation of early intervention reading program (MultiLit)
- ❖ Building teacher expertise in explicit instruction using Gradual Release Model
- ❖ Consolidating observation and feedback culture aligned to the Art and Science of Teaching (Marzano)
- ❖ One School training (Finance)training
- ❖ ICTs – online, professional reading, peer sharing
- ❖ Education Queensland mandatory updates:
  - Child Protection & Code of Conduct & Ethics Awareness
  - Asbestos Management Procedures
  - Rights to information
  - Information Privacy Act
  - Staff internet Usage/Email Protocol
  - Workplace Health and Safety
  - Emergency Evacuation Procedures
  - Curriculum Risk Assessment training
  - Variation of School Routine

Performance of our students....			
Student attendance	2013	2014	2015
Overall attendance rate for students at this school (shown as percentage)	92%	93%	92%
The attendance rate for indigenous students at this school (shown as percentage)	81%	93%	91%
The overall attendance rate in 2015 for all Queensland state Primary schools was 93%			

Student attendance rate for each year level								
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2013	85%	90%	96%	95%	DW	95%	91%	97%
2014	95%	87%	91%	96%	99%	DW	91%	89%
2015	93%	92%	94%	94%	93%	97%	85%	

DW = data withheld to ensure confidentiality



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

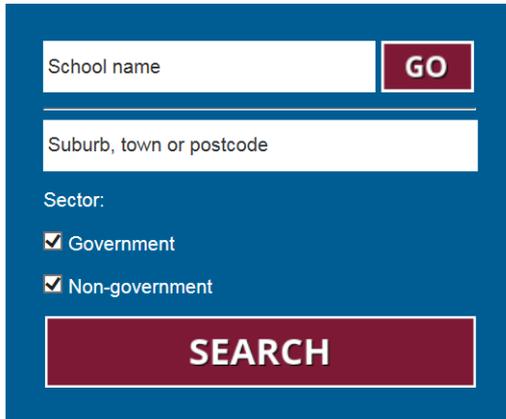
Dagun School supports the “Every Day Counts” campaign to promote consistent learning routines. Rolls are marked twice daily. If parents do not call to explain a child’s absence, the School will telephone home to seek clarification of a child’s absence and ensure support if required.

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



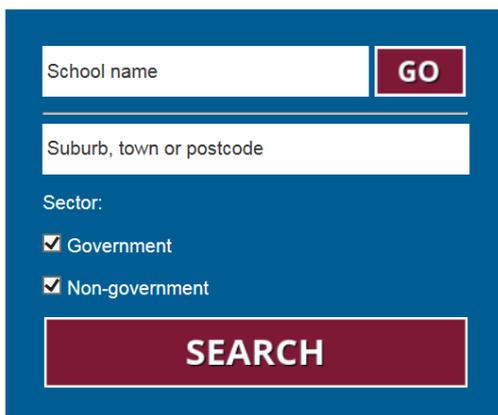
Where it says “Search by school name”, type in the name of the school whose NAPLAN results you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact our school for a paper copy of our school’s NAPLAN results.

#### 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 ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page. School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.