Darling Heights State School

ANNUAL REPORT
2017

Queensland State School Reporting

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School Overview

Darling Heights State School - "Grow with Knowledge: Many Paths, Many Futures". Darling Heights State School is in the south west quadrant of Toowoomba, near the University of Southern Queensland. The school provides comprehensive education to approximately 680 students from Prep to Year 6 in a co-educational setting. Our school has a diverse and culturally rich population. There are 45 languages spoken at home by our families. Over 325 of our students have a language background other than English. This population includes one hundred students who are from a refugee background. Most other of our overseas students are children of families studying at the University of Southern Queensland. Our school hosts a dedicated English as an Additional Language or Dialect (EAL/D) Program. This feature of our school was extended in 2013 when an Intensive Language Program was instigated to provide focussed supports for newly arrived non-English speaking students. From 2018 the function of this centre has been further extended and redefined. It is now an Intensive English Centre (IEC) which will also cater for indigenous students for whom English is not their first language. The school support system also features a Special Education Program which provides support for 51 students each of whom have a special need that requires supporting. We are truly a multicultural school with acceptance, tolerance and understanding of others being features that we celebrate throughout the year. This is also reflected in our value statements: "Grow with Knowledge; Many Paths, Many Futures." Darling Heights State School offers programs covering the Australian Curriculum with all classes offering core literacy and numeracy blocks and programs to encourage higher achieving students, extension literacy groups, enrichment programs, extension modules and extra-curricular offerings. The structure of the school sees three broad sub-schools: Junior, Intermediate and Senior Schools. The school facilities include a state-of-the-art library, purpose built Music Centre, large multifunction hall with an out-of-school-hours program and large grassed play areas including shaded play equipped areas, practice nets, oval and an outdoor multipurpose court. All classrooms are fitted with digital technologies including interactive white boards and all classrooms are fully air-conditioning. The school is well-resourced with computers including three computer labs, Wi-Fi, class computers and iPads. The school's music and physical education specialists teach all classes and provide many extension opportunities. Opportunities exist to participate in choir, stage and concert bands, Eisteddfod, intra- and inter-school sport and instrumental music including woodwind, brass and percussion. We strive to provide a happy, enjoyable and safe student learning environment and encourage and maintain parental and community involvement in our school.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

The school improvement agenda priorities from 2017 were as follows:

Curriculum/Teaching Practice:
  * **Embed our School Wide Pedagogical Framework featuring "Explicit Instruction".**
  - A school based 'Explicit Instruction (EI) Coach was employed to continue the support of professional development for teachers and teacher aides in relation to the 16 elements of Explicit Instruction. The EI coach implemented workshops to assist teaching staff in understanding the content, she modelled the planning, teaching and reflective processes to teachers, co-planned and co-taught to support teachers in developing these skills and provided feedback to support teachers in further refining their teaching and learning craft. DHSS achieved the target of 100% of teachers are implementing Explicit Instruction within their classrooms.

  * **Moving Literacy Forward—Embed Reading Comprehension strategies and processes.**
  - 100% of classroom teachers understand and successfully implemented the DHSS Reading Program in 2017.

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* Refine teacher Data & Analysis Skills to focus on precision & differentiation in teaching

- 100% of classroom teachers have a functioning data wall in their classrooms and they maintain a greater understanding of the work of Dr Lyn Sharratt's Putting Faces on the Data, individualising instruction for all students.

Leadership/School Capacity:

* Celebrate Professional Learning Team successes that enhance school practice.

- In 2017 and moving into 2018 every year level group of teachers operate as a highly functioning professional team, promoting the ongoing importance of enhancing student outcomes.

* Introduce *Swivls* to the "Coaching and Feedback" processes across the school.

- In 2017 the school target of achieving 25% of teachers engaging with the use of Swivls to enhance the Coaching and Feedback process, was far exceeded, with a significant uptake of classroom teachers engaging in the process.

Students/School/Community

Provide further opportunities for parent engagement.

- DHSS continues to focus priorities on engaging parents and community members within all aspects of school life. The school runs multiple initiatives annually to foster and enhance productive relationships. School attendance targets of 95% remain aspirational and an ongoing focus within 2018.

Future Outlook

Curriculum/Teaching Practice

- Aligning Writing and Reading Comprehension strategies and processes—Moving Literacy Forward.
- Enhance staff Data Literacy Skills to build capacity and reflect on current teaching practice - FACES.
- Challenge & enhance learning opportunities for higher achieving students (Student Targets & Goals).
- Provide curriculum & learning opportunities through technology– Classroom Innovation Coach.

Leadership/School Capacity

- Revisit PBL—Classroom Practice, Consistency & Shared Responsibilities.
- Support Professional Learning Teams to enhance school practice.
- Develop staff leadership capacity using a "Coaching and Feedback" focus.
- Successfully deliver all "Investing 4 Success" programs.
- Students/School/Community
- Establish a Health & Wellbeing Program.
- Extend relationships with Early Years Providers.
- Investigate a "Community Hub".

The following table outlines specific targets that accompany each of these focal areas:

School Improvement Agenda Item	Target
Aligning Writing and Reading Comprehension strategies and processes – Moving Literacy Forward	Increase the number of students achieving an A-C in P-3 to 65%. Increase the number of students achieving an A-C in Yr 4-5 to 70%
Enhance staff Data Literacy Skills to build capacity and reflect on current teaching practice – FACES (Dr Lyn Sharratt)	100% of staff to engage in the Case Management Process
Challenge and enhance learning opportunities for higher achieving students (Student Targets and Goals)	100% of teachers engage with Individual Goal Setting for students achieving an A.
Provide curriculum and learning opportunities through technology – Classroom Innovation Coach	100% of classroom teachers have accessed CIC to improve pedagogy in incorporating digital technology in C2C units.
Revisit PBL – Classroom Practice, Consistency and Shared Responsibilities.	Maintain 80% of students in Tier 1
Students/School/Community	Student attendance to reach 95%

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	650	330	320	59	91%
2016	654	339	315	79	90%
2017	690	341	349	86	91%

Student counts are based on the Census (August) enrolment collection.

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Darling Heights State School is a diverse and culturally rich co-educational primary school providing a comprehensive and inclusive education to approximately 690 students (2017) from Prep to Year 6. The school community is represented by students from 41 countries comprising 45 different languages, with in excess of 100 students coming from refugee backgrounds. Darling Heights State School maintains a strong EAL/D enrolment of approximately 337 students, with Arabic and Swahili being the most prevalent home-spoken languages in addition to English. Of the 337 EAL/D students, 272 maintain either permanent (179) or temporary (93) visa status, with Refugee, Protection, Postgraduate, Women at Risk and Higher Education being the most prevalent. Darling Heights also supports approximately 70 Indigenous students, and hosts a Special Education Program with approximately 50 students.

Overview

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	22	22	23
Year 4 – Year 6	27	23	23
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

The school is divided into three Sub-Schools supported by specialist departments in order to best serve the diverse needs of students. All sub-schools offer Core Literacy and Numeracy blocks with specialised options programs to enhance learning at the various levels. The Junior and Intermediate areas offer departmental reading programs.

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We run a fledgling program to encourage higher achieving students in the school. This includes extension literacy groups in the Junior School, an enrichment program in the Intermediate School and extension modules in the Senior School as well as extracurricular offerings as teacher time allows.

- The school's Music Specialist teaches classes from Junior to Senior School. Opportunities exist for students to participate in choir, stage and concert bands, eisteddfod, song festival and numerous public performances. An Instrumental Music Teacher provides weekly lessons for woodwind, brass and percussion.
- In general, our learning framework consists of our curriculum framework with its core learnings across the Learning Areas providing the knowledge and skills essential for all students. Our Whole School Literacy Plan provides the core for a developmental reading, oral and written literacy program across all the year levels which is aimed at meeting individual student needs.
- Our whole school ICT for Learning Agreement sets out the school's direction for the use of technologies, including computers.
- In 2017, there were no students enrolled in a departmentally funded Pre-Prep Playgroup program. We did however host Pre-Prep Playgroup programs for up to 30 students per week. These programs were school funded and were designed to engage our families before they start school. We were only able to host 2 programs per week and had waiting lists as they were very popular. These programs have been hugely successful and will continue in 2018.

Co-curricular Activities
Children in the Preparatory Year to Year Three participate in day excursions to venues such as Amaroo Environmental Field Studies Centre at Kleinton and Jondaryan Woolshed.

- Year 5 and 6 students undertake trips that alternate between the Sunshine Coast and Canberra.
- Our school offers children from Year 4 and above, the opportunity to be in School Choirs, Concert and Stage Bands operated through the Instrumental Music Program.
- Year 3 and Year 4 children participate in an Intra-School sporting program on a Thursday Afternoon and all students in Years 5 and 6 can participate in an inter-school sporting program on a Friday afternoon.
- Our Chess Club has allowed children to show their talents on the Regional stage with individuals and School Teams participating in Toowoomba and Darling Downs Tournaments.
- Homework and Learning Clubs operate in various areas of the school.

How Information and Communication Technologies are used to Assist Learning
Computer labs are established in the Library, Intermediate Area and Senior Area. Each classroom has two or three computers. Each computer is connected to a server and the Internet. An Internet User Agreement Form is sought from parents before children have access. Students frequently use computers to enhance their learning. All classrooms have Interactive Whiteboards installed as a result of several programs from which we sourced funding in previous years. Staff have become proficient with the use of this exceptional technology and ongoing PD and training in the use of Interactive Whiteboards is ensuring teachers are gaining proficiency. All teachers have been provided with an I-Pad and Professional Development on the opportunities this technology provides teaching and learning in our classrooms. Technology is now seen as a tool to assist learning and is used as such. An extensive infrastructure and cabling upgrade was completed in 2014 which has ensured greater speed and access for our students as they use the equipment we have.
Staff discussions continue to focus on how we can better cater for the "STEM" initiatives and implementation of the Digital Technologies curriculum as outlined in the Australian Curriculum

Social Climate

Overview
In terms of the "Social Climate" of Darling Heights State School, one needs to look at the support provided to parents and children alike. A Guidance Officer, Speech Language Pathologist, EAL/D Advisory Teachers and a Chaplain are all part of the School and are actively supporting students and parents. Co-operative Religious Instruction is taught in most classes, except Prep, once a week, by volunteer visiting Catechists. The supportive and caring nature of the school environment has a very positive impact on the morale of students and staff alike. Our School Chaplaincy Program is a feature of the support that we are able to provide all members of our community. Our Staff and Student Well-being Policy ensures we focus on the social and emotional components of our people and this has ensured we have an exceptionally friendly and supportive school environment where the climate features happy and well supported children, staff and parents.

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Darling Heights SS is a Positive Behaviour for Learning (PBL) school. Members of this team are representatives from each area of the school and communicate key information and strategies, discussed at meetings, to staff members in their area.

Whole school data and trends are discussed and plans to support students in making positive behaviour choices are discussed and determined.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2015**	**2016**	**2017**
their child is getting a good education at school (S2016)	100%	100%	98%
this is a good school (S2035)	98%	97%	88%
their child likes being at this school* (S2001)	100%	100%	100%
their child feels safe at this school* (S2002)	100%	100%	95%
their child's learning needs are being met at this school* (S2003)	100%	100%	98%
their child is making good progress at this school* (S2004)	100%	100%	98%
teachers at this school expect their child to do his or her best* (S2005)	98%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	95%
teachers at this school motivate their child to learn* (S2007)	98%	100%	95%
teachers at this school treat students fairly* (S2008)	96%	97%	88%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	93%
this school works with them to support their child's learning* (S2010)	93%	100%	90%
this school takes parents' opinions seriously* (S2011)	91%	97%	83%
student behaviour is well managed at this school* (S2012)	100%	94%	90%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
they are getting a good education at school (S2048)	100%	97%	95%
they like being at their school* (S2036)	99%	95%	95%
they feel safe at their school* (S2037)	98%	96%	92%
their teachers motivate them to learn* (S2038)	100%	99%	98%
their teachers expect them to do their best* (S2039)	100%	98%	99%
their teachers provide them with useful feedback about their school work* (S2040)	99%	95%	96%
teachers treat students fairly at their school* (S2041)	93%	83%	92%
they can talk to their teachers about their concerns* (S2042)	93%	84%	85%
their school takes students' opinions seriously* (S2043)	91%	89%	95%
student behaviour is well managed at their school* (S2044)	86%	86%	69%
their school looks for ways to improve* (S2045)	100%	96%	98%
their school is well maintained* (S2046)	98%	96%	90%
their school gives them opportunities to do interesting things* (S2047)	98%	95%	94%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	100%	100%	94%
they feel that their school is a safe place in which to work (S2070)	100%	99%	96%
they receive useful feedback about their work at their school (S2071)	94%	91%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	98%	100%	98%
students are encouraged to do their best at their school (S2072)	100%	99%	99%
students are treated fairly at their school (S2073)	100%	99%	92%
student behaviour is well managed at their school (S2074)	97%	96%	79%
staff are well supported at their school (S2075)	96%	92%	86%
their school takes staff opinions seriously (S2076)	97%	93%	87%
their school looks for ways to improve (S2077)	99%	100%	99%
their school is well maintained (S2078)	99%	100%	100%
their school gives them opportunities to do interesting things (S2079)	94%	93%	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.

Parent and community engagement

Involving parents begins with being welcomed and involved in their child's classroom and the activities of this school. Building a relationship with teachers is vital and all teachers welcome the opportunity to get to know parents and discuss progress of children in the classroom. Opportunities for parent involvement exist in all classrooms with teachers requesting various levels of support in a variety of activities.

Parents can also become involved in activities of our P&C Association all of which significantly contribute to the effectiveness of our school while providing parents an opportunity to network. One such successful activity is the Craft Group which meets weekly to make items which then become the stock for the Mothers and Fathers' Day Stalls run for the children to purchase gifts for these special days.

A Principal Parent Forum was established in 2016 and further enhanced in 2017. This Forum seeks to have a representative from each class who then collectively meet with the Principal, twice per term. The Forum is then presented with topics and items that are discussed, taken away to gain further ideas from parents and then bought back to share at the next Forum. Collectively, school staff and P&C members encourage parents and families to become involved in our school and the activities of their children.

Teachers maintain open communication with parents, especially when discussing any adjustments that a student may require. These conversations take place in the following ways:

- Parent-teacher interviews
- Parent-teacher meetings to develop and/or update Individual Curriculum Plans
- Teacher information sessions – these are held by classroom teachers on their expectations and also to inform parents of the requirements of support/enrichment programs in which the students are invited to participate.

Our School's Parent and Community Engagement Officer actively works to build strong and effective relationships with parents across the school. A number of events/experiences are organized to value and welcome parents and community members.

Some of these include:

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- International Women's Day celebration with key guest speakers

- English classes for non-English speaking women

- Chess

- Craft groups

- Women's friendship groups.

One only has to visit our school at arrival and departure times to see how welcomed and engaged parents are at Darling Heights State School.

Respectful relationships programs

Darling Heights State School's Responsible Behaviour Plan is centred on 4 STAR values, these include:

- Safety
- Thinking
- Acting Responsibly
- Respect

Particular focus has been given to the notion of 'Respectful Relationships' with the school participating in White Ribbon day by wearing a white shirt, acknowledging the importance of this through a whole school assembly with student pledge shared and a photo of the whole school standing in the shape of a white ribbon.

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	5	12	65
Long Suspensions – 11 to 20 days	1	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

Of our School Values, Respect is one and includes Respect for our Built and Natural Environment. Featuring as part of this are efforts of staff and child to reduce the Environmental Footprint we leave. Water saving devices have been installed in all toilets as has a solar panel system which generates electricity and feeds it back into the system. Children are regularly made aware of the need to conserve the resources we have, especially those of water and electricity.

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

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	226,735	
2015-2016		
2016-2017		

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

School Funding

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School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

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School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	48	<5
Full-time Equivalents	52	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	3
Graduate Diploma etc.**	10

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Bachelor degree	35
Diploma	8
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $93,900.

The major professional development initiatives are as follows:

- Southern Value Cluster Professional Development Attendance by teaching staff.
- Speech Sounds Pics (SSP) training for teachers and teacher aides
- First Aid and CPR training for teacher aides
- Workplace Health and Safety training
- Explicit Instruction Professional Development of the 16 Elements – Teachers and Teacher Aides.
- Putting Faces on the Data Professional Development – 14 Parameters, Teachers and Teacher Aides.
- Internal Moderation
- Case Management Meetings
- School-based Reading Initiatives.

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

Staff Attendance and Retention

Staff attendance

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

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	79%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

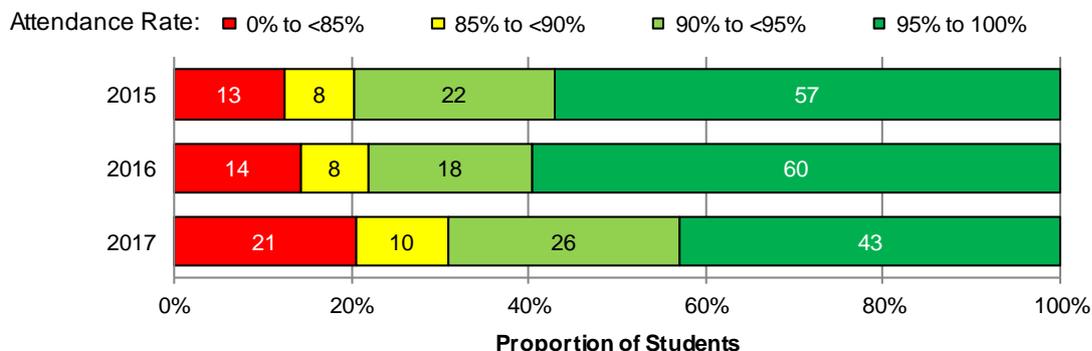The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	92%	93%	94%	94%	94%	94%						
2016	93%	92%	93%	94%	96%	93%	94%	DW					
2017	92%	90%	91%	89%	90%	91%	90%	DW					

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	13	8	22	57
2016	14	8	18	60
2017	21	10	26	43

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Parents of children who show regular unexplained absence are contacted and discussions held on how regular attendance can be achieved. In 2017, and in years preceding, to support targeted special interest groups, we provided Attendance Certificates to students who achieved 95% plus attendance in each term. Where regular absence or lateness occurs, families receive a 'post card' showing just how much school their children have missed. Sandwich boards, school newsletter items and notices on our school signs regularly remind parents of the importance of attendance at school every day.
Key strategies used to assist increased attendance include:
- Communication with parents regarding concerns about attendance
- Celebration with parents as attendance patterns improve
- Purchase and implementation SMS system to inform parents of unexplained absences

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- Celebration of great attendance records at the end of each term through presentation of a certificate
- Tracking of individual students' attendance in class by classroom teachers.

NAPLAN

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

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