

Darlington State School

Queensland State School Reporting

2015 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

This report is designed to provide a summary of the progress made at Darlington State School during 2015.

It also contains information about what makes our school unique – the exciting and engaging teaching and learning, the multi-age learning environment, the social skills, the 'family-like' supportive learning environment and the dedication and commitment of all staff. The contents of this document meet both the QLD Govt. and Aust. Govt. annual reporting requirements for schools.

School progress towards its goals in 2015

Reading, Spelling, Punctuation and Grammar are the major focus areas for the school development during 2015. NAPLAN results and internal data indicated a major improvement in the reading and punctuation and grammar outcomes for students. The completion of the Quadrennial School Review in 2012, set the strategic plan for the school until 2016.

Through the school improvement agenda, the continuation and refinement of the IGAP (Individual Goal Attainment Program) has been well received and has supported personalised student learning. Teachers have continued to find motivational techniques to focus student learning and have improved communication avenues through greater community involvement in the school.

Future outlook

2015 will focus on the relentless attainment of improvement in student outcomes in the fields of spelling, punctuation, grammar, reading and number.

This will be achieved through explicit teaching and the refinement and improvement of programs that are based on the national curriculum. The continued implementation of a pedagogical framework will support the teaching practices and strategies used by teachers at Darlington State School.

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	15	7	8		100%
2014	23	9	14		58%
2015	23	10	13	3	100%

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:

Darlington State School has a range of student backgrounds including horse breeding, dairy and beef farming families to urban community members closer to the city.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	7	14	19
Year 4 – Year 7 Primary		12	4
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	0	0	0
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0

Cancellations of Enrolment	0	0	0
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* 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:

As well as offering all the Key Learning Areas, Darlington offers;

1:1 laptop to student ratio

Personalised learning programs

Digital Technology Programs such as IMPACT Project

Organic Gardening Program

Caring for chickens

Cooking classes

Strong community support for all school based activities

Extra curricula activities Senior Leadership programs

Instrumental Music

Guitar and Piano tuition

Tennis coaching

Swimming lessons

Cross Country training and athletic training

Drama workshops

Dancing lessons

Playgroup

Team building camps for the whole school

How Information and Communication Technologies are used to improve learning

Information and Communication Technologies are used to assist learning. ICT is the platform used to provide a differentiated curriculum. Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge.

Students use a mix of inquiry based research, web based sites and multi-media applications to enhance their learning opportunities.

Social Climate

Darlington offers a modern education in a traditional setting. Our school community is like one big happy family where students support each other. Our main focus is on the development of self-belief and confidence in an effort to support our students' holistic development. We have a very active P&C whose role in our school is fundamental to student success. Our School Opinion survey indicates our school climate is above State Benchmarks. Our school prides itself on three expectations for everyone: Be safe; Be respectful; Do your best. The school's Guidance Officer delivers Wellbeing/Friendship programs to support children and families in need.

Parent, student and staff satisfaction with the school

Performance measure

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	100%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school (S2001)	100%	100%	DW
their child feels safe at this school (S2002)	100%	100%	DW
their child's learning needs are being met at this school (S2003)	100%	100%	DW
their child is making good progress at this school (S2004)	100%	100%	DW
teachers at this school expect their child to do his or her best (S2005)	100%	100%	DW
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	DW	DW
teachers at this school motivate their child to learn (S2007)	100%	100%	DW
teachers at this school treat students fairly (S2008)	100%	67%	DW
they can talk to their child's teachers about their concerns (S2009)	100%	67%	DW
this school works with them to support their child's learning (S2010)	100%	DW	DW
this school takes parents' opinions seriously (S2011)	100%	67%	DW
student behaviour is well managed at this school (S2012)	100%	67%	DW
this school looks for ways to improve (S2013)	100%	100%	DW
this school is well maintained (S2014)	100%	100%	DW

Performance measure			
Percentage of students who agree# that:	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%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	100%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	75%	100%	DW
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%	100%	100%
staff are well supported at their school (S2075)	100%	100%	100%
their school takes staff opinions seriously (S2076)	100%	100%	100%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	100%
their school gives them opportunities to do interesting things (S2079)	100%	100%	100%

[#] '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

Darlington encourages parent volunteers in most aspects of the classroom. Our Healthy School vision relies on the support of P&C and parent volunteers. Parades, newsletters, parent interviews and program information encourage parent involvement in student learning both at school and at home. In 2015, the school continued the Darlington Playgroup with the support of some very dedicated mothers. The group meets on a weekly basis and encourages new families in the valley to participate. The whole school community attend a team building camp with the children each year. Funds are raised throughout the year so that all students attend camp free of charge so that no family is disadvantaged in any way.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Darlington State School has made a concerted effort to reduce its environmental footprint as it has always done. The solar schools program has been a major focus for the school. Environmental awareness has continued with the sustainable lifestyle programs gaining momentum within the school and community.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	16,926	0
2013-2014	13,929	0
2014-2015	14,913	0

*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.

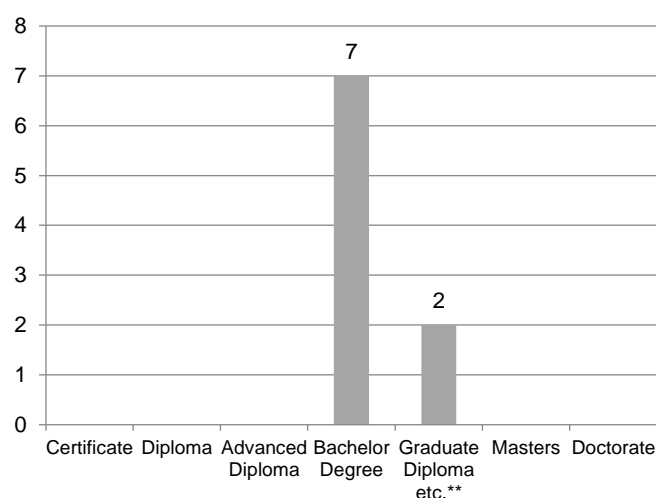
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	7	6	0
Full-time equivalents	2	2	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	
Advanced Diploma	
Bachelor Degree	7
Graduate Diploma etc.**	2
Masters	
Doctorate	
Total	9



*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 \$2000.00

The major professional development initiatives are as follows:

Pedagogical practices and improvement

School based reading program

Australian National Curriculum

Assessment and data collection

Behaviour management

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.	95%	98%	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 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

Sector:

Government

Non-government

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).	95%	93%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).			91%

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	DW	99%	DW	99%	97%	93%	DW	DW					
2014	95%	90%	97%	95%	96%	92%	90%	88%					

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

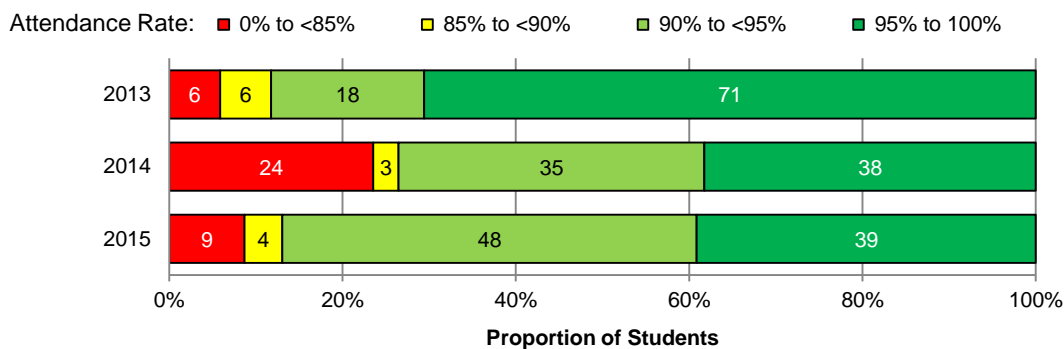
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	93%	90%	84%	98%	91%	96%	91%						

*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 DET 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.

School rolls are marked twice daily. Non-attendance is followed up with a phone conversation from the school. An attendance award is offered at the end of the year for the student with the best attendance record for the year. As part of our daily acknowledgement system our students earn money towards their end of term prize purchases. They are allocated wages for attendance. Our students celebrate days when all students attend school.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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/>.

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.