Darlington State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Darlington State School was established in 1890 and it is a small rural school on the banks of the Albert River. Our school caters for children's educational needs from Prep to Year 6 where children 'learn to grow and grow to learn' in a family-like educational setting. We have a strong focus on literacy and numeracy with children participating in the explicit teaching of these skills in literacy and numeracy blocks. Every day one teacher aide supports the children with their learning in the classroom to ensure that their learning opportunities are maximised. Our balanced curriculum addresses all KLAs with specialist lessons provided in the areas of Health and Physical Education, Music, LOTE and Instrumental Music. We are part of a strong supportive school cluster and our children regularly participate in a wide range of curriculum offerings with nearby schools to ensure they have the opportunity to interact with same-age peers in a variety of learning contexts. Our Parents and Citizens Association is heavily involved in the provision of support and resources to the school. While we are small in size, we are big in spirit.

Principal's Foreword

Introduction

This report is designed to provide a summary of the progress made at Darlington State School during 2017.
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 2017

Reading, spelling, numeracy and school attendance are the main priority areas for our school improvement agenda in 2017. Our results from standardised testing and A-E data in the classroom indicates a continued growth in all areas with continued strong improvements in numeracy and school attendance. The School Improvement Review for 2016 has formed the basis for the school's improvement agenda for the next four years and we will continue our focus on literacy, numeracy and school attendance.

Future Outlook

In 2018 we will continue to drive our improvement agenda in literacy and numeracy using explicit teaching and evidenced based research strategies. Our teaching team are dedicated and committed on building their capability to provide quality learning experiences for all of our students.

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	23	10	13	3	100%
2016	26	9	17	3	96%
2017	30	10	20	5	97%

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

Overview
Darlington State School has a range of student backgrounds including horse breeding, dairy and beef farming families to urban community members who travel to Brisbane for work.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	19	20	22
Year 4 – Year 6	4	7	8
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery
As well as teaching the Key Learning Areas in the Australian Curriculum Darlington State School offers:

Explicit teaching in small groups

Personalised learning programs and learning goals

Individual support for children with learning needs

Student friendship and wellbeing programs

Digital and Design Technology Programs such as IMPACT Project

Instrumental Music Program

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1:1 laptop to student ratio

Interactive whiteboards in all classrooms

A well- resourced school library and library program for student borrowing

Co-curricular Activities

Organic Gardening Program

Caring for chickens

Cooking classes

Drama workshops

Dancing lessons

Tennis lessons

Swimming lessons

Cross Country training and athletic coaching

Sporting Schools coaching in gymnastics

Private music tuition

Team building and leadership camps for the whole school

How Information and Communication Technologies are used to Assist Learning

Students use a balance of technology and explicit teaching to research, record, investigate and demonstrate knowledge. They use a mix of inquiry based research, web based sites and multi-media applications to enhance their learning opportunities. Coding has become an intregral part of our digital technology lessons and as part of this, we teach typing accuracy to improve key board skills.

Social Climate

Overview

Darlington State School is part of a very close knit community which takes pride in supporting families in our valley. This philosophy of inclusiveness forms the basis of our culture here at school and can be seen in the behaviour of the children as they support each other in their day to day lives. Our main focus is the development of self-belief and confidence as we prepare our students to become members of the global community. The School Opinion survey indicates our school climate is well above State Benchmarks and we pride ourselves on three expectations for everyone: Be safe, Be respectful, Do your best. The school's Guidance Officer who attends our school once a week, delivers Wellbeing/Friendship programs to support children and families in need.

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)	DW	100%	100%
this is a good school (S2035)	DW	100%	100%
their child likes being at this school* (S2001)	DW	100%	100%
their child feels safe at this school* (S2002)	DW	100%	100%

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

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
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%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	DW	100%	100%

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Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
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%	89%
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%

* 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

Darlington State School strongly encourages parent involvement in all aspects of the classroom and the general running of the school. Parades, newsletters, parent interviews and conversations with parents after school, together encourage parent participation in student learning both at school and at home. The parent body fundraise with markets held in the school grounds, bush dances, stalls at community events and other means in order to raise enough money to support the whole school community attending a school camp that provides the children with incredible learning and team experiences.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. This is supported by our Guidance Officer who attends our school once a week. Outside programs such as Brave Hearts, regularly visit our school to assist the children in becoming more aware of their personal safety and what they can do when they feel threatened.

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	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	14,913	

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ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	12,598	
2016-2017	14,472	

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

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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	8	7	0
Full-time Equivalents	3	2	0

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	
Masters	
Graduate Diploma etc.**	
Bachelor degree	7
Diploma	2
Certificate	3

*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 $3616.84.

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

Annual mandatory training

First aid, CPR and asthma training

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%	99%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

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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).	92%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	98%	99%

*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%	90%	84%	98%	91%	96%	91%						
2016	96%	95%	91%	98%	97%	94%	97%						
2017	98%	95%	93%	91%	99%	98%	96%						

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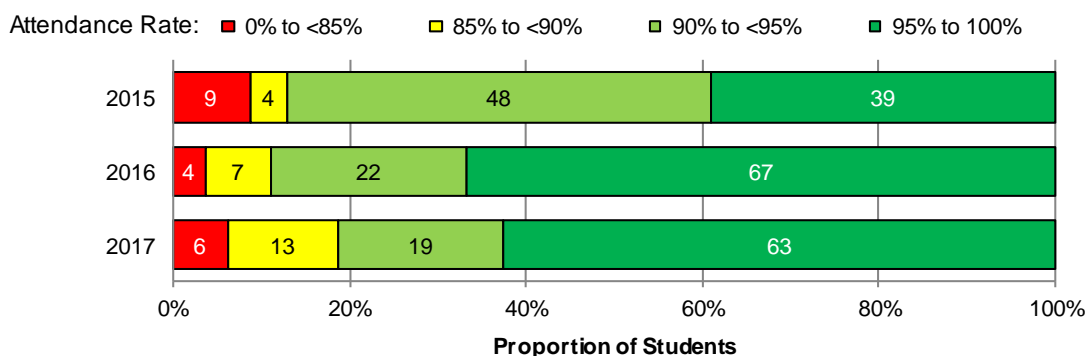
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for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

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 whole year. As part of our daily acknowledgement system our students earn money towards an end of term prize day where they can purchase prizes from a classroom shop. Our students celebrate days when all students attend school.
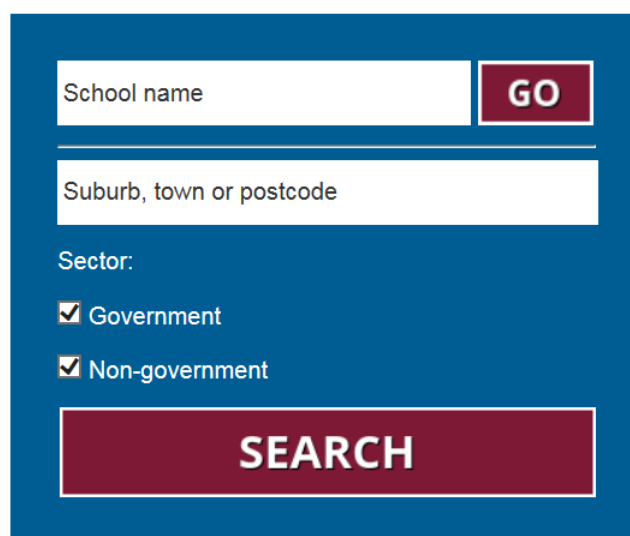
NAPLAN

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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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.**

Where it states **'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.

Conclusion