Darlington State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Queensland
Government

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From the Principal

School overview

Darlington State School is a small rural school near the Albert River. We are a small school catering for children's educational needs from Prep to Year 7 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, The Arts 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.

School progress towards its goals in 2018

Reading, spelling, numeracy and school attendance are the main priority areas for our school improvement agenda in 2018. Our results from standardised testing and A-E data in the classroom indicates a continued growth in all areas. The School Improvement Review has formed the basis for the school's improvement agenda and we will continue to ensure that every child at Darlington State School will succeed.

Future outlook

In 2019 we will continue to drive our improvement agenda by using explicit teaching and evidenced based research strategies to inform teaching and learning. Our teaching team are dedicated and committed to building their capability in the classroom 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 2018   Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	26	25	30
Girls	9	10	12
Boys	17	15	18
Indigenous	3	5	4
Enrolment continuity (Feb. – Nov.)	96%	97%	100%

Notes:

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

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	13	14	12
Year 4 – Year 6	13	16	18
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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

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, hockey and athletics

Private music tuition

Team building and leadership camps for the whole school

Leadership workshops for senior leaders

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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• 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%	100%
• their child is making good progress at this school* (S2004)	100%	100%	100%
• 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%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• 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%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	100%	100%
• this school looks for ways to improve* (S2013)	100%	100%	100%
• this school is well maintained* (S2014)	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• they like being at their school* (S2036)	100%	100%	90%
• they feel safe at their school* (S2037)	100%	100%	90%
• their teachers motivate them to learn* (S2038)	100%	100%	90%
• 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%	50%
• they can talk to their teachers about their concerns* (S2042)	100%	100%	100%
• their school takes students' opinions seriously* (S2043)	100%	100%	90%
• student behaviour is well managed at their school* (S2044)	100%	100%	90%
• 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%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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%	89%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	89%	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%

* 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, 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
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

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	12,598	14,472	14,741
Water (kL)			

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	8	6	0
Full-time equivalents	2	0	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	1
Bachelor degree	6
Diploma	1
Certificate	

*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 2018 were $2641.23

The major professional development initiatives are as follows:

- Pedagogical practices and improvement – evidenced based research
- Australian National Curriculum
- Assessment and data collection
- Behaviour management
- Professional Reading
- Annual mandatory training
- First aid, CPR and asthma training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	95%	93%
Attendance rate for Indigenous** students at this school	98%	99%	94%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	96%	98%	95%
Year 1	95%	95%	98%
Year 2	91%	93%	95%
Year 3	98%	91%	94%
Year 4	97%	99%	88%
Year 5	94%	98%	91%
Year 6	97%	96%	DW

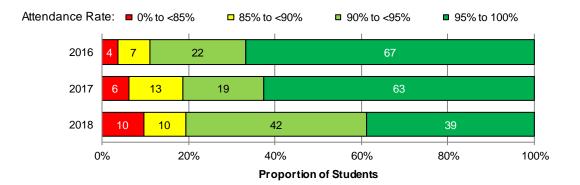| Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

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

2016: 4 | 7 | 22 | 67
2017: 6 | 13 | 19 | 63
2018: 10 | 10 | 42 | 39

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.