


## Performance of our students

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## Principal's foreword

### Introduction

Darra state school is located in the south-western region of Brisbane and is in the metropolitan region. The school was opened in 1916 and has a reputation as a safe, supportive and inclusive community minded school, where all students are valued as individuals and supported to attain to their maximum potential. Darra State School is 'Steering a Course Together' towards excellence in teaching and learning and community. The Darra school community is guided by our five goals for students to work towards. These goals are responsible citizenship, academic achievement, harmonious learning, love of learning and self-realisation. Each of these goals is supported by the school's eight core values of honesty, diligence, kindness, cooperation, tolerance, optimism, courage and respect.

Darra State School is a diverse multi-cultural school. Our wonderful students bring to school a range of experiences, values and beliefs which blend together in an atmosphere of mutual understanding, caring for one another and tolerance for all people. The majority of Darra students have a language background other than English. Darra's teaching community is strong in implementing programs that develop English proficiency and support students through the Australian curriculum while being responsive to our students' diverse range of learning styles and needs.

Our school also hosts the Trung Vuong Vietnamese Language School on Saturday mornings and the Chinese Language School on Sunday mornings.

Our curriculum programs are also sensitive and responsive to the culturally diverse needs of our students and families. Darra students excel in many academic competitions, with the University of NSW Mathematics competition a prime example. Through our tremendous Arts/Drama programs our students have gained much recognition for their creative abilities, imagination and ingenuity. Many of our students' works can be seen throughout the local and wider Brisbane community. We have added a dance program to extend our students' creative and cultural abilities through the Arts.

Students, staff and families are supported by our amazing new chaplain, Ms Felicity McClenaghan, who is currently building strong community links with the various spiritual leaders present in our community. We support the involvement of our different cultures and their beliefs in our school and school events.

### School progress towards its goals in 2010

Some major achievements in the 2010 school year include:

#### LEARNING

##### WHOLE SCHOOL FOCUS:-

- ☺ Reading comprehension
- ☺ Writing
- ☺ Spelling, grammar & punctuation
- ☺ Oral language

## Performance of our students

- ☺ Comprehension of mathematical problems - students being able to identify and discuss their ways of working.
- ☺ Teachers using achievement data to inform planning
- ☺ Differentiation for individuals and groups
- ☺ Modification for individuals and groups
- ☺ Behaviour support program – peer support
- ☺ Application of staff learning to improve student achievement up bands of the naplan data

### SCHOOLS

- ☺ Redistribution of Teacher Aide hours to support small group learning and Intervention programs in the above
- ☺ Purchase of resources to support the Literacy Program – Guided reading books and programs
- ☺ School based Student Achievement Data system renewed.
- ☺ Purchase of new School based data system for tracking and analysing student achievement in Science introduced for \$2, 2010
- ☺ Purchase hardware, software and peripherals as per ICT OLA to improve teaching and learning

### WORKFORCE

- ☺ Whole teaching staff trained in use of new science program and resources
- ☺ Training of teacher aides to utilise more in depth literacy strategy skills
- ☺ Professional learning time (timetabled weekly) - up skilling teacher aides in targeted areas of literacy and numeracy learning to support identified learners' needs
- ☺ All teachers trained in asthma management
- ☺ Continued pd for teachers in data gathering, analysis, planning with and tracking over time
- ☺ New teachers achieving and implementing the use of ict certificate
- ☺ Continued professional development aligned to school strategic priorities
- ☺ Understanding and applying the professional standards for teachers
- ☺ Staff developing individual performance plans particularly around whole staff and school identified areas of ict and first steps in maths
- ☺ Health, safety & wellbeing of staff through school based events celebrating achievements

## Future outlook

# Literacy – All students to be above the MNS in Reading

# Numeracy – All students to be above the MNS in Numeracy

# Strong leadership with an unrelenting focus on improvement

- ♦ See LID (Leichhardt, Inala & Darra) Roadmap for Curriculum, Teaching, Assessment & Reporting from Prep to Year 7 2011-2012
- ♦ See Darra State School Improvement Targets 2011-2014
- ♦ Whole school target setting each Semester to improve student achievement, with particular attention to current areas identified as requiring growth:
  - Year 2 Net – Reading, Writing, Number
  - Year 3 – Reading, Grammar & Punctuation, Numeracy
  - Year 5 – Reading, Writing, Grammar & Punctuation
- ♦ Whole of staff performance development. Staff developing Performance Plans in consultation with Principal for 2011 school year.
- ♦ Building Partnerships with Cultural and Parent groups within the school community. Further development of the Cultural Liaison Team with key cultural leaders in the school community.
- ♦ Capacity building of staff to form part of Literacy & Numeracy Leadership Team using mentoring/coaching models. Negotiate incentives for success.
- ♦ Developing, implementing and modelling a shared philosophy of learning with school community for Darra State School.

# A shared commitment to core priorities

- ♦ Principal and Leadership Team leads the unrelenting focus on school and student achievement plan for

## Performance of our students

2011 school year.

- ♦ Teachers' planning has an in depth focus on English, Mathematics, Science and the needs of Indigenous and ESL Learners (NP Priorities). Monitored and negotiated with HOC.
- ♦ Regular meetings for both school-based and across school moderation, around students' performance and achievement using a range of school based and systemic data as evidence sources (PATs, NAPLAN and other sources as appropriate to students' need).
- ♦ School practices reflect the International Year of Forests.

### # Quality curriculum and planning to improve learning

- ♦ All Teachers supported by HOC to plan using the QSA Essential Learnings with reference to the National Curriculum, on a weekly basis to extend their knowledge and skills in planning using the ELs, Standards, developing quality Assessment tasks, and Evaluating learning with a focus on English, Mathematics and Science.
- ♦ Planning with the HOC to embed the cross curriculum priorities of Literacy & Numeracy.
- ♦ Embedding Higher Order Thinking Strategies across the curriculum. New Teachers have PD in the *Teaching and Learning: Insight into Inference* CD.
- ♦ New Teachers have PD in the Spelling: Improving Learning Outcomes CD.
- ♦ PD New Teachers in the use of the Primary Connections Modules.
- ♦ Fine tune implementation of the Phonemic Awareness Program across the school with a focus on Oral Language in the Early Years.

### # Teaching focused on the achievement of every student

- ♦ All Teachers trained in Functional Grammar and implementing in the classroom to improve students learning outcomes in Writing and Grammar & Punctuation
- ♦ Continue to embed ESL in the Mainstream Classroom - to improve students achievement outcomes in Reading comprehension and vocabulary development
- ♦ Fine tune Support plans for individualised achievement – Indigenous, ESL learners, ESPs, Literacy and Numeracy Plans for students not achieving the National Minimum Benchmarks, EAP'd students, and Behaviour/Social Emotional Support.
- ♦ Closing the Gap strategies implemented across the school including EATSIPS strategy as part of community of learners.
- ♦ Implementation of Peer Support Program for positive behavioural and social climate.
- ♦ New Teachers obtain their ICT Certificates

### # Monitoring student progress and responding to learning needs

- QCAT, NAPLAN & NAPLAN Practice, PAT Assessment data moderated upon at local and sister school level on a cyclical basis. See school data gathering and analysis plan.

## School Profile

Darra State School provides co-education from Prep to Year 7 for 208 students in a multi-cultural learning environment in the southwest region of Brisbane.

Over 23 cultural backgrounds are represented with more than 75% of students from a Vietnamese background and more than 75% of the total student population being from a Non English Speaking Background.

Our purpose is to create, in partnership with parents and the community, a safe, tolerant, technologically advanced school where academic achievement and effort, school spirit, self-discipline and morality are highly valued. First languages and cultures are appreciated and respected while competencies in English and the ability to think critically are fostered to maximise life opportunities.

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
210	91	119	81%

## Performance of our students

Characteristics of the student body:

The following nationalities are represented in our school:

Afghani, Afrikaner, Arab Australian, Bengali, Burundian, Cambodian, Chinese, Egyptian, Fijian, Filipino, French, German, Indian, Indonesian, Iraqi, Ivory Coast, Korean, Lebanese, New Zealand, Polish, Samoan, Somali, Spanish, Sudanese, Thai, Vietnamese.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	23	100%	75%	25%	0%
Year 4 – Year 10	25	100%	80%	20%	0%
All Classes	24	100%	78%	22%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	22
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	0

### Curriculum offerings

OUR DISTINCTIVE CURRICULUM OFFERINGS in 2010:

- ☺ We had one Prep Class, 2 single year classes and 5 composite classes: - Prep, 1dG, 1/2R, 2/3B, 4H, 4/5R, 5/6D, 6/7P & 7B
- ☺ Learning Programs are designed each year around the needs of individuals, small groups and whole classes to meet the developmental learning needs of early years students, middle years students, students with disabilities, students with English as a second language, refugee students, non-English speaking backgrounds, students with speech language difficulties, students with Hearing Impairments, Intellectual Impairments and Autism Spectrum Disorder.
- ☺ We have networked modern computers in every classroom in addition to 2 modern, fully resourced computer labs.
- ☺ All classrooms have been refurbished with a majority having new carpet, paint and all classes have had Interactive Whiteboards installed
- ☺ We have a brand new Resource Centre and Hall. The Resource centre also has an Interactive Whiteboard.
- ☺ We run Arts & Drama Programs, for all year levels. We have a large Art Studio catering for a comprehensive Arts Program (specialist Arts teacher) and a dedicated Drama Building with an Interactive whiteboard.
- ☺ Co-curricula programs for cultural and sporting areas provide a range of pathways to support individual gifted and talented students.
- ☺ We have very experienced Bi-lingual & ESL support staff.
- ☺ Comprehensive Year 7⇒8 transition programs with both Centenary State High and Corinda State High Schools.

EXTRA CURRICULA ACTIVITIES:

- ☺ The University of NSW academic competitions (English, Mathematics, Spelling & Writing)
- ☺ Centenary Cup Challenge for selected Years 6&7 students
- ☺ Corinda Super Challenge for selected 5,6&7 students
- ☺ LOTE Chinese Mandarin Cultural Days
- ☺ Sustainability Leadership Conferences for Years 6 & 7

## Performance of our students

### HOW COMPUTERS ARE USED TO ASSIST LEARNING:

- ☺ Networked computers are in all classrooms in addition to a modern, fully resourced computer lab.
- ☺ All classes have scheduled weekly computer time with a specialist teacher aide and the classroom teacher

### Social climate

Promotion of a positive learning and social environment through:

- ☺ A strong focus on pastoral care; Breakfast & Homework Programs
- ☺ A Chaplaincy Program; focusing on resilience & self-worth
- ☺ A proactive Responsible Student Behaviour Plan
- ☺ A safe and supportive learning & social environment incorporating anti-bullying strategies – ‘Hi Five’, Crime Stoppers Youth Challenge
- ☺ An integrated Social Skills Program for Prep – “Fun Friends”
- ☺ An integrated Social Skills Program for Years 1-7 – “Peer Support Program”
- ☺ Empowerment through student leadership roles (School Captains & Sports Captains)
- ☺ Empowerment through decision-making by the Student Council
- ☺ Computer Club / Games Club (Social Skilling)

Continued strong emphasis on:

- ☺ Celebrating diversity through Chinese New Year, Harmony Day, NAIDOC, United Nations Day, Vietnamese and Samoan Dance Groups, Darra Street Festival
- ☺ School has a partnership with Queensland University of Technology (Preservice teacher education, languages & applied linguistics) hosting groups of overseas teachers each term which fosters cultural diversity

### Parent, student and teacher satisfaction with the school

Discussions with our community members from Non-English Speaking backgrounds in 2009 highlighted the importance of translating the surveys in the 2010 school year to gain an accurate reading of parent satisfaction.

Our results show there is a very high degree of satisfaction within our community about the education provided at Darra SS.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	75%
Percentage of students satisfied that they are getting a good education at school	90%
Percentage of parents/caregivers satisfied with their child's school	88%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	89%
Percentage of staff members satisfied with morale in the school	86%

### Involving parents in their child's education.

- ☺ Parents & Citizens Association
- ☺ School Tuckshop for part of the year
- ☺ Multi-cultural events and shared lunches
- ☺ School Picnic in the Park on Sundays
- ☺ Open Day / Orientation Days
- ☺ Parent Information Afternoons
- ☺ Class celebrations
- ☺ School Newsletter (English & Vietnamese)
- ☺ Student Progress Reports twice yearly incorporating Student Behaviour Reports
- ☺ Parent /Teacher Interviews twice yearly and on a needs basis (Translators provided)
- ☺ School Website
- ☺ External school signs
- ☺ Playgroup

## Performance of our students

### Reducing the school's environmental footprint

Darra SS has taken part in the National Solar Schools Program having Solar Panels installed onto B Block. We also reduce our environmental footprint by saving rain water and using these for flushing of toilets and for watering of gardens.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	Water KL	Gas MJ
2010	\$27,930	\$14,684	\$8,364	\$1,091	\$918	\$0	\$2,873	77,232	203	0
2009	\$24,024	\$12,795	\$0	\$0	\$8,482	\$0	\$2,747	822	285	0
% change 2009 - 2010	16%	15%	N/A	N/A	-89%	N/A	5%	9296%	-29%	N/A

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	21	12	<5
Full-time equivalents	14	8	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Bachelor degree	9
Diploma	2
Certificate	1

Legend:

- Doctorate
- Masters
- Bachelor degree
- Diploma

Chart Data:

Qualification	Percentage
Doctorate	0%
Masters	20%
Bachelor degree	60%
Diploma	13%
Certificate	7%

## Performance of our students

### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$16 840.00  
The major professional development initiatives are as follows: Functional Grammar, English as a Second Language in Mainstream Classrooms, Using Student Achievement Data for Improved Student Outcomes  
The involvement of the teaching staff in professional development activities during 2010 was 100 %.

### Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

### Proportion of staff retained from the previous school year.

From the end of the previous school year, 99% of staff were retained by the school for the entire 2010 school year.

## Key student outcomes

### Attendance

#### Student attendance - 2010

#### Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
93%	96%	98%	94%	93%	94%	97%

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

- ☺ Darra SS rolls are marked twice daily. Teachers phone parents where there is unsatisfactory reason for non-attendance.
- ☺ Our students are signed out at the office and a slip then handed to the Class Teacher to release the students. This is used for the school attendance record on the roll.
- ☺ Sustained absences are followed up with phone calls and or letters by Administration.
- ☺ 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.

## Achievement – Years 3, 5, 7, and 9

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 MySchool website at <http://www.myschool.edu.au/>  
To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 the school for a paper copy of our school's NAPLAN results.

### Achievement – Closing the Gap

Darra SS has 3.5% Indigenous students. There were no Indigenous students in the 2010 cohort; therefore there is no student performance to report upon for this reporting cycle.

The gap between Indigenous student's achievement and non-Indigenous student's achievement was positively skewed for Reading in 2008 with our Indigenous students performing above State level, but just below our non-Indigenous students in 2009. This data requires interpreting carefully as one student represents the gap in 2009.

In 2009 Writing, our Indigenous students performed above both State and National mean and the mean of our non-Indigenous students. This is also the case in Numeracy in 2009, where our Indigenous students performed better than the State and better than our non-Indigenous students.

Attendance of Indigenous students is maintained at 90% or over covering the period of 2008-2010. This is maintained above State mean attendance for all students and represents a high level of attendance at school.