



Darra State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

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 harmonious learning relationships. These goals principles are expressed in the school pledge: "We are safe, we are learners, we get on together and we care for our environment."

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 Truong 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, Science, English and Writing competition a prime example. Our school also boasts links with the Queensland University of Technology (QUT), which conducts an extension program for students, particularly focused on enhancing an interest in Science and technical futures, such as Engineering. The Griffith University, Launch into Life at Logan Program, broadens the career horizons of our students by introducing them to career information and pathways into professional job futures.

Students, staff and families are supported by a school Chaplain who has built 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.

Principal's Forward

Introduction

School Progress towards its goals in 2016

A continued whole school focus on:

- Marzano's Art and Science of Teaching Pedagogical Framework applied to teaching across the school
- Oral language development particularly of non-English speakers
- Comprehension of mathematical problems - students being able to identify and discuss their ways of working
- Teachers using achievement data to inform planning with our Head of Curriculum, Specialist Teacher, Literacy and Numeracy and English as a Second Language Teacher
- Differentiation for individuals and small groups
- Modification for individuals and small groups – the creation of Individual Learning Plans for
- Behaviour and social & emotional support program – Peer Support: Weekly on Fridays
- Application of staff learning to improve student achievement up bands of the NAPLAN data
- Performance data in Years 2, 4 and 6 is used to inform planning and teaching in these years in readiness for Years 3, 5
- The use of 5 week data collection and assessment cycles, to closely monitor student progress and initiate immediate support and intervention
- Facilitated planning and teaching for the following term and the following year

Future Outlook

- Literacy – All eligible students to be above the MNS in Reading
- Numeracy – All eligible students to be above the MNS in Numeracy
- Strong leadership with an unrelenting focus on improvement using the Marzano Art and Science of Teaching Pedagogical Framework
- Whole school target setting each Semester to improve student achievement, with particular attention to current areas identified as requiring growth
- Whole of staff performance development. Continue process of Staff developing Performance Plans in consultation with Principal
- Continued building of partnerships with cultural and parent groups within the school community. Further development of the relationship with key cultural leaders in the school community
- Growth of two Pre-Prep playgroups (Wednesday and Thursday mornings)
- Capacity building of staff to form part of Learning Leadership Team using Marzano Coaching Model
- Teachers' planning has an in depth focus on English, Mathematics, Science and the needs of all students. Individualised learning for all students in the areas of Reading and Numeracy, with targets negotiated with key support staff

- 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).
 - Commencement of the development of a Whole School Curriculum Plan
 - All Teachers supported by HOC to plan using the new Australian Curriculum (English, Mathematics & Science) and the QSA Essential Learnings for other Key Learning Areas, on a weekly basis to extend their knowledge and skills in planning using the Australian Curriculum and 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
 - Continue to fine tune implementation of the Oral Language Program in Prep to Year 3 in response to focussing attention on every student
 - Continue to embed best practice ESL teaching strategies - to improve students achievement outcomes in Reading comprehension and vocabulary development
 - Fine tuned Support Plans for individualised achievement – Indigenous, ESL learners, ESPs, Literacy and Numeracy Individual Learning Plans for students not achieving the National Minimum, EAP students, and Behaviour/Social Emotional Support.
 - Continuation of Peer Support Program for positive behavioural and social climate
 - Monitoring student progress and responding to learning needs at intervals of 5 weeks, to sharply focus student learning needs and take proactive supportive action
 - Training of all teaching staff in Sheena Cameron writing program
- Training all Teacher Aides and Junior School Staff in PLD Phonics and Comprehension programmes

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	190	84	106	11	92%
2015*	180	79	101	11	90%
2016	199	97	102	11	92%

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 2016, 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

Overview

Darra State School provides co-education from Prep to Year 6 for students in a multi-cultural learning environment in the southwest region of Brisbane.

Over 23 cultural backgrounds are represented with more than 70% 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.

The following nationalities are represented in our school:

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

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	22	22
Year 4 – Year 7	19	25	29
Year 8 – 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.

Curriculum Delivery

Our Approach to Curriculum Delivery

- Learning Programs are designed each year around the needs of individuals, small groups and whole classes to meet the developmental learning needs of identified talent students, early year's students, middle year's students, students with disabilities, students with English as a second language, refugee students, non-English speaking backgrounds, and students with speech language difficulties, students with hearing impairments, intellectual impairments and Autism Spectrum Disorder
- Curriculum is delivered sequentially, at the need level of each individual student
- We have networked modern computers in every classroom in addition to 2 modern, fully resourced computer labs.
- Interactive whiteboards are installed in every learning space, and actively utilised by teachers to engage students in interactive participation in learning
- All classrooms have been refurbished with a majority having new carpet, paint and air conditioning.
- Our recently constructed Resource Centre and Hall have interactive whiteboards
- Programs for cultural and sporting areas provide a range of pathways to support individual gifted and talented students, including links with High Schools and Universities.
- We have very experienced Bi-lingual & ESL support staff.
- Comprehensive Year 6 to High School transition programs with both Centenary State High and Corinda State High Schools

Co-curricular Activities

- The University of NSW academic competitions (English, Mathematics, , Spelling & Writing)
- A DEEP Science program, in partnership with the QUT
- A careers pathway program in partnership with Griffith University
- LOTE Chinese Mandarin Cultural Days
- A school choir
- Instrumental Music
- Lunch-time organised events including sporting activities and talent programs
- Student Council and Leadership
- Peer Support social skilling program
- Cultural events and community celebrations
- Science Days of Excellence with Centenary SHS

How Information and Communication Technologies are used to Assist Learning

An important factor in achieving continual improvement at Darra is the effective use of Information Communication Technologies (ICTs) by all teachers and students from the Preparatory Year to Year Six.

Significant importance is placed on providing support for staff so they can embrace effective new technologies. The inclusion of ICTs into teacher planning with Education Queensland's C2C provides an integrated approach which strengthens the students' concept that using ICTs is an integral part of their lives. Each teacher has their own laptop as part of the Computers for Teachers initiative.

Professional Development is provided to staff to maximise the utilisation of the interactive whiteboards and data projectors throughout all classrooms in the school. Teachers are continually using digital technology to help enable individual and collegial reflective practices.

Staff currently access digital resources via One Portal, One School, The Learning Place and our own school website. This ensures that all school curriculum programs and related teaching units are easily located for whole staff use.

As Education Queensland's One School system and C2C sources are progressively rolled out, ICTs are being used for planning, teaching, reporting and assessing in an e-learning environment. All school reporting to parents is generated electronically, using systemic templates. The school maintains a comprehensive student profile database that allows staff to track learning development; this profile contains systemic and diagnostic data focused on literacy and numeracy.

The school boasts 60 Ipads, for school-wide class use, which are especially utilised for the provision of individualised learning and the construction of multi-media presentations.

All learning spaces have Interactive Whiteboards installed.

The School boast two, brand new computer labs, which cater for whole class groups and several 'mini labs' for small groups.

Each class has a timetabled, specialist ICT focus lesson each week.

Darra utilizes *Mathletics and Reading Eggs* as a consolidation learning tool across the whole school. This internet-based program is currently subsidized by the school for each child.

All classrooms and learning areas have wireless Internet access and a bandwidth speed upgrade was performed in 2015.

Social Climate

Overview

Promotion of a positive learning and social environment through continued strong emphasis on:

- A strong focus on pastoral care; Breakfast Club & weekly 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
- An integrated Social Skills Program for Prep – "Fun Friends"

- An integrated Social Skills Program for Years 1-6 – “Peer Support Program”
- Empowerment through student leadership roles (School Captains & Sports Captains and Student Council)
- Empowerment through decision-making by the Student Council
- Celebrating diversity through Chinese and Vietnamese 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 and shared collegial learning
- Partnership with Hong Kong University: Teacher Program
- Proactive recognition and celebration of positive student learning behaviours through formal and informal recognition at Assemblies, with awards.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
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%	98%	100%
their child feels safe at this school* (S2002)	100%	98%	100%
their child's learning needs are being met at this school* (S2003)	95%	98%	100%
their child is making good progress at this school* (S2004)	95%	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%	98%	98%
teachers at this school motivate their child to learn* (S2007)	100%	100%	100%
teachers at this school treat students fairly* (S2008)	97%	100%	98%
they can talk to their child's teachers about their concerns* (S2009)	98%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%	98%
this school takes parents' opinions seriously* (S2011)	100%	96%	98%
student behaviour is well managed at this school* (S2012)	100%	98%	98%
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:	2014	2015	2016
they are getting a good education at school (S2048)	94%	98%	93%
they like being at their school* (S2036)	99%	97%	92%
they feel safe at their school* (S2037)	97%	97%	93%
their teachers motivate them to learn* (S2038)	99%	97%	94%
their teachers expect them to do their best* (S2039)	100%	100%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	94%
teachers treat students fairly at their school* (S2041)	94%	98%	86%
they can talk to their teachers about their concerns* (S2042)	85%	94%	87%
their school takes students' opinions seriously* (S2043)	90%	97%	93%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	94%	97%	82%
their school looks for ways to improve* (S2045)	99%	100%	96%
their school is well maintained* (S2046)	96%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	93%	98%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
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%	95%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	91%
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%	95%
their school takes staff opinions seriously (S2076)	90%	100%	95%
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%	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

The Darra State School community is one which is characterized by generosity and respect. Parents are encouraged to share as partners in the educational process, and as resources for the strengthening of the school's academic and cultural environment. Parents regularly assist in our classrooms, performing a variety of tasks, including sharing Reading time, assisting with celebration events, and resource preparation.

- Multi-cultural events and shared lunches
- Open Days / Orientation Days
- Parent Information that is translated into appropriate languages to involve parents more in their child/ren's education
- Class celebrations
- School Newsletter (English & Vietnamese)
- Student Progress Reports twice yearly
- Parent /Teacher Interviews twice yearly and on a needs basis (Translators provided)
- School Website providing Vietnamese translations of information for parents and carers
- External school signs to keep parents informed

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	0	6	11
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Environmental Footprint

Reducing the school's environmental footprint

We also our environmental footprint by saving rain water and using the rain water for flushing of toilets and for watering our gardens. This water is sourced from several, high capacity water tanks installed at high water usage sites.

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	67,472	618
2014-2015	38,352	1,030
2015-2016	68,320	101

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.

Find a school

Sector:

Government

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	18	14	0
Full-time Equivalent	13	10	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	1
Graduate Diploma etc.**	3
Bachelor degree	11
Diploma	
Certificate	1

*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 2016 were \$11,081.30

The major professional development initiatives are as follows:

The total funds expended on teacher professional development in 2015 were \$17,334.83

The major professional development initiatives are as follows:

- Attendance at Tactical Steps: Reading PD
- Behaviour Management training and workshops
- Enhancement of technology skills and related software training
- Mentoring Beginning Teachers

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	83%	88%

*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 2016 for all Queensland Primary schools was 93%.

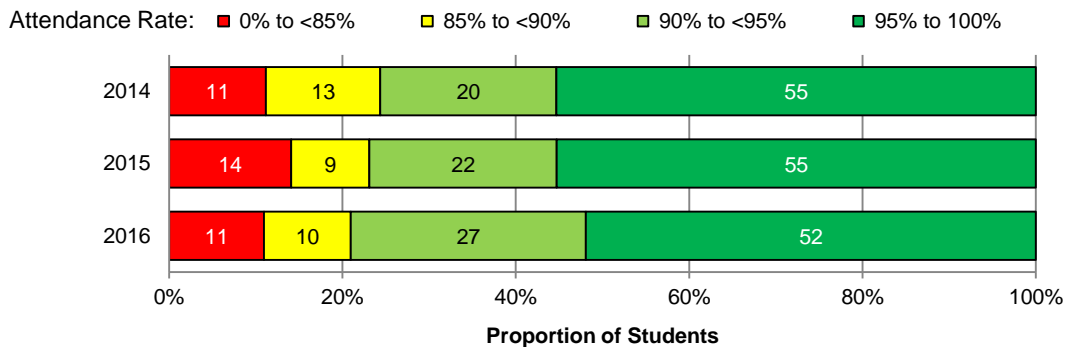
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	90%	90%	94%	94%	93%	95%	92%	98%					
2015	92%	90%	94%	91%	93%	95%	97%						
2016	93%	93%	93%	93%	94%	94%	92%						

*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 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.

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

Darra SS rolls are marked twice daily in OneSchool. A system letter is generated fortnightly to advise parents of unexplained absences. Teachers may also send a standard advice letter home. Teachers phone parents where there is unsatisfactory reason for non-attendance, or an attendance extends for a period of three days.

- Our students are signed in and 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/ letters by Administration.

A weekly Class Attendance Award is presented to the class with the highest attendance rate, and individual awards presented to high attending students. The school target is to achieve a 95% attendance rate in all classes.

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/>.

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**.

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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.