



Darra State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Darra State School is 'Steering a Course Together' towards excellence in teaching and learning. Darra State School is a diverse multi-cultural school in a low socio-economic area of western Brisbane, Queensland. Our students bring to school a range of experiences, values and beliefs. The majority of Darra students have a language background other than English, and many speak no English at all before arriving at school. Darra's teaching community is strong in implementing programs that develop English proficiency and support students through the Australian curriculum and differentiated classroom practices. Our curriculum programs are sensitive and responsive to the culturally diverse needs of our students and their families. Darra students are typified by an excellent attitude toward academic improvement, with students making larger than average gains over time, which increase the longer they are enrolled at Darra. Our parental body is highly supportive and respectful of the professionalism of the staff, and the quality education provided.

Our purpose is to create in partnership with parents, students and the community, a safe and supportive learning environment where academic achievement and effort, school spirit, and self-discipline are highly valued. First languages and cultures are respected and the ability to think critically and creatively is fostered.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour: Be a learner, Be safe, Be respectful, Be resilient.

School progress towards its goals in 2018

2018 Explicit Improvement Agenda

Quality teaching of reading

Positive behaviour for learning

Priority	Action	Progress towards completion
By the end of 2018, we will have decreased variability in pedagogical practice along with an increase in application of guided reading aligned with our school improvement agenda so that student learning outcomes in the area of reading are maximised.		
Quality teaching of reading	Implement the early literacy phase plan with explicit links to Australian Curriculum focusing on the critical aspects of reading.	Implemented
	Increase teacher's repertoire of effective strategies in guided reading.	Implemented
	Develop a shared understanding of data literacy and support staff to effectively use data to plan for teaching and learning	Implemented
By the end of 2018, we will have decreased variability in behavioural expectations and whole school routines along with an increase in positive behaviour for learning, aligned with our school improvement agenda, so that student positive learning attitudes are maximised.		
Positive Behaviour for Learning	Implement the Positive Behaviour for Learning action plan with a focus on consistency of whole school routines and positive behaviours.	Implemented
	Increase teacher's repertoire of effective strategies for Positive Behaviour for Learning.	Implemented
	Develop a shared understanding of data literacy and support staff to effectively use data to identify trends for students and respond.	Implemented

Future outlook

2019 Explicit Improvement Agenda

Every student succeeding through:

Quality teaching of reading across different learning areas

Positive behaviour for learning

Priority	Action	Targets and timelines
<p>By the end of 2019, we will have collaborative and embedded consistent pedagogical practice in guided reading and explore and implement literacy across different Learning Areas so that 75% of students achieve a C or higher in English. There will be a consistent use of the meta language of reading as outlined on the reading placemat.</p>		
<p>Quality teaching of reading across different learning areas</p>	<p>Embedding consistent pedagogical practice in Guided Reading and using reading data to inform practice so every student succeeds.</p> <p>Investigating the Australian Curriculum cross curricula priority of Literacy and look for opportunities to implement literacy in different learning areas.</p> <p>Embedding consistent pedagogical practices in classrooms including the gradual release of responsibility, learning intentions and success criteria.</p>	<p>100% of staff implementing consistent pedagogical practice</p> <p>NAPLAN reading - U2B – Yr 3 35%, Year 5 – 25%</p> <p>75% of students achieving a C or higher in English</p>
<p>By the end of 2019, we will have consistent implementation of school wide PBL framework, evident through OneSchool data resulting in less than 1 major incident per school day therefore increasing quality teaching and learning time in the classroom.</p>		
<p>Positive Behaviour for Learning</p>	<p>Embedding the Positive Behaviour for Learning framework with a focus on consistency on whole school routines and positive behaviours.</p> <p>Increasing staff's repertoire of effective strategies for Positive Behaviour for Learning and implementing social emotional learning strategies in classrooms.</p> <p>Developing a shared understanding of data literacy and supporting staff to effectively use data to identify trends for students and responding.</p>	<p>100% of community using the expectation language and full implementation of the responsible behaviour plan</p> <p>100% participation in PD and implementation of Zones of Regulation</p> <p>100% of students with multiple incidents with an individual plan.</p>

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	199	201	194
Girls	97	92	85
Boys	102	109	109
Indigenous	11	17	17
Enrolment continuity (Feb. – Nov.)	92%	93%	94%

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

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 20 cultural backgrounds are represented with more than 50% of students of the total student population being from a non-English speaking background.

Our purpose is to create in partnership with parents, students and the community, a safe and supportive learning environment where academic achievement and effort, school spirit, and self-discipline are highly valued. First languages and cultures are respected and the ability to think critically and creatively is fostered.

The following languages are the first language of our students:

Arabic, Bengali, Cebuano, Dari, French, Gujarati, Hindi, Punjabi, Rohingya, Samoan, Serbian, Somali, Tagalong, Tamil, Urdu, Vietnamese.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	22	22	22
Year 4 – Year 6	29	23	19
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

Learning Programs are designed each year around the needs of individuals, small groups and whole classes to meet the developmental learning needs of identified 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 level of each individual student
- Learning intentions and success criteria are clearly expressed to students
- A variety of data is used to plan to ensure students are catered for, this includes diagnostic and standardised assessments, pre and post tests, formative and summative assessments.
- We have networked modern computers in every classroom in addition to two 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.
- Our 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
- We have very experienced Bi-lingual & EALD support staff
- Comprehensive Year 6 to High School transition programs with Centenary State High

Co-curricular activities

- Participation in ICAS competitions (English, Mathematics)
- LOTE Chinese Mandarin Cultural Days
- A school choir (Fun Squad)
- Instrumental Music
- Lunch-time organised events including sporting and craft activities
- Student Council and Leadership
- Prep buddies
- 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 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 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.

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 boasts two computer labs, which cater for whole class groups and several 'mini labs' for small groups which are located in classrooms.

Darra utilizes Matific 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.

Social climate

Overview

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

- A strong focus on pastoral care; Breakfast Club
- 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 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, Darra Street Festival
- Proactive recognition and celebration of positive student learning behaviours through formal and informal recognition at Assemblies, with awards.

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%	92%
• this is a good school (S2035)	100%	100%	92%
• 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%	80%	83%
• their child is making good progress at this school* (S2004)	100%	100%	92%
• 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)	98%	80%	92%
• teachers at this school motivate their child to learn* (S2007)	100%	90%	100%
• teachers at this school treat students fairly* (S2008)	98%	90%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	90%	100%
• this school works with them to support their child's learning* (S2010)	98%	90%	83%
• this school takes parents' opinions seriously* (S2011)	98%	90%	91%
• student behaviour is well managed at this school* (S2012)	98%	70%	75%
• this school looks for ways to improve* (S2013)	100%	80%	92%
• this school is well maintained* (S2014)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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* 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)	93%	94%	92%
• they like being at their school* (S2036)	92%	94%	90%
• they feel safe at their school* (S2037)	93%	95%	97%
• their teachers motivate them to learn* (S2038)	94%	95%	98%
• their teachers expect them to do their best* (S2039)	97%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	95%	91%
• teachers treat students fairly at their school* (S2041)	86%	90%	81%
• they can talk to their teachers about their concerns* (S2042)	87%	88%	89%
• their school takes students' opinions seriously* (S2043)	93%	86%	81%
• student behaviour is well managed at their school* (S2044)	82%	92%	75%
• their school looks for ways to improve* (S2045)	96%	98%	95%
• their school is well maintained* (S2046)	93%	95%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	95%	92%

* 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%	81%	90%
• they feel that their school is a safe place in which to work (S2070)	100%	81%	86%
• they receive useful feedback about their work at their school (S2071)	95%	72%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	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%	84%	95%
• student behaviour is well managed at their school (S2074)	100%	56%	76%
• staff are well supported at their school (S2075)	95%	62%	90%
• their school takes staff opinions seriously (S2076)	95%	52%	89%
• their school looks for ways to improve (S2077)	100%	92%	95%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	72%	100%

Percentage of school staff who agree# that:	2016	2017	2018
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* 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. Parents are involved and supported at Darra in a variety of ways including:

- 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful, equitable and healthy relationships. These include the introduction of Positive Behaviour for Learning, continuation of Peer support program and the employment of Chaplain and GO to support social and emotional needs of our students. Each fortnight there are focused lessons taught about our school expectations. Reminders of these expectations are shared with the whole school community at weekly assemblies, through the newsletter and on weekly parades.

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	11	21	40
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

We have reduced 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. Constant reminders are given to school staff to turn lights, fans and air conditioners off when not in use or the room is left vacant.

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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	68,320		50,528
Water (kL)	101		197

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.

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

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

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	21	15	0
Full-time equivalents	16	11	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	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Doctorate		
Masters	1	
Graduate Diploma etc.*	3	
Bachelor degree	16	
Diploma		
Certificate	1	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$40 388.

The major professional development initiatives are as follows:

- Planning days with HOC for all teachers, including classroom teachers, specialist teachers and Inclusion teachers
- Research and Development sessions weekly between Classroom Teachers and HOC.
- PBL training for Internal Coach and teacher
- Behaviour management PD for Teachers and Teacher Aides
- Coaching and Conversations for Change
- Pillar Days
- Cluster meeting
- Budget training
- The teaching of Reading workshops

- Jolly Phonics and Jolly Grammar

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.	97%	96%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	93%	94%	92%
Attendance rate for Indigenous** students at this school	88%	92%	89%

* 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	93%	91%	94%
Year 1	93%	94%	92%
Year 2	93%	94%	94%
Year 3	93%	94%	94%
Year 4	94%	95%	92%
Year 5	94%	91%	89%
Year 6	92%	95%	90%

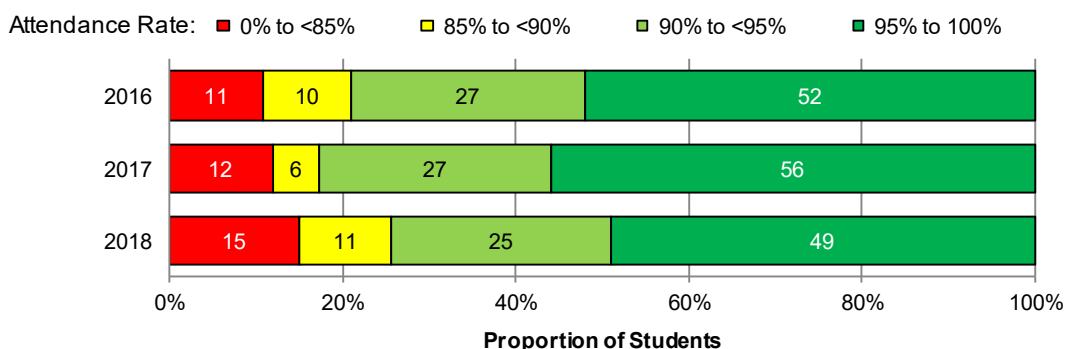
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



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.

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 or Principal phone parents where there is unsatisfactory reason for non-attendance, or an attendance extends for a period of three days. Daily SMS messages are sent to parents where there is an unexplained absence. Students who are absent for three consecutive days are followed up with a phone call by Administration.

For late arrivals or early departures, 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.

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.