

Darling Heights State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Darling Heights State School has a diverse and culturally rich population. Our school enrolment continues to grow averaging around 640 students for the year. 290 of our students have identified that they are from other cultures, 310 children indicating they are born overseas. 295 are students who have English as a Second Language. Of these students, 115 have been given refugee status in Australia. 135 of the ESL students were at DHSS because they had a parent studying at the University of Southern Queensland.

We are truly a Multi-Cultural School with tolerance and understanding of others, being features.

The significant challenges for this school in coming years will be to respond to this diverse and growing population, continue to manage the roll-out of Education Queensland Policy and implement the requirements of the new National Curriculum.

For 2015 and beyond, we will continue to work to provide a happy, enjoyable and safe environment for our students, encourage and maintain parental involvement in our school and their child's/childrens' education while communicating with our whole community.

School progress towards its goals in 2014

Our school achieved all it set out to do in 2014, especially with regards to its Curriculum Enhancement Agenda. Completion occurred with all elements of the Qld Curriculum Assessment & Reporting Framework (QCARF) agenda & we successfully completed Staff Professional Development the collection and use of Data and the Reading Process.

Our EALD program continues to grow and has been extended to include 5 permanent teaching staff and additional support staff. The Unit had outgrown the rooms that they occupied in 2013 and approval was gained to refurbish and extend the Unit into the music room which was achieved as a new music building was approved. Building works were undertaken in 2014 with the goal to occupy in 2015.

The use of four new classrooms commissioned at the commencement of 2014 has enhanced our ability to deliver quality programs to our children, not only for the classes using them but that it has freed up

other spaces for programs such as Levelled Literacy Intervention (LLI), Learning Connections and Support A Talker.

Future outlook

In 2015, we plan to implement a range of initiatives as described in our 2015 Annual Operation Plan.

These foci are specifically about Curriculum & Teaching Practice, Leadership/School Capacity and Students/School/Community.

Initiatives include:-

- Implement a School Wide Pedagogical Framework featuring “Explicit Teaching” with a specific focus on Reading Comprehension and Numeracy.

- Align school practices to the P-12 Curriculum, Assessment and Reporting Framework.

- Embed consistent practices for purposeful data collection, recording and analysis.

- Continuing to embed Tier 2 PBL practices into our School Culture.

- Enhance participation in Professional Learning Teams.

- Implement Teacher Performance Reviews based on Australian Professional Standards.

- Strengthen the “Coaching and Feedback” processes across the school.

- Engage community through “Principal/Parent Forum”.

- Design and commence Pre-Prep/Playgroup program.

- Provide quality feedback to ensure student success.

- Deliver successfully “Great Results Guarantee” programs.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	589	289	300	92%
2013	633	310	323	87%
2014	630	303	327	90%

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

Characteristics of the student body:

Darling Heights is a State School located in the south-western quadrant of Toowoomba. It is situated very close to the University of Southern Queensland with a 2014 maximum enrolment of 680 Primary students, 98 of those being in the Prep Year. 52 of our students are enrolled in our Special Education Facility. In all, this school offered a comprehensive education from Prep through to Year 7 in a co-educational setting which featured 25 co-educational classes.

In terms of Boys and Girls, our student body is balanced. In 2014, we had a slightly greater number of boys enrolled in Years 6 and 7 with a higher percentage of girls to boys in Years 1 and 2. During any year, our enrolment from Day 8 can grow up to 10%. We receive a number of student enrolments, many international, from parents who are studying at the University of Southern Queensland. USQ does not commence lectures until late February and we also gain enrolment from those commencing study in Semester 2.

Of our students,

290 have identified that they are from other cultures,

310 children indicating they are born overseas.

295 are students who have English as a Second Language. Of these students, 105 have been given refugee status in Australia.

135 of the ESL students were at DHSS because they had a parent studying at USQ

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	22	23	25
Year 4 – Year 7 Primary	23	26	26

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	10	10	0
Long Suspensions - 6 to 20 days	1	3	0
Exclusions [#]	0	0	0
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

The school is divided into three Sub-Schools supported by specialist departments in order to best serve the diverse needs of students. All Sub-Schools offer Core Literacy and Numeracy blocks with specialised options programs to enhance learning at the various levels. The Junior and Intermediate areas offer departmental reading programs. We run a fledgling program to encourage higher achieving students in the school. This includes extension literacy groups in the Junior School, an enrichment program in the Intermediate School and extension modules in the Senior School as well as extra-curricular offerings as teacher time allows.

The school's Music Specialist teaches classes from Infant to Senior School. Opportunities exist for students to participate in Choir, Stage and Concert Bands, Eisteddfod, Song Festival and numerous public performances. An Instrumental Music Teacher provides weekly lessons for woodwind, brass and percussion.

In general, our learning framework consists of our curriculum framework with its core learnings across the Key Learning Areas providing the knowledge and skills essential for all students. Our Whole School Literacy Plan provides the core for a developmental reading, oral and written literacy program across all the year levels which is aimed at meeting individual student needs. Our whole school ICT for Learning Agreement sets out the school's direction for the use of technologies, including computers.

Extra curricula activities

Children in the Preparatory Year to Year Three participate in day excursions to venues such as Amaroo Environmental Field Studies Centre at Kleinton and Jondaryan Woolshed.

Year 5 and 6 students undertake trips that alternate between the Sunshine Coast and Canberra. This will be reviewed for 2015 once we accommodate the move of our Year 7 students to Secondary School.

Our school offers children from Year 4 and above, the opportunity to be in School Choirs, Concert and Stage Bands operated through the Instrumental Music Program.

Year 3 and Year 4 children participate in an Intra-School sporting program on a Thursday Afternoon and all students in Years 5 and 6 can participate in an inter-school's sporting program on a Friday afternoon.

We also have instigated a Drumming and Singing Group which features the music and song of a number of our school's Cultural Groups.

How Information and Communication Technologies are used to assist learning

Computer labs are established in the Library, Intermediate Area and Senior Area. Each classroom has two or three computers. Each computer is connected to a server and the Internet. An Internet User Agreement Form is sought from parents before children have access. Students frequently use computers to enhance their learning.

All classrooms now have Interactive Whiteboards installed as a result of several programs from which we sourced funding in previous years. Staff are quickly becoming proficient with the use of this exceptional technology and ongoing PD and training in the use of Interactive Whiteboards is ensuring teachers are gaining proficiency.

All teachers have been provided with an I-Pad and Professional Development on the opportunities this technology provides teaching and learning in our classrooms.

Technology is now seen as a tool to assist learning and is used as such.

An extensive infrastructure and cabling upgrade was completed in 2014 which has ensured greater speed and access to our students as they use the equipment we have.

Staff discussions are now focusing on how we can better cater for "The Digital Learner".

Social Climate

In terms of the "Social Climate" of Darling Heights State School, one needs look at the support provided to parents and children alike. A Guidance Officer, Speech Language Pathologist, ESL Advisory Teachers and a Chaplain are all part of the School and are actively supporting students and parents. Co-operative Religious Instruction is taught in most classes, except Prep, once a week, by volunteer visiting Catechists. The supportive and caring nature of the school environment has a very positive impact on the morale of students and staff alike.

Our School Chaplaincy Program is a feature of the support that we are able to provide all members of our community.

Our Staff and Student Well-being Policy ensures we focus on the social and emotional components of our people and this has ensured we have an exceptionally friendly and supportive school environment where the climate features happy and well supported children, staff and parents.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	97%	100%
this is a good school (S2035)	91%	94%	95%
their child likes being at this school* (S2001)	91%	94%	98%
their child feels safe at this school* (S2002)	94%	94%	98%
their child's learning needs are being met at this school* (S2003)	97%	91%	98%
their child is making good progress at this school* (S2004)	97%	94%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	100%	98%
teachers at this school motivate their child to learn* (S2007)	100%	94%	100%
teachers at this school treat students fairly* (S2008)	94%	91%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	97%	97%	93%
this school takes parents' opinions seriously* (S2011)	94%	91%	93%
student behaviour is well managed at this school* (S2012)	89%	88%	91%
this school looks for ways to improve* (S2013)	94%	97%	98%
this school is well maintained* (S2014)	97%	100%	95%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	94%	92%	97%
they like being at their school* (S2036)	92%	86%	95%
they feel safe at their school* (S2037)	93%	82%	95%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
their teachers motivate them to learn* (S2038)	94%	99%	94%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	92%	95%	92%
teachers treat students fairly at their school* (S2041)	85%	87%	91%
they can talk to their teachers about their concerns* (S2042)	78%	80%	90%
their school takes students' opinions seriously* (S2043)	81%	81%	91%
student behaviour is well managed at their school* (S2044)	78%	76%	84%
their school looks for ways to improve* (S2045)	91%	91%	96%
their school is well maintained* (S2046)	91%	86%	92%
their school gives them opportunities to do interesting things* (S2047)	90%	91%	98%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	97%
they feel that their school is a safe place in which to work (S2070)		97%	99%
they receive useful feedback about their work at their school (S2071)		89%	91%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		97%	100%
student behaviour is well managed at their school (S2074)		93%	94%
staff are well supported at their school (S2075)		90%	93%
their school takes staff opinions seriously (S2076)		88%	90%
their school looks for ways to improve (S2077)		96%	97%
their school is well maintained (S2078)		90%	93%
their school gives them opportunities to do interesting things (S2079)		91%	90%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Involving parents begins with being welcomed and involved in their child's classroom and the activities of this classroom. Building a relationship with teachers is vital and all teachers welcome the opportunity to get to know parents and discuss progress of children in the classroom.

Opportunities for parent involvement exist in all classrooms with teachers requesting various levels of support in a variety of activities.

Parents can also become involved in activities of our P&C Association all of which significantly contribute to the effectiveness of our school while providing parents an opportunity to network. One such successful activity is the Craft Group which meets weekly to make items which then become the stock for the Mothers' and Fathers' Day Stall run for the children to purchase gifts for these special days.

Collectively, school staff and P&C members encourage parents and families to become involved in our school and the activities of their children.

One only has to visit our school at arrival and departure times to see how welcomed and engaged parents are at Darling Heights State School.

Reducing the school's environmental footprint

Of our School Values, Respect is one and includes Respect for our Built and Natural Environment.

Featuring as part of this is the efforts of staff and children to reduce the Environmental Footprint we leave.

Water saving devices have been installed in all toilets as has a solar panel system which generates electricity and feeds it back into the system. Children are regularly made aware of the need to conserve the resources we have, especially those of water and electricity.

The following Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	208,852	1,427
2012-2013	248,060	1,111
2013-2014	199,658	0

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.

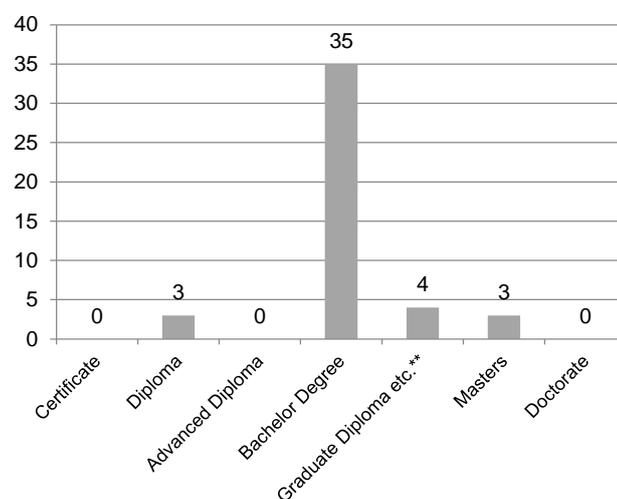
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	51	39	<5
Full-time equivalents	45	26	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	35
Graduate Diploma etc.**	4
Masters	3
Doctorate	0
Total	45



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$ 16 462 plus significant un-costed contributions such as teacher release and Staff Meeting sessions.

The major professional development initiatives are as follows:

The Australian Curriculum - Geography;

School Wide Positive Behaviour Training,

Literacy Workshops especially about Reading and Comprehension procedures.

Collegial Coaching Training

Collecting Data to inform Teaching and Learning. ICT's – I-Pad applications for the Classroom.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 100% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

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 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 given access to the school's *My School* entry webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	94%	92%	93%

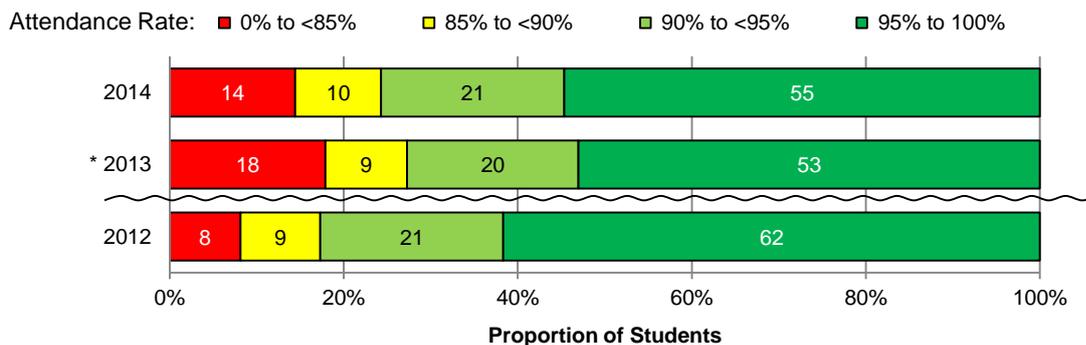
The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	94%	95%	95%	96%	95%	93%	93%					
2013	92%	92%	92%	92%	93%	94%	91%					
2014	93%	94%	92%	94%	92%	94%	95%					

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Parents of children who show regular unexplained absence are contacted and discussions held on how regular attendance can be achieved.

In 2014 and to support targeted special interest groups, we provided Attendance Certificates to students who achieved 90% plus attendance in each term.

From 2014, where regular absence or lateness occurs, families receive a “post card” showing just how much school their child/ren are/will miss.

In 2014 and to continue in 2015, all students will receive a certificate if they attend greater than 95% in the semester.

Sandwich boards and notices on our school signs regularly remind parents of the importance of attendance at school.

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 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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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

At Darling Heights State School we specifically target Literacy and Numeracy for Indigenous Students through a range of individual, small group and extension focussed strategies.

The school performance, over the past three years, has seen significant improvement in the areas of Reading, Writing and Numeracy. This improvement has been for all students and especially significant for both Indigenous and Non-Indigenous groups in Reading, Writing and Numeracy.

In 2014, data provided for Indigenous Students continues to show that Indigenous Students performed close to the level of Non-Indigenous students in Reading and have shown improvement to close the gap in the area of Writing. Numeracy continues to be a focus area for all students.

The attendance rate of Indigenous Students in 2014 reflects that of previous years and compares well with a Non-Indigenous attendance rates. In this time the school enrolment of Indigenous Students has remained stable.