

Darling Heights State School (1900)

Queensland State School Reporting

2012 School Annual Report



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|----------------|---|
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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 580 students for the year. 229 of our students have identified that they are from other cultures, 215 children indicating they are born overseas. 229 are students who have English as a Second Language. Of these students, 80 have been given refugee status in Australia. 114 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 2013 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 2012

Our school achieved all it set out to do in 2012, especially about its Curriculum Enhancement Agenda. Completion occurred with all elements of the Qld Curriculum Assessment & Reporting Framework (QCARF) agenda & we successfully completed Staff Professional Development on Reading & the Reading Process.

Our ESL program has been extended to include 4 permanent teaching staff and they have outgrown the room that they occupied in 2011 and have been accommodated in new rooms, redeveloped as part of the refurbishment of the old library.

The new Resource & Technology Centre (Library) and the extensions to our existing Community Recreation Facility have been well used by our school and community.

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Future outlook

In 2013, we plan to implement a range of initiatives as described in our 2013 Annual Operation Plan.

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

Initiatives include:-

- Developing a School Wide Pedagogical Framework featuring “Explicit Teaching.”

- Consolidating First Steps in Reading (FSiR) - Reading and Reading Comprehension.

- Implementing the Australian Curriculum for History & preparing for Geography & the Arts in 2014.

- Using Data to inform teaching, monitoring & planning for student progress.

- Embedding SWPBS into our School Culture with emphasis on Behaviour Walls.

- Building and participating in Professional Learning Teams.

- Participating in & planning for improvement from the “Teaching and Learning Audit”

- Positioning “Coaching and Feedback” processes as key aspects of the school.

- Establishing Partnerships with Parents & Community.

- Undertaking a Quadrennial School Review—QSR.

- Completing “Empowering Local Schools” project.

- Commencing involvement in “Focus Schools” project.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 560 | 270 | 290 | 90% |
| 2011 | 554 | 269 | 285 | 91% |
| 2012 | 589 | 289 | 300 | 92% |

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 2012 maximum enrolment of 585 Primary students, 88 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 21 co-educational classes

In terms of Boys and Girls, our student body is balanced. In 2012, we had a 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 anything 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,

229 have identified that they are from other cultures,

215 children indicating they are born overseas.

229 are students who have English as a Second Language. Of these students 80 have been given refugee status in Australia.

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

Average Class sizes

| Phase | Average Class Size | | |
|-------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | 23 | 25 | 22 |
| Year 4 – Year 10 | 26 | 23 | 23 |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 19 | 23 | 10 |
| Long Suspensions - 6 to 20 days | 6 | 4 | 1 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

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 Two participate in day excursions to Amaroo Environmental Field Studies Centre at Klienton. Year 3 have traditionally travelled to Lone Pine Sanctuary, Year Four to Jondaryan Woolshed, Year Five children have a three day excursion to Tallebudgera, Year 6 and 7 students undertake trips that alternate between the Sunshine Coast and Canberra.

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

We also have instigated a Drumming and Singing Group which features 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 part of several programs we sourced funding from 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.

In 2013 all teachers will be 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 2012 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. HRE/Sexuality courses for Year 6/7 and HRE programs are conducted right across the school and embedded as part of the Health and Physical Education Syllabus. The Life Education Program has been endorsed by the P&C for the full cycle of the next 8 years to allow 2013 Prep students to experience the total program by the time they exit in Year 6. 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

Parent, student and staff satisfaction with the school

Annually, Education Queensland undertakes a survey process to gauge Parent, Student and Teacher opinions to aspects of school operations. Each year up to 40 school families are randomly selected for this survey process.

It has always been pleasing for us to see that, since the inception of this survey process, on average, in excess of 80% of parents/caregivers and students surveyed are satisfied that this is a good school and that they or their children are receiving a good education from the school. In 2012; 100% of those who responded were satisfied that their children were getting a good education at the school. This is up from 91% recorded in 2011.

In any one year, staff members satisfied with the morale in the school has been as high as 96% with teacher satisfaction averaging in the 88% range. In 2012 Staff Morale rated at 96.1%.

Our school at a glance

| Performance measure (<i>Nationally agreed items shown*</i>) | |
|--|-------------------|
| Percentage of parents/caregivers who agree that: | 2012 [#] |
| their child is getting a good education at school | 100.0% |
| this is a good school | 91.4% |
| their child likes being at this school* | 91.4% |
| their child feels safe at this school* | 94.3% |
| their child's learning needs are being met at this school* | 97.1% |
| their child is making good progress at this school* | 97.1% |
| teachers at this school expect their child to do his or her best* | 100.0% |
| teachers at this school provide their child with useful feedback about his or her school work* | 94.3% |
| teachers at this school motivate their child to learn* | 100.0% |
| teachers at this school treat students fairly* | 94.1% |
| they can talk to their child's teachers about their concerns* | 100.0% |
| this school works with them to support their child's learning* | 97.1% |
| this school takes parents' opinions seriously* | 94.1% |
| student behaviour is well managed at this school* | 88.6% |
| this school looks for ways to improve* | 94.1% |
| this school is well maintained* | 97.1% |

| Performance measure (<i>Nationally agreed items shown*</i>) | |
|---|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 94.4% |
| they like being at their school* | 92.2% |
| they feel safe at their school* | 93.3% |
| their teachers motivate them to learn* | 94.4% |
| their teachers expect them to do their best* | 98.9% |
| their teachers provide them with useful feedback about their school work* | 92.2% |
| teachers treat students fairly at their school* | 85.1% |
| they can talk to their teachers about their concerns* | 77.5% |
| their school takes students' opinions seriously* | 81.4% |

Our school at a glance

| | |
|---|-------|
| student behaviour is well managed at their school* | 77.8% |
| their school looks for ways to improve* | 91.0% |
| their school is well maintained* | 90.7% |
| their school gives them opportunities to do interesting things* | 89.9% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 76.1% |
| with the individual staff morale items | 96.1% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results of 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.

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 generated 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 school's annual utilities return and is reliant on the accuracy of these returns.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 187,369 | 1,078 |
| 2010-2011 | 182,680 | 2,218 |
| 2011-2012 | 208,852 | 1,427 |

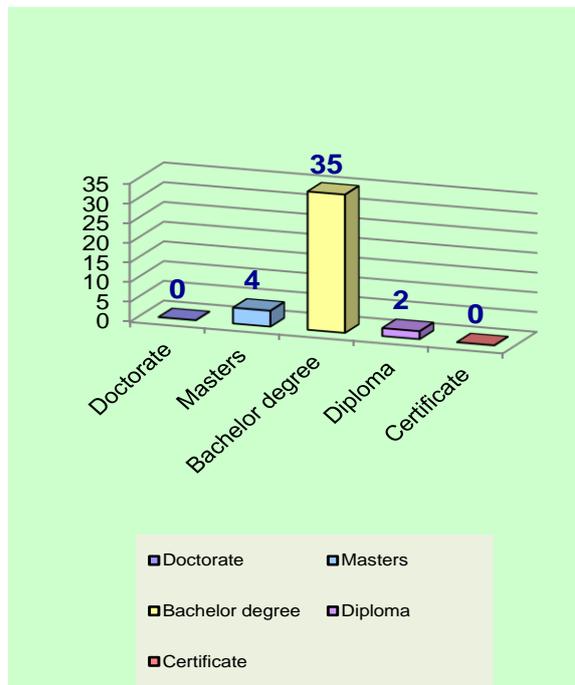
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 41 | 30 | 0 |
| Full-time equivalents | 37.3 | 17.6 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 4 |
| Bachelor degree | 35 |
| Diploma | 2 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 was \$12 591:55

The major professional development initiatives are as follows:

The Australian Curriculum English, Maths, Science and History;

School Wide Positive Behaviour Training,

Literacy Workshops especially about Reading and the Reading Process "First Steps in Reading"

ICT's - Interactive Whiteboard Training.

Collecting Data to inform Teaching and Learning.

The involvement of the teaching staff in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

| | 2010 | 2011 | 2012 |
|--|-------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 95.5% | 96.5% | 96.2% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.3% of staff was retained by the school for the entire 2012 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' textbox.

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 web page.

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

Key student outcomes

| Student attendance | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 94% | 93% | 94% |
| The overall attendance rate in 2012 for all Queensland state Primary schools was 93%. | | | |

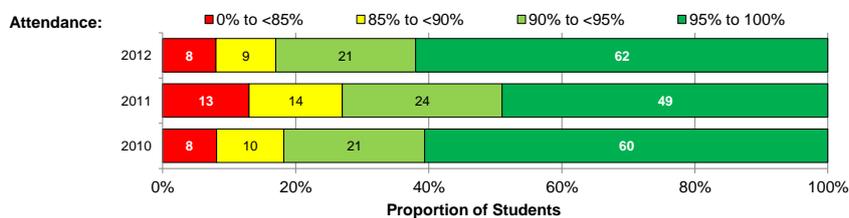
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2010 | 93% | 94% | 95% | 95% | 96% | 94% | 94% | | | | | |
| 2011 | 92% | 93% | 92% | 94% | 93% | 92% | 93% | | | | | |
| 2012 | 94% | 95% | 95% | 96% | 95% | 93% | 93% | | | | | |

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 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 2012 and to support targeted special interest groups we provided Attendance Certificates to students who achieved 90% plus attendance in each term.

For 2013, where regular absence or lateness occurs, families will be forwarded a "post card" showing just how much school their child/ren are/will miss.

Performance of our students

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 My School website at <http://www.myschool.edu.au/>.

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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

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 2012 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 2012 was 91.9%, higher than the 88.6% recorded in 2011. The 2012 attendance of 91.9% compared well with a non-indigenous attendance rate of 94.5%.

In this time the school enrolment of Indigenous students has remained stable.