

Duaringa State School



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# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



## Contact Information

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## School Overview

Duringa State School provides an inclusive educational program for all students, including Indigenous students, students with disabilities, gifted students, students with learning difficulties, students with other unique learning needs and medical conditions, and for an increasing range of students from diverse cultural backgrounds. Our strong inclusive practices engage our students in gaining a variety of educational outcomes that serve individuals in our community. At Duringa State School we value in our school community the rights, responsibilities and diversity of all members within our supportive school environment. The school has a climate of mutual respect and co-operation with collaborative and consultative decision-making and tolerance of individuality. There is a common understanding of appropriate behaviours, agreed upon limits and consequences of inappropriate behaviours. At Duringa State School we believe that we offer a diverse and supportive curriculum that caters for all individuals. We believe that feeling respected, safe and being valued promotes a positive school culture and that all members of our school community have an opportunity to be involved in decision making using a collaborative and consultative approach.

## Principal's Foreword

### Introduction

Our School Annual Report outlines Duringa State School's past, present and future goals, key priorities, data on a range of survey satisfaction areas within the school, our curriculum offerings, our social climate, our environmental footprint, the school's staff profile, the key student outcomes and a summary of our closing the gap scheme. We are very proud of our school and we hope this document gives you a great insight in to our great learning community. For parents who do not have internet access, a copy of this report will be presented to the P & C and will be available to read in our school administration office.

### School Progress towards its goals in 2016

PRIORITIES	PROGRESS
<ul style="list-style-type: none"><li>Develop and implement whole school reading program</li></ul>	<p>Whole school program developed and implemented. All staff trained in delivery of the program. Workshops for parents were also given so reading was consistent both at school and home.</p> <p>* Continued focus for 2017 Explicit Improvement Agenda.</p>
<ul style="list-style-type: none"><li>Develop and implement an intervention program for students assessed as having speech language difficulties and implement program to improve use of vocabulary across the school;</li></ul>	<p>Programs were developed for students identified with speech and language difficulties. Programs are being implemented and continue throughout 2017.</p>
<ul style="list-style-type: none"><li>Providing a Kindy program to kindergarten students prior to Prep</li></ul>	<p>Funding and facilitator were obtained at the end of 2016. An e-kindy program through distance education is being implemented throughout 2017, 2 days a week.</p> <p>* Continued focus for 2017 Explicit Improvement Agenda.</p>

## Future Outlook

### *Improvement priority: Improve student outcomes in reading*

Strategy: Developing community partnerships around the teaching of reading			
Actions	Targets	Timelines	Responsible Officer/s
1. Continue to provide strategies to upskill parents in the teaching of reading.	100% of parents to attend PD	Once per semester	Principal
2. Using the school communication networks, building a positive culture that values the importance of reading across all KLA's.		Monthly	Principal
3. Provide opportunities for goal setting interviews with teachers, parents and students.	100% of parents	Once per semester	Principal

### *Improvement priority: Improve student outcomes in numeracy.*

Strategy: Collaborating with staff on a school wide teaching pedagogy that reflects a range of appropriate pedagogies in the teaching of mathematics			
Actions	Targets	Timelines	Responsible Officer/s
1. Using professional development, build staff skills and knowledge around effective mathematics practice.	100% of staff involved in PD	ongoing	Principal
2. Focus on developing teachers ability to ask open ended problem-solving questions	100% of staff to utilise open-ended questioning in their maths lessons.	Term 3 and 4	Principal

Strategy: Creating a culture of data collection and interrogation that informs the teaching and learning process.			
Actions	Targets	Timelines	Responsible Officer/s
1. Track all students against the Australian Curriculum achievement standards.	100% of students achieve a "c" level	Term 3,4	Principal
2. Develop individual maths goals for students aligned to the five critical number concepts of the Australian curriculum: quantity, partitioning, place value, multiplicative thinking, and proportional reasoning.	100% of students to be setting goals	Term 3,4	Principal
3. Analyse student data to monitor progress, guide teaching practice and prompt early intervention. (NAPLAN NCR Diagnostic)	100% teachers using data to inform practice	At the beginning of each term	Principal

*Improvement priority: Implement a timely and contextually appropriate roll out of the Australian Curriculum STEM*

Strategy: Develop an Australian Curriculum familiarisation and implementation plan for Duarina S.S.

Actions	Targets	Timelines	Responsible Officer/s
1. Focus on familiarisation of staff with digital technology	100% of staff to be involved in digital technologies across all KLA's.	Semester 2	Principal
2. Skill staff around digital technologies.	Principal to complete online STEM course.	Semester 1	Principal
3. Allocate resources for implementation of digital technologies.	Purchase 3D printer, purchase 8 laptops, purchase 2 TA laptops	Semester 1	Principal

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Prep Year - Year 6
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	31	14	17	13	100%
<b>2015*</b>	20	11	9	6	73%
<b>2016</b>	16	9	7	7	71%

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

Duaringa State School is a small school about 85kms East of Blackwater and approximately 107kms West from Rockhampton and falls within the Central Highlands Region. The school is situated in Charlotte Street, Duaringa. Primarily the parents of our students are primary producers, work for the Central Highlands Regional Council or within local industry and mines around the Blackwater District. Most of our students come from an English speaking background with others originating in New Zealand Indigenous areas.

### 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	10	10	15
Year 4 – Year 7	8		
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

Teaching and learning at Duaringa State School incorporates:

- Knowing and understanding each student, using optimal techniques to challenge and extend every student in a calm, caring and conducive environment;
- Real-life, meaningful learning experienced based around student centred learning;
- Individualised learning and curriculum plans as required to assist with student development and growth;
- Individual student progress is mapped, recorded and reported against relating to what a student should know and can do;
- Differentiated curriculum offered across a multi-age setting to meet learning needs.

In 2015 a review of Duaringa State School was conducted by the School Improvement Unit. The report stated, 'The school has developed and is currently reviewing a whole school curriculum plan informed by the Australian Curriculum (AC). This document is intended to form the basis for discussion, collaboration and overall curriculum direction.' There is a strong commitment to collaboratively plan and implement the designed curriculum with clear focus on the alignment to the AC and Queensland curriculum.

### Co-curricular Activities

Duaringa State School is proud to offer a broad range of extra curricula activities across cultural and sporting domains including:

- Swimming lessons at the school pool (Terms 1 & 4)
- Curriculum based excursions
- Incentive Days celebrating attendance, punctuality and behaviour
- NAIDOC Celebrations
- Small Schools Athletics and Swimming Carnivals
- Life Education Van
- Music Viva
- Arts Council Performances
- School camp
- First Aid provided by local Ambulance Officer
- Soccer Clinic run by 'Football for Children'
- Central Highlands Primary Sport

### How Information and Communication Technologies are used to Assist Learning

At Duaringa State School we embed the use of computers and other ICT devices into every unit of work to provide a high standard of digital pedagogy across the curriculum.

Features of our approach include:

- Interactive-white boards;
- Classroom desktop computers;
- Classroom laptops;
- Class iPads which are used to compliment small group work and/or individual intervention;
- The school subscribes to online learning centres and regularly uses this to provide all students with another avenue for learning;
- Students are encouraged to utilise student internet and email accounts according to EQ policy to effectively and safely gather and interpret information;
- Students engage in a range of assessment activities that provide the opportunity for utilising ICTs throughout the year.

## Social Climate

### Overview

The Duaringa State School motto is Honesty, Friendship and Achievement. Our vision states: Duaringa State School strives to provide quality learning for each student and is committed to excellence in education. The school has in place a Responsible Behaviour Plan (reviewed in 2017) and staff, endeavour to provide and support an inclusive environment that celebrates diversity. Duaringa State School does not tolerate bullying and this issue is clearly addressed with a range of preventative strategies and appropriate actions in the school's Responsible Behaviour Plan. At Duaringa State School we strive to equip our



students with the skills required to be productive members of society. This is achieved by embedding a social skills program within our health curriculum. Students also have access to the Life Education Van school visits, biannual camps focussing on teamwork and resilience which form an important part of our health program each year. Community members are encouraged to be part of the school and actively involved in the P&C.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	80%	83%	DW
this is a good school (S2035)	100%	100%	DW
their child likes being at this school* (S2001)	80%	67%	DW
their child feels safe at this school* (S2002)	80%	83%	DW
their child's learning needs are being met at this school* (S2003)	80%	67%	DW
their child is making good progress at this school* (S2004)	80%	83%	DW
teachers at this school expect their child to do his or her best* (S2005)	80%	67%	DW
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	67%	DW
teachers at this school motivate their child to learn* (S2007)	80%	67%	DW
teachers at this school treat students fairly* (S2008)	80%	50%	DW
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	DW
this school works with them to support their child's learning* (S2010)	100%	83%	DW
this school takes parents' opinions seriously* (S2011)	80%	67%	DW
student behaviour is well managed at this school* (S2012)	80%	83%	DW
this school looks for ways to improve* (S2013)	100%	100%	DW
this school is well maintained* (S2014)	80%	100%	DW

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	89%	92%	75%
they like being at their school* (S2036)	89%	92%	75%
they feel safe at their school* (S2037)	100%	92%	75%
their teachers motivate them to learn* (S2038)	100%	92%	100%
their teachers expect them to do their best* (S2039)	89%	100%	100%
their teachers provide them with useful feedback about their school work* (S2040)	89%	100%	100%
teachers treat students fairly at their school* (S2041)	100%	92%	75%
they can talk to their teachers about their concerns* (S2042)	75%	92%	100%
their school takes students' opinions seriously* (S2043)	88%	100%	100%
student behaviour is well managed at their school* (S2044)	89%	100%	100%
their school looks for ways to improve* (S2045)	88%	92%	100%



Performance measure			
Percentage of students who agree* that:	2014	2015	2016
their school is well maintained* (S2046)	89%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	89%	92%	100%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree* that:	2014	2015	2016
they enjoy working at their school (S2069)	83%	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)	67%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	DW
students are encouraged to do their best at their school (S2072)	83%	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)	50%	100%	100%
their school takes staff opinions seriously (S2076)	50%	100%	100%
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)	83%	88%	100%

\* 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

Duaranga State School works in close partnership with its very supportive and dedicated community. Community members are involved in the school through monthly P&C meetings, parent classroom volunteers, working bees on the school grounds and participation in school excursions. This shows the students that their parents hold the school in high regard which leads to more effort given in school activities. Teachers send home extra work for parents to work with their child on concepts that require repetitive practice.

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

Our 5 school rules promote appropriate ways of conducting oneself and working with others – Be Safe, Be Responsible, Be Respectful, Be a Learner, Be Resilient. These values underpin our daily activities and we regularly teach and recognise the 5 rules in and out of the classroom.

## 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	0	0
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

All Duaranga State School members (students, staff, and parents) know what they need to do when exiting/locking up a room after use. They need to ensure that all appliances and lights are switched off. All learning community members are urged to open a window instead of turning on the air conditioner and checking that student fridges are closed once required items are removed. Students are explicitly taught about water use and the need for them to ensure that all taps are switched off properly after use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	56,326	2,266
2014-2015	64,712	4,063
2015-2016	69,895	955

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	2	5	0
Full-time Equivalent	1	3	0

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	0
Graduate Diploma etc.**	0
Bachelor degree	2
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 \$7331.42

The major professional development initiatives are as follows:

- Reading
- Mathematics – Problem Solving
- STEM

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.	100%	98%	98%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 29% 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).	94%	94%	96%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	92%	96%

\*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	93%	91%	95%	98%	92%	95%	93%	94%					
2015	DW	93%	93%	96%	99%	87%	97%						
2016	95%	DW	97%	94%	98%	99%	95%						

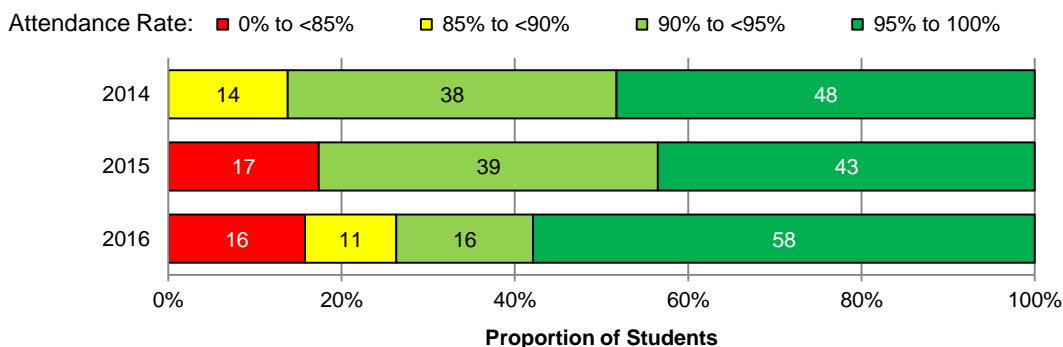
\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

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

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.

It is an expectation set by the Principal and supported by all staff that students attend school 95% of the school year. Parents are expected to call, send a note in or tell a teacher in person if a child is going to be absent that day. A parent will be phoned by a staff member if there has been no phone call regarding a student's absence. Teachers are required to mark the roll twice a day, in the morning and in the afternoon, and follow up on any unexplained absences.

## 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 protect student tracking, our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5's are unavailable via the My School website due to a small cohort of students sitting NAPLAN.

From tracking the data between 2012 – 2016, it shows that Year 3's Writing is a strength at this school, however, we need to focus on numeracy for 2017. In year 5, Reading has been a strength between 2012 – 2016, however, a continued focus is needed in numeracy for 2017.

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 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.