



Duaringa State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



Contact Information

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School Overview

Daringa 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 Daringa 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 Daringa 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 Daringa 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 2017

Priorities	Progress
Develop and implement whole school reading program	<ul style="list-style-type: none">- Upskilling of parents in the teaching of reading- Promoting a culture that values reading across all learning areas- Students setting reading goals
Engages Partners; Increase "This school has a good sense of community"	<ul style="list-style-type: none">- Increase timing of Parades and Community Newsletter

Future Outlook

Improvement priority 1: Aligning the whole school approach to mathematics to improve student results

Strategy: Collaborating with staff on school wide teaching practices that reflect a range of appropriate pedagogies in the teaching of mathematics		
Actions	Timelines	Responsible Officer/s
1. Using professional development, build staff skills and knowledge around effective mathematics practice.	Ongoing	Principal Teachers
2. The use of explicit instruction pedagogy, 'lesson intent and success criteria,' when delivery lessons.	Ongoing	Principal Teachers
Strategy: Creating a culture of data collection and interrogation that informs the teaching and learning process.		
Actions	Timelines	Responsible Officer/s
1. Track all students against the Australian Curriculum achievement standards.	Ongoing	Principal Teachers
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.	Ongoing	Principal Teachers
3. Analyse student data to monitor progress, guide teaching practice and prompt early intervention. (CQ3S, NAPLAN and NCR Diagnostic)	Ongoing	Principal Teachers
Strategy: Developing community partnerships around the teaching of mathematics		
Actions	Timelines	Responsible Officer/s
1. Continue to provide strategies to upskill parents in the teaching of mathematics.	Ongoing	Principal Teachers
2. Provide opportunities for goal setting interviews with teachers, parents and students.	Ongoing	Principal Teachers

Improvement Priority 2. Broadening the whole school approach to incorporate a wider range of effective pedagogical practices.

Strategy: Developing a whole school coaching and mentoring program for all staff around explicit teaching.		
Actions	Timelines	Responsible Officer/s
1. Employ the services of a pedagogical coach to build expertise in a range of pedagogies with explicit teaching being the corner stone.	Term 1	Principal
2. Develop an agreed and scheduled timetable to develop pedagogical practices through professional development, modelling, observation and feedback.	Term 1	Principal
Strategy: Creating a culture of data collection and interrogation that informs the teaching and learning process.		
Actions	Timelines	Responsible Officer/s
1. Continue to develop formal opportunities to participate in moderation both internally and externally.	Ongoing	Principal
2. Creating a culture of using data to guide future practice and to set learning goals.	Ongoing	Principal
3. Purposeful unpacking of units to identify learning intent and best practice for teaching.	Ongoing	Principal

Improvement Priority 3. To support the Early Years of Learning within the local community.

Strategy: Organisational capability to cater for smooth transitions to eKindy and Prep of our local children.

Actions	Timelines	Responsible Officer/s
1. Setting up the provision of the eKindy pod services to cater for local children.	Term 1	Principal Teachers Teacher Aids

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2017:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	20	11	9	6	73%
2016	16	9	7	7	71%
2017	22	14	8	9	85%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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. Approximately 40% of students identify as indigenous.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	10	15	22
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

Teaching and learning at Duarina 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.
- Explicit Instruction used as teaching Pedagogy

In 2015 a review of Duarina 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

Duarina 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 Sessions celebrating attendance, punctuality and behaviour
- NAIDOC Celebrations
- Small Schools Athletics and Swimming Carnivals
- Life Education Van
- Music Viva
- First Aid provided by local Ambulance Officer
- Central Highlands Primary Sport
- Literacy Festival (Gold Coast) Years 3-6
- Central Highlands Mayoral Summit (Year 6 Leaders)
- Pilbeam Theatre Performances

How Information and Communication Technologies are used to Assist Learning

At Duarina 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 Duarina State School motto is Honesty, Friendship and Achievement. Our vision states: Duarina 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. Duarina 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 Duarina 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# that:	2015	2016	2017
their child is getting a good education at school (S2016)	83%	DW	75%
this is a good school (S2035)	100%	DW	88%
their child likes being at this school* (S2001)	67%	DW	88%
their child feels safe at this school* (S2002)	83%	DW	75%
their child's learning needs are being met at this school* (S2003)	67%	DW	63%
their child is making good progress at this school* (S2004)	83%	DW	63%
teachers at this school expect their child to do his or her best* (S2005)	67%	DW	88%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	67%	DW	75%
teachers at this school motivate their child to learn* (S2007)	67%	DW	75%
teachers at this school treat students fairly* (S2008)	50%	DW	63%
they can talk to their child's teachers about their concerns* (S2009)	100%	DW	75%
this school works with them to support their child's learning* (S2010)	83%	DW	75%
this school takes parents' opinions seriously* (S2011)	67%	DW	63%
student behaviour is well managed at this school* (S2012)	83%	DW	63%
this school looks for ways to improve* (S2013)	100%	DW	88%
this school is well maintained* (S2014)	100%	DW	88%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	75%	100%
they like being at their school* (S2036)	92%	75%	90%
they feel safe at their school* (S2037)	92%	75%	100%
their teachers motivate them to learn* (S2038)	92%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	90%
their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
teachers treat students fairly at their school* (S2041)	92%	75%	90%
they can talk to their teachers about their concerns* (S2042)	92%	100%	67%
their school takes students' opinions seriously* (S2043)	100%	100%	70%
student behaviour is well managed at their school* (S2044)	100%	100%	80%
their school looks for ways to improve* (S2045)	92%	100%	100%
their school is well maintained* (S2046)	100%	100%	100%
their school gives them opportunities to do interesting things* (S2047)	92%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	100%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	DW	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	100%	71%
student behaviour is well managed at their school (S2074)	100%	100%	71%
staff are well supported at their school (S2075)	100%	100%	71%
their school takes staff opinions seriously (S2076)	100%	100%	86%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	71%
their school gives them opportunities to do interesting things (S2079)	88%	100%	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

Duringa 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 4 school rules promote appropriate ways of conducting oneself and working with others – Be Safe, Be Responsible, Be Respectful, Be a Learner. These values underpin our daily activities and we regularly teach and recognise the 4 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	2015	2016	2017
Short Suspensions – 1 to 10 days	0	0	0
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

Reducing the school's environmental footprint

All Duringa 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
2014-2015	64,712	4,063
2015-2016	69,895	955
2016-2017	69,611	1,615

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time Equivalents	2	3	0

Qualification of all teachers

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

*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 2017 were \$12085.74

The major professional development initiatives are as follows:

- First Aid
- Profiling – 10- ESCM
- Building Confidence in Number
- Making Measuring Meaningful
- Online Mathematics PD
- Indigenous Conference
- Principal Conference (STATE)

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	99%

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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	96%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	96%	91%

*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 2017 for all Queensland Primary schools was 93%.

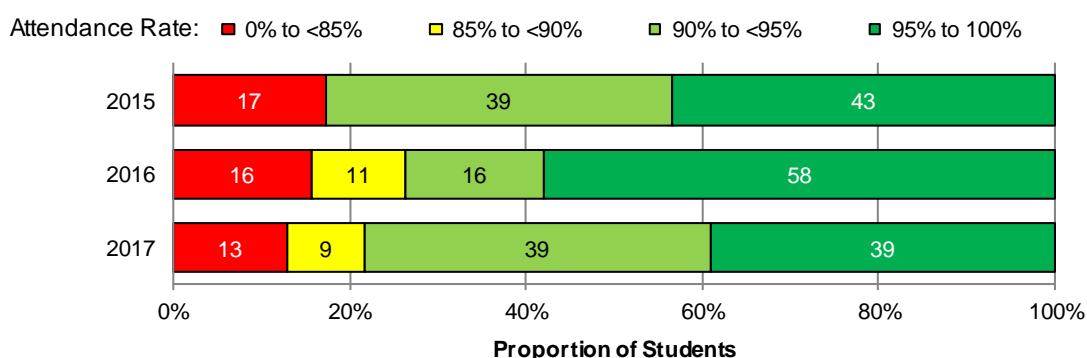
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	DW	93%	93%	96%	99%	87%	97%						
2016	95%	DW	97%	94%	98%	99%	95%						
2017	97%	93%	DW	94%	96%	94%	95%						

*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.

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 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.

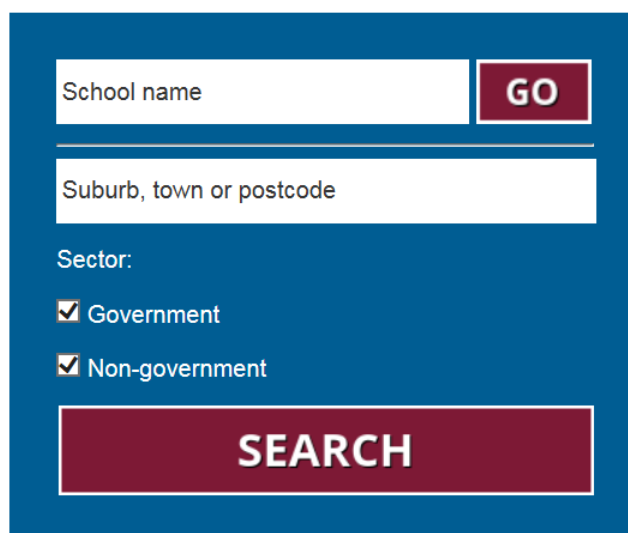
It is an expectation set by the Principal and supported by all staff that students attend school 95% of the school year. Parents are expected to call, send a note in or tell a teacher in person if a child is going to be absent that day. A parent will be phoned by a staff member if there has been no phone 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 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.

Find a school



The screenshot shows a search form with a blue background. At the top, it says "Find a school". Below this, there are two input fields: "School name" and "Suburb, town or postcode". To the right of the "School name" field is a red button with the word "GO" in white. Below the "Suburb, town or postcode" field, there is a "Sector:" label followed by two checked checkboxes: "Government" and "Non-government". At the bottom of the form is a large red button with the word "SEARCH" in white.

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.