



Duaringa State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

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From the Principal

School overview

Duaringa 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 Duaringa 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 Duaringa 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.

School progress towards its goals in 2018

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 - Creation and implementation of whole school reading program
Engages Partners; Increase "This school has a good sense of community"	<ul style="list-style-type: none"> - Increase timing of Parades and Community Newsletter to fortnightly events - Parents and community members welcomed into the school for class open days
Broadening the whole school approach to incorporate a wider range of effective pedagogical practices.	<ul style="list-style-type: none"> - Research and implementation of some Age Appropriate Pedagogies in the lower school. - Use of Inquiry when teaching Science
To support the Early Years of Learning within the local community.	<ul style="list-style-type: none"> - Continuation of an E-Kindy Pod through Distance Education. - Regular Playgroup mornings held at school with support from parents

Future outlook

Improvement priority 1: Successful Learners

Strategy:	Effectively and consistently collect, record and analyse data on the achievements and progress of each student. Utilise this data to make judgements to address individual student needs thereby personalising the teaching and learning across the school.		
Actions	Timeline	Responsible Officer(s)	
Actively collect and use diagnostic tests (NCR Mathematics, Words their Way, PM and Probe) to inform learning goals each term.	Ongoing	Principal Teachers	
Analyse student data to monitor progress, guide teaching practice and prompt early intervention.	Ongoing	Principal Teachers	
Strategy:	Establish learning goals for students aligned to the school's improvement agenda and develop individual learning plans to support student learning.		
Actions	Timeline	Responsible Officer(s)	

Creating individualised learning goals (Mathematics, Reading and Writing) as well as a personal growth goal each term with student and parent input.	Ongoing	Principal Teachers
Timetabling of time for students to work on goals throughout the term.	Ongoing	Principal Teachers
Strategy: Increase attainment of C or higher in English, Maths and Science.		
Actions	Timeline	Responsible Officer(s)
Track students across Australian Curriculum achievement standards to find gaps	Term 1	Principal Teachers
Provide in class and other support to students who are not meeting year level achievement standards.	Term 3	Principal Teachers Teacher Aids
Strategy: Decrease gap in Literacy and Numeracy outcomes for Indigenous students.		
Actions	Timeline	Responsible Officer(s)
Schedule time for intervention programs when needed to bring students back to level	Ongoing	Principal
Invest in intervention programs which will increase outcomes for students	Term 2	Principal

Improvement Priority 2. Great People

Strategy: Continue to build on the school's instructional leadership processes ensuring observation, feedback, modelling, coaching and mentoring is embedded as a part of regular school practice.		
Actions	Timeline	Responsible Officer(s)
Open and honest coaching conversations, asking for help from other staff members. Being open to asking for help and being open to being asked for help.	Term 1	Principal
Strategy: Continue to build on the school's instructional leadership processes ensuring observation, feedback, modelling, coaching and mentoring is embedded as a part of regular school practice.		
Actions	Timeline	Responsible Officer(s)
Open and honest coaching conversations, asking for help from other staff members. Being open to asking for help and being open to being asked for help.	Term 1	Principal

Improvement Priority 3. Engaged Partners

Strategy: Continue to build a close, strong partnership with the Indigenous community to support students and the school as a whole.		
Actions	Timeline	Responsible Officer(s)
Liaise with Regional Community Educational Officer re. staff capability's and community perception.	Ongoing	Principal
Consult with local community to identify potential actions.	Ongoing	Principal
Strategy: Devise an enrolment plan to strengthen future school population. E.g. work closely with playgroup and community to calculate and prepare future Prep enrolments.		
Actions	Timeline	Responsible Officer(s)
Remote Kindy, starting in Term 1, 2019	Term 1	Principal
Playgroup continuing to meet on school site 1 day a week, utilising early childhood playground and resources.	Ongoing	Principal
Strategy: 'This school has a good sense of community' has not reached 100% since 2012 – Ensure community members are welcome in to the school through regular community assemblies and other events.		
Actions	Timeline	Responsible Officer(s)
Fortnightly Assemblies Friday 2:15pm, Even Weeks - inviting local council and clubs,	Term 1	Principal
Fortnightly Newsletter - Odd weeks Monday	Term 1	Principal
Staff Copies of all notes to be placed in Staff meeting - including P&C notes	Ongoing	Principal, Teacher Aids
Ask Council to help advertise assemblies on new highway board	Term 1	Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	16	22	21
Girls	9	14	15
Boys	7	8	6
Indigenous	7	9	8
Enrolment continuity (Feb. – Nov.)	71%	85%	85%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

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 30% of students identify as indigenous.

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	15	22	10
Year 4 – Year 6			
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Teaching and learning at Duaranga 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 Duaranga 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

Duaranga 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
- Whole School Camp to the Capricorn Caves
- Whole School BEEF Week excursion
- Indigenous artist visit to create school mural and art lessons

How information and communication technologies are used to assist learning

At Duaranga 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

Social climate

Overview

The Duaranga State School motto is Honesty, Friendship and Achievement. Our vision states: Duaranga 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. Duaranga 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 Duaranga 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	DW	75%	100%
• this is a good school (S2035)	DW	88%	100%
• their child likes being at this school* (S2001)	DW	88%	100%
• their child feels safe at this school* (S2002)	DW	75%	100%
• their child's learning needs are being met at this school* (S2003)	DW	63%	80%
• their child is making good progress at this school* (S2004)	DW	63%	100%
• teachers at this school expect their child to do his or her best* (S2005)	DW	88%	80%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	DW	75%	100%
• teachers at this school motivate their child to learn* (S2007)	DW	75%	100%
• teachers at this school treat students fairly* (S2008)	DW	63%	80%
• they can talk to their child's teachers about their concerns* (S2009)	DW	75%	100%
• this school works with them to support their child's learning* (S2010)	DW	75%	100%
• this school takes parents' opinions seriously* (S2011)	DW	63%	100%
• student behaviour is well managed at this school* (S2012)	DW	63%	80%
• this school looks for ways to improve* (S2013)	DW	88%	100%
• this school is well maintained* (S2014)	DW	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	75%	100%	100%
• they like being at their school* (S2036)	75%	90%	86%
• they feel safe at their school* (S2037)	75%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	90%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	75%	90%	86%
• they can talk to their teachers about their concerns* (S2042)	100%	67%	71%
• their school takes students' opinions seriously* (S2043)	100%	70%	100%
• student behaviour is well managed at their school* (S2044)	100%	80%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• 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)	DW	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	71%	100%
• student behaviour is well managed at their school (S2074)	100%	71%	100%
• staff are well supported at their school (S2075)	100%	71%	100%
• their school takes staff opinions seriously (S2076)	100%	86%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	71%	100%
• their school gives them opportunities to do interesting things (S2079)	100%	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

Parent and community engagement

Duaringa 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 education 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	0	0	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

All Daringa 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	69,895	69,611	62,637
Water (kL)	955	1,615	2,672

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

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

View School Profile

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

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	3	5	0
Full-time equivalents	2	3	0

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	
Graduate Diploma etc.*	
Bachelor degree	3
Diploma	
Certificate	

*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 2018 were \$ 84151.61.

The major professional development initiatives are as follows:

- First Aid
- Profiling – 10- ESCM
- Principal Conference (STATE)
- Jolly Phonics
- Understanding Autism
- Problem Solving Prep

- Mentoring Beginning Teachers
- Life Guard Training

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	99%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	96%	94%	91%
Attendance rate for Indigenous** students at this school	96%	91%	87%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	97%	94%
Year 1	DW	93%	87%
Year 2	97%	DW	92%
Year 3	94%	94%	DW
Year 4	98%	96%	96%
Year 5	99%	94%	91%
Year 6	95%	95%	96%

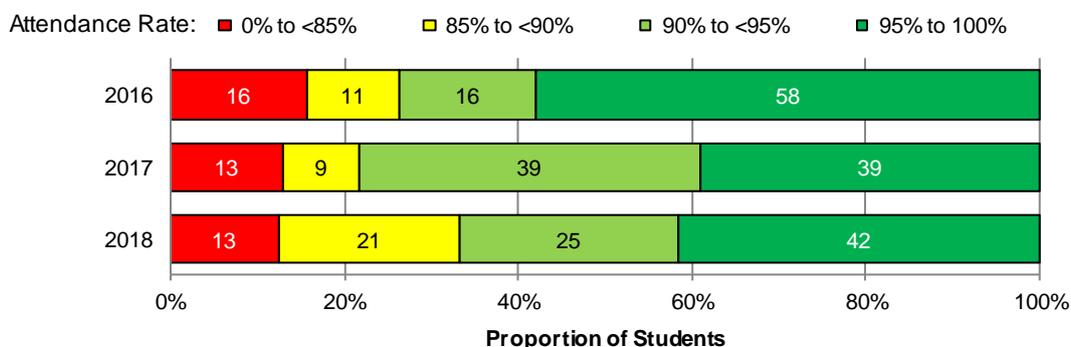
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.