

# Duaringa State School

## Queensland State School Reporting

### 2015 School Annual Report



#### Duaringa State School



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## Principal's foreword

### Introduction

This School Annual Report outlines Duaringa 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 2015

2015 GOALS	PROGRESS
<ul style="list-style-type: none"> <li>All students achieve National Minimum Standard in Reading and Spelling through developing an expert teaching team (as per 2015 Great Results Guarantee)</li> </ul>	Year 3 and 5 met National Minimum Standard in all strands including reading and spelling.
<ul style="list-style-type: none"> <li>A focus on delivering Explicit Instruction and collaboration amongst school staff and other schools within the region to support writing development.</li> </ul>	All teachers attended regular meetings and were trained in delivering Explicit Instructions.
<ul style="list-style-type: none"> <li>Maintain whole school attendance rate at or above 95% and have 0% of students in the below 85% attendance range.</li> </ul>	<p>Student attendance was at 93.9%. 17.4% of students were below 85% attendance.</p> <p>* Continued focus for 2016 Explicit Improvement Agenda.</p>

## Future outlook

The following key areas will be the focus for 2016.

- Provide learning experiences that challenge all learners through effective differentiation;
- Develop and implement whole school reading program;
- Teacher Aides to participate in Professional Development in programs implemented within the school;
- Building a positive affiliation within the community and building partnerships with key stakeholders;
- Increasing student capability to use higher order thinking to answer multi step problems;
- 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;
- Providing a Kindy program to kindygartens students prior to Prep.

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: No**

**Year levels offered in 2015: Prep Year - Year 6**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	20	9	11	9	78%
2014	31	14	17	13	100%
2015	20	11	9	6	73%

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 2015, 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:

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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	10	10	12
Year 4 – Year 7 Primary		8	7

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	Less than 5	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.

## Curriculum delivery

### Our approach to curriculum delivery

Teaching and learning at Duaringa State School in 2015 incorporated:

- English, mathematics, science, geography and history delivered as discrete learning areas, following the National Curriculum and school programs;
- Related tasks incorporating The Arts and Technology;
- Specialists lessons taught by specialist staff in LOTE (Japanese)

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.

### Extra curricula 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
- Annual school camp
- RSPCA Visit
- CQ University Experience Bus
- 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 improve 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;
- 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

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 2014) 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	78%	80%	83%
this is a good school (S2035)	78%	100%	100%
their child likes being at this school (S2001)	78%	80%	67%
their child feels safe at this school (S2002)	67%	80%	83%
their child's learning needs are being met at this school (S2003)	67%	80%	67%
their child is making good progress at this school (S2004)	78%	80%	83%
teachers at this school expect their child to do his or her best (S2005)	89%	80%	67%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	89%	80%	67%
teachers at this school motivate their child to learn (S2007)	78%	80%	67%
teachers at this school treat students fairly (S2008)	78%	80%	50%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	89%	100%	83%
this school takes parents' opinions seriously (S2011)	78%	80%	67%
student behaviour is well managed at this school (S2012)	78%	80%	83%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this school looks for ways to improve (S2013)	89%	100%	100%
this school is well maintained (S2014)	89%	80%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	100%	89%	92%
they like being at their school (S2036)	86%	89%	92%
they feel safe at their school (S2037)	100%	100%	92%
their teachers motivate them to learn (S2038)	100%	100%	92%
their teachers expect them to do their best (S2039)	100%	89%	100%
their teachers provide them with useful feedback about their school work (S2040)	100%	89%	100%
teachers treat students fairly at their school (S2041)	100%	100%	92%
they can talk to their teachers about their concerns (S2042)	100%	75%	92%
their school takes students' opinions seriously (S2043)	100%	88%	100%
student behaviour is well managed at their school (S2044)	86%	89%	100%
their school looks for ways to improve (S2045)	100%	88%	92%
their school is well maintained (S2046)	100%	89%	100%
their school gives them opportunities to do interesting things (S2047)	100%	89%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	83%	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)	80%	67%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	83%	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)	80%	50%	100%
their school takes staff opinions seriously (S2076)	100%	50%	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)	100%	83%	88%

# '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

Duaringa State School strives to include parents in their child's education by inviting helpers in on a regular basis to assist with reading groups and/or Canteen serving. 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.

## Reducing the school's environmental footprint

All Duaringa State School members (students, staff, 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	44,480	2,976
2013-2014	56,326	2,266
2014-2015	64,712	4,063

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

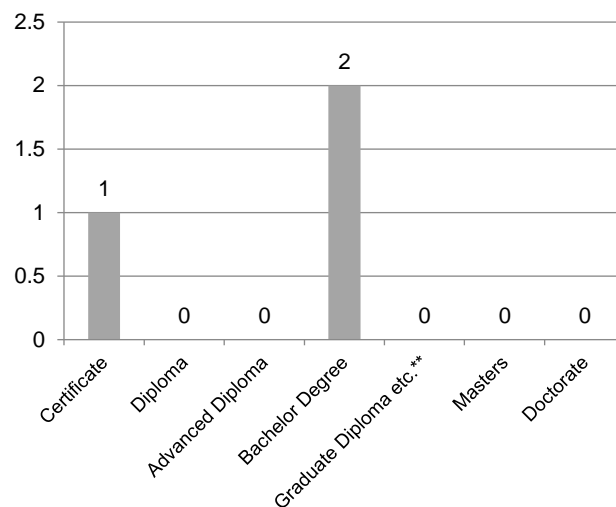
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	3	5	0
Full-time equivalents	2	3	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	2
Graduate Diploma etc.**	0
Masters	0
Doctorate	0
<b>Total</b>	<b>3</b>



\*Teaching staff includes School Leaders

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

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$5985.04.

The major professional development initiatives were as follows:

- Explicit Instruction P.D. and coaching from school's Pedagogy Coach.
- Reading Instruction through Teacher Aide and Teacher attendance to a variety of P.Ds.
- Regular teaching feedback sessions by Principal and Pedagogy Coach.
- NAPLAN Individualised response analysis and classroom intervention involving Principal, Teachers and Teacher Aides.
- Moderation with local cluster schools to ensure consistency in Writing. Facilitated by school Principals.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	100%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 54% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

## Find a school

Sector:

Government

Non-government

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	93%	92%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	92%	79%	90%	DW	88%	91%	93%	84%					
2014	DW	DW	DW	DW	DW	DW	DW	DW					
2015	DW	93%	93%	DW	DW	DW	DW						

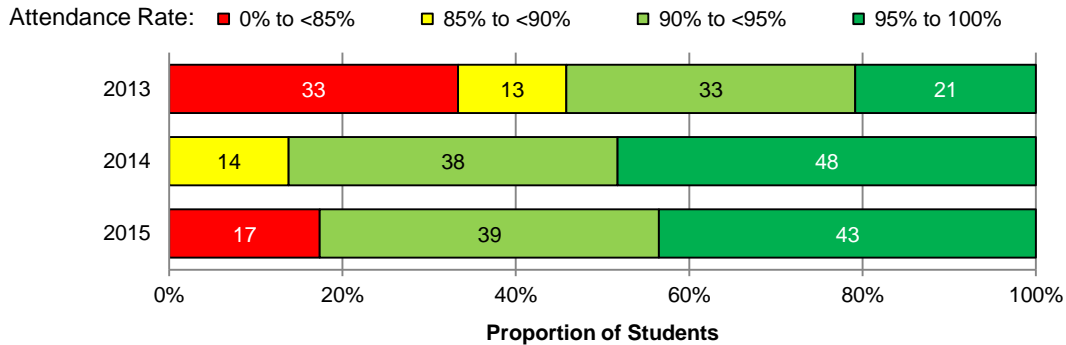
\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total 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 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. A new scheme was introduced in Term 4, 2013 where students are given a maximum of three days they can have off in a term. If they go over this amount of days then they miss out on the end of term rewards day. There are no exceptions to the three days! This rewards day is only open to students who have had three or less absences in a term, been on-time every day and behaved to an excellent standard.

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.

### 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.

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 – 2015, it shows that Year 3's Spelling and Writing is a strength at this school, however, we need to focus on numeracy for 2016. In year 5, Writing has been a strength between 2012 – 2015, however, a continued focus is needed in reading and numeracy for 2016.