


QUEENSLAND STATE SCHOOL REPORTING - 2010

Duaringa State School (0342)

 Duaringa State School	Postal address	PO Box 6 Duaringa QLD 4712
	Phone	(07) 4935 7125
	Fax	(07) 4935 7026
	Email	the.principal@duaringass.eq.edu.au
	Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department's Right to Information site .
	Contact Person	Principal Joy Redhead

Principal's foreword

Introduction

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 for an increasing range of students from diverse cultural backgrounds.

Here, the intent is to provide our parents and community with a set of information that is common for all state and non-state schools in Queensland. At Duaringa State School we provide a high quality inclusive educational curriculum that connects our community to learning and being. Our strong inclusive practices engage our students in gaining a variety of educational outcomes that serve individuals in our community.

At Duaringa SS we value our school community.

The rights, responsibilities and diversity of all members within our supportive school environment.

A climate of mutual respect and co-operation

Collaborative and consultative decision-making.

Tolerance of individuality.

A common understanding of appropriate behaviours, agreed upon limits and consequences of inappropriate behaviours.

At Duaringa SS we believe:

- That we offer a diverse and supportive curriculum that caters for all individuals.
- That feeling respected, safe and being valued promotes a positive school culture.
- That all members of our school community have an opportunity to be involved in decision making using a collaborative and consultative approach.
- Our curriculum plans and school culture reflect tolerance of diversity and needs of individuals.

Areas covered by this report include our school profile, the curriculum offerings including extra curricula

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activities and the use of computers to assist learning, the social climate of the school, parental involvement, a staff profile, the performance of our students measured against National Minimum Standards and Mean and several other key outcomes.

School progress towards its goals in 2010

Here at Duaringa State School we strive for improvements in all areas. We recognise that there are areas that we need to focus on to improve our school.

Literacy – There has been progress in the area of reading, however the deeper level understanding of texts needs further development. Although some progress has been made in 2009, the areas of spelling, punctuation and grammar continue to be an area of need which impacts on overall writing results. With on-going PD in this area, and more specialised teaching we are beginning to show progress.

Behaviour- The whole school responsible behaviour plan has been reviewed which gives clear expectations of behaviour. Teachers have begun to use the Values Education Toolkit for social skill lessons. Students and the wider community are more aware of our schools values.

ICT – Students are encouraged to use computers and other technologies in their everyday learning. We are continuing to focus on improving the usage of ICT in the curriculum and planning cycle. There is a need for a development of typing skills especially for the senior grades.

Future outlook

Our results in reading in 2010 have improved with comparison to 2009 data. There will be a continued focus on reading comprehension skills through our cluster literacy pilot. Through this involvement teachers will be better equipped to provide specialised instruction in this area. Analysis of 2010 NAPLAN and year 2 net data has shown that our spelling, punctuation and grammar results are still areas that require continued focus. Literacy in 2011 will include explicit teaching of grammar and punctuation.

In response to our strategic plan targets, the spelling program has been reviewed and aligned with EQ essentials. To embed this, our whole literacy program will be reviewed to align with essentials and a focus on the key elements to writing success, to improve student performance in this area. Diagnostic testing will occur at six month intervals to examine student progress. Teachers will use specific monitoring tools to inform their teachings and planning. These will include "Words Their Way", which analyses children's spelling strategies; Probe reading test; Torch reading test and the Burt reading test.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: Prep-Year 7

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
39	22	17	77%

Characteristics of the student body:

Duringa State School is quite a diverse community, with shared community values. Approximately 40% of the student population is made up of rural students who live on properties surrounding our area. Other students reside in the Duringa town itself.

Approximately 30% of our students are identified as coming from indigenous backgrounds.

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3	19	100%	100%	0%	0%
Year 4 – Year 10	25	100%	100%	0%	0%
Year 11 – Year 12					
All Classes	22	100%	100%	0%	0%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	2
Long Suspensions - 6 to 20 days	0
Exclusions	0
Cancellations of Enrolment	0

Our school at a glance

Curriculum offerings

Distinctive Curriculum

In addition to the regular curriculum opportunities for our students we offer the following distinctive curriculum opportunities at Duaranga State School:

- Swimming lessons at the school pool (Term 1 & 4)
- Golf Lessons provided by the Greg Norman Golf Foundation
- Tennis lessons
- Regular curriculum based excursions
- Incentive Days for behaviour
- NAIDOC celebrations
- Get Active program
- Small schools Athletics and Swimming Carnival
- Life education van
- Graduation and awards night
- Rural and city links opportunity by attending camps

Extra curricula activities

The School provides opportunities for students to be involved in a wide range of extra curricula activities.

These include:

- Central Highlands Primary Sport – soccer, hockey, basketball, cricket, cross country, netball, rugby league, tennis and touch football.
- Charity based fundraising opportunities
- Karate Program
- Swimming Club
- Knitting

Our students enter a number of academic competitions such as the University of New South Wales competitions which are run annually.

Our students participate in a range of community events.

How Information and Communication Technologies are used to assist learning

At Duaranga we embed technology into the learning curriculum. Students are encouraged to use the internet effectively to gather and interpret information. Students are exposed to a variety of ICT tools and programs. Students and staff are regular users of ICT equipment. To maintain and develop our ICT equipment, a computer technician is employed by the school.

With the introduction of Interactive Whiteboards, more interactive materials have been used to enhance learning in all areas.

Social climate

The social climate of the school incorporates one of a supportive environment. Community members are encouraged to be part of the school and involved in the decision making process. Parents have reported that they are satisfied that their children are safe at this school and that teachers are interested in their child's education. Students at Duaranga State School are valued. Socially we strive to equip our students with the skills needed to be productive members of society. The school's behaviour management plan has been reviewed and demonstrates our commitment to producing responsible people. As identified in the school opinion survey, students are happy to go to this school.

Our school at a glance

Parent, student and teacher satisfaction with the school

Staff morale at Daringa State School is high with staff being very satisfied with their working relationships. We aim to utilise the variety of skills of our staff possess, to benefit our students. Students are very satisfied with their access to resources and the way they are taught. Parents are satisfied with the school community relations and the overall climate of the school. We strive to be responsive to the needs of our students, staff and parents. In 2011 there will more consultation for professional development for all staff members especially for Teacher Aides.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	65%
Percentage of students satisfied that they are getting a good education at school	71%
Percentage of parents/caregivers satisfied with their child's school	85%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	60%
Percentage of staff members satisfied with morale in the school	82%

Involving parents in their child's education.

Our school community recognises the vital part parents and families play in their child's education. For this reason the

school provides a range of opportunities for parents to engage in the life of the school and their child's education:

- Membership of the Parents and Citizens Association and fund-raising groups
- Formal and informal parent/teacher interviews
- Reports to parents at the end of each semester
- Assisting students with homework tasks
- Assisting with sporting competition and coaching school teams
- Assisting on and with excursions, camps and competitions
- Weekly newsletters
- Parent volunteers in the classroom, on excursions and camps, and at tuckshop
- Focus group meetings and consultations with parents for school decision-making about whole-school policies e.g. Homework Policy, Responsible Behaviour Plan for Students, Annual Operation Plan

Invitations to school events i.e. sports carnivals and events

Our school at a glance

Reducing the school's environmental footprint

Duaringa State School is lowering the environmental footprint by:

Having solar panels on the school to reduce the use of electricity from the grid.

Recycling vegetable matter to a compost area.

Using tank water for drinking purposes, watering the oval, and toilet flushing when possible.

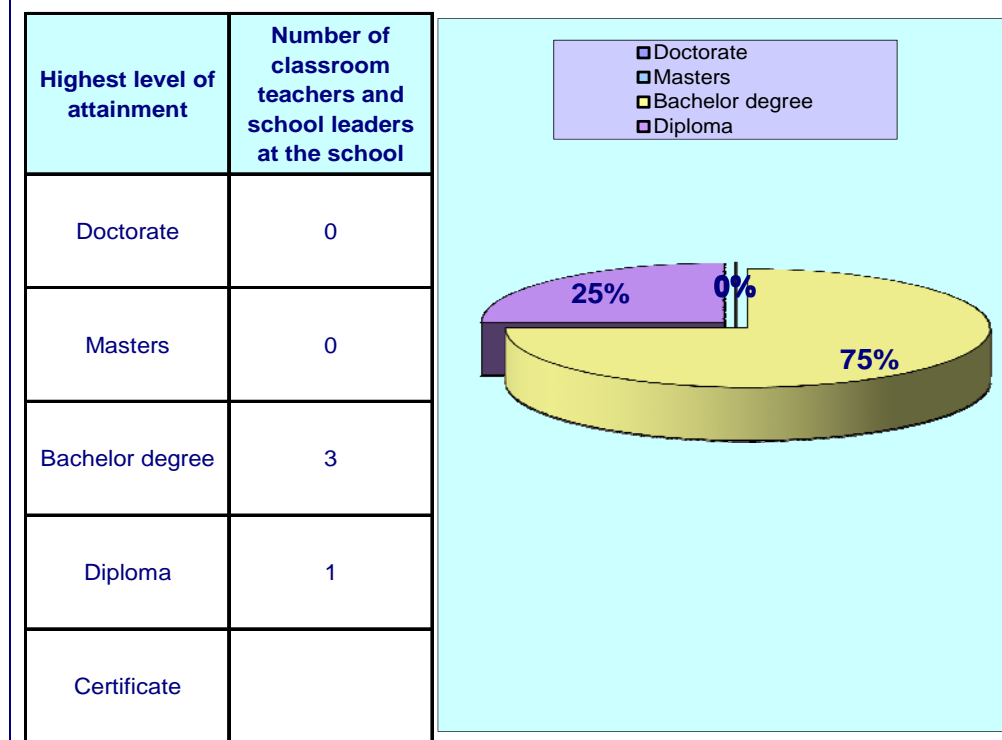
Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$19,788	\$12,150	\$0	\$630	\$3,296	\$0	\$3,712	64,243	2,987	0
2009	\$18,342	\$12,173	\$0	\$0	\$4,539	\$0	\$1,630	79,924	1,069	0
% change 2009 - 2010	8%	0%	N/A	N/A	-27%	N/A	128%	-20%	179%	N/A

Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	4	6	0
Full-time equivalents	2	3	0

Qualifications of all teachers



Performance of our students

Key student outcomes

Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 89%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
84%	90%	88%	85%	93%	93%	92%					

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Twice daily marking of rolls are undertaken. If a student is absent for the morning session only they are marked as a late arrival. If they leave before the end of the day they are marked as an early departure. Students who are away for an entire day are recorded as absent. Parents either phone or send in a reason for this absence and this is noted on the roll. Parents who do not notify the school the reason for absence, the roll is marked as an unknown absence. These unknown absences are followed up by the principal.

Performance of our students

Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

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



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and a yellow "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Closing the gap funding included monies for a Teacher's Aide for 5 hours a week. This person ensures that continued development of Oral English is given to expand their vocabulary. This assists the children to develop reading skills and to enhance their writing skills. There has been increased development in spelling skills. Attendance at school for the indigenous students is high, and all absences are covered by notification by the parents.