Principal’s foreword

Introduction

Durack is a multi-cultural State School where we aim to provide a positive environment for learning and for interacting with others, a place where we all have the right to receive respect from others, the right to learn and the right to feel safe and secure.

Our school strives to provide high quality educational programs with an emphasis on creating learning environments that are innovative and enriching, that provide for kinaesthetic and visual learning styles while promoting and improving the oral language skills of our students.

Partnerships with our whole school community are crucial to our students’ success academically, culturally, socially, and emotionally. Positive participation in our many and varied activities, assists our students to develop a sense of belonging and become life-long learners, while developing active citizenship.

Through our approach our students have every opportunity to become true Durack Dragons – Safe respectful learners

School progress towards its goals in 2011

The State Schools of Tomorrow initiative has supported the strategic direction of the school. Literacy and numeracy performance has been enhanced by the extensive investment in technology and the provision of a visually rich learning environment.

With the addition of the joint facility kindergarten our greater community will be provided with future opportunities for an extended early year’s program.

National Partnership funding has allowed for highly focused capacity building in literacy, numeracy and science. Increased staffing has provided smaller classes and targeted differentiated learning environments

Our iconic dragon draws upon our whole school approach to school wide positive behaviour, attendance and social and emotional learning.

Community relationships continue to strengthen with further development of new or existing partnerships. Providing culturally connected staff in liaison roles has assisted in parental engagement while assisting in raising education expectations amongst our families.

Future outlook

Strategic Direction (2010 – 2013)

To improve literacy and numeracy performance – utilising a differentiated /personalised learning approach

To improve school attendance

2011 School Annual Report
To develop and implement a whole school approach to science
To provide a whole school targeted intervention approach
To provide a learning environment where teacher capacity building is the norm
To build meaningful school and community partnerships
To enhance the image of the school within the local and wider community

2012 Facility Enhancement Priorities
State Schools of Tomorrow - Completion of State Schools of Tomorrow project
Building Education Revolution - Completion of Multi-purpose hall and engaging community in hall access
Kindergarten – Completion construction of joint facility with C&K, opening 2012
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>448</td>
<td>207</td>
<td>241</td>
<td>90%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

- School community enriched by cultural diversity, with Asian, Australian, Indigenous Australian, Polynesian, Indian, African and Middle Eastern cultures strongly represented amongst more than 20 different cultures. Religious backgrounds reflect the cultural make up of our students.
- Approximately 60% of students are from English as a second language background.
- School has a Special Education Program, with Special Education teachers supporting students with disabilities within the class context.
- Durack State School’s population has been steadily increasing since 2000. Moving from 2010 into 2011 numbers increased from 428 to 451.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>21.4</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.1</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>36</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>2</td>
</tr>
<tr>
<td>Exclusions</td>
<td>1</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our distinctive curriculum offerings Literacy and numeracy blocks are delivered by teams where consistent Teacher Aide alignment across year levels allows for small-group focus. This in turn supports the notion of differentiated programming. High expectations, on-task behaviour and focused teaching are the keys to our success.

Oral Language programs have been designed to connect students’ backgrounds and their life experiences to units of study and social and emotional learning.

Special education program supports students with disabilities through an inclusive approach by having special education teachers working with students in the classroom environment. Similarly English as Second Language (ESL) teachers provide additional support to students from non-English speaking backgrounds.

Science, SOSE, Health, Technology and the Arts, German Language, Music and Physical Education are embedded in school curriculum.

Extra curricula activities

Science extension programs include

Scientist in Residence – Durack has a Scientist who comes into the school regularly and conducts programs with our Year 7 students.

Science Club – lunch program Y2 – Y7

Music, Dance and Performance -

Dance Fever – developing dance skills while raising student resilience: Prep – Year 7

Cultural dance and choir both draw on the cultural background of the students and the strengths they bring to music selection and performance. Students take an active role in developing the program.

Instrumental music is offered to students from Year 5 (brass woodwind and percussion)

Keyboarding

Sports & Recreation –

Students are encouraged throughout the school to participate in student and school directed sporting opportunities. Lunchtime participation in timetabled practices supports the interschool sports program

Year 6 camp - Students access a five-day beach camp at Tallebudgera.

Swimming: Years 2-4

Get Active After-school Program: Prep – Y7

Multi-cultural Cricket - After-school program

Multicultural Activities

NAIDOC Day and Multicultural week – Celebrates the diverse nature of the multicultural school.

Cultural Dance program

HARMONY DAY

Religious Education: Classes are offered

Christian: Years 1 - 6

Buddhist Religious Education: Year 1 - 7

Islamic Pray group

Library program – Lunch program Prep – Y7

Social and emotional programs

Day of the Dragon – Whole school celebration of the importance of belonging

How Information and Communication Technologies are used to assist learning

As a result of the State Schools of Tomorrow initiative Durack has interactive white boards installed in all classrooms, the computer pod, library, staffroom and music room (total of 25). All classrooms have attached withdrawal areas with a pod of computers and wireless internet connection availability. A separate computer laboratory is attached to the library along with a
Our school at a glance

Media room for film technology.

The development of computer pods throughout the school allows for flexible and equitable use of computer technology. Students are encouraged to use word processing, graphics and publishing software to create reports, presentations, and other documents which demonstrate their learning outcomes across the KLAs, developing the necessary computer skills as needed for the particular task.

The school hall supports performance with elaborate audio and visual staging equipment.

Social climate

Our school community has collaboratively developed a whole school approach that provides a positive environment for learning and for interacting with others where acceptance of difference is the norm and bullying is unacceptable. Class units around social and emotional learning are being embedded into the school program. Additional resilience, health and wellbeing programs include Resilience, Health and Wellbeing Programs

Chaplaincy

Friendship Club – Alternative play program which assists students with social skilling and self-esteem activities through interactive games program

Breakfast Club/Parent Room Program – The success of this program provides the opportunity for all ages to mix in a positive manner while enjoying a healthy breakfast. Community, staff and student volunteers make this program a success and donations of breakfast items from local businesses are greatly appreciated.

Life Education: Prep. – Year 7

Leadership Program – Is a very successful program where all students in Year 7 take on roles that contribute to the successful running of the school. Opportunities for students to represent the school e.g., Young Leaders, Opening, etc

Kids Kount, Pathways to Resilience, Games Factory are targeted programs offered to students to support resilience

School Wide Positive Behaviour Support underpins the whole school ethos that ‘Durack Dragons are safe respectful learners’

Parent, student and teacher satisfaction with the school

Students demonstrate a strong belief in the school, where a sense of belonging is evident. There has been an increase in parental engagement while our staff continues to display a strong team spirit. This level of trust that is evident across the whole school environment has led to improved education outcomes for our students.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>99%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>84%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>93%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>89%</td>
</tr>
</tbody>
</table>
Involving parents in their child’s education

Parents are welcome to join the school community in a number of ways. These range from the Parent and Citizen Association (P&C) to playgroups, parent skilling programs and community events.

P&C co-ordinates monthly meetings that explore activities that will enhance student outcomes through community involvement, fundraising, tuckshop organisation and volunteer programs. A number of community events include Durack’s multicultural week celebrations and culminating concert, sports days, dance, graduation and captains’ induction program.

Parents are actively encouraged to participate in culturally connected playgroup programs that run on a weekly basis. Adult English and computer classes are also available.

Information sharing with the community is achieved in a number of ways. These include the school website, school signage, cultural reference groups, transition programs, family literacy program, class meetings, student reports and the school newsletter. The school endeavours to provide as much information as possible in a number of languages including English and Vietnamese.

Reducing the school’s environmental footprint

Sustainability has always been of significant interest to Durack State School as past winners of regional Green and Healthy Schools awards over the years.

With the rebuilding of the school under the State Schools of Tomorrow initiative, consideration was directed to developing an environmentally friendly site utilising eg building placement, light timers, energy saving light fittings, cross ventilation and water tanks. 21 solar panels were installed to assist with electricity production.

Teaching staff and Y7 students are participants in a regional sustainable project as a key focus of school science program.

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KwH</td>
<td>KL</td>
</tr>
<tr>
<td>2011</td>
<td>137,311</td>
<td>2,490</td>
</tr>
<tr>
<td>2010</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

% change 10 - 11 N/A N/A
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>36</td>
<td>27</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>32</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

School based trained facilitators are key to providing a high level expertise
Mrs Tracey Slingsby - First Steps number, measurement and space
Mrs Robyn Nicholson - Differentiation, First Steps Reading
Mrs Rachael Clarke – Functional Grammar
Mrs Beth Petersen – Reading Recovery

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was $11,983.02 school based funding plus extensive funding from National Partnerships
The major professional development initiatives are as follows:
Capacity building is a key strategic goal at Durack State School. Employment of the Head of Curriculum and up-skilling staff as facilitators has led to delivery of professional development to colleagues in an environment that is based on trust, which leads to sustainability.
The major professional development initiatives are as follows:
First Steps in Maths – measurement & number
Functional Grammar
RoleM Maths
Words their way
Collegial sharing
Coaching provided from team leadership team

The involvement of the teaching staff in professional development activities during 2010 was 98.5%.
The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

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 2011 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/](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.

Where it says ‘Search by school name’, type in the name of the school 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 given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 92%.
The overall attendance rate for all Queensland state Primary schools over the same period was 92%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>91%</td>
<td>90%</td>
<td>91%</td>
<td>92%</td>
<td>91%</td>
<td>94%</td>
<td>94%</td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Attendance Distribution Graph](image)

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.

Durack State School endorses “Everyday Counts” that is ‘every child in every class learning and achieving’. Our expectations are that student arrive on time and are seated in classes at 8:55am and remain until 3:00pm. This is communicated through enrolment information, open days and newsletters. Rolls are marked at the beginning of the day and again after lunch, these are checked weekly by the Learning Engagement Officer.

Failure to meet attendance expectations will result in communication between school and home. This will be achieved through phone communication, letters, Police Liaison Officer visits and where necessary notifications.

Celebration of attendance occurs each term with our Big Breakfast cooked for the winning class by the Principal and Deputy Principal and served in the Breakfast Club and Y7 dining room area.
Performance of our students

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 My School website at [http://www.myschool.edu.au/](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.

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 is a key focus for Durack. We had employed an Indigenous Liaison Office (currently on leave) whose role was to assist in developing a closer partnership with our indigenous community. Initiatives include parent reference group, attendance follow up, celebrations, leadership, parent up-skilling, and targeted student support and health and wellbeing programs.

The gap closed across all academic areas while the attendance gap reduced by half.

Greater staff engagement and understanding in Indigenous perspectives has been addressed through developing a whole school approach to building trust and improving indigenous student outcomes.