



Durack State School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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Principal	Beth Petersen

From the Principal

School overview

Durack State School provides a positive, supportive environment for learning and interacting with others-where all have the right to receive respect, to learn and to feel safe and secure. Serving the multicultural communities of Durack, Richlands and Inala, the school also caters for overseas students through its accredited International Student Program with Education Queensland International (EQI).

We value our culturally diverse community and focus on the provision of inclusive education. In addition to core curriculum offerings, we deliver inclusive education practices, a Special Education Program, targeted oral language and enrichment programs and academic, sporting and cultural excellence. Information and Communication Technology, including robotics and coding, is incorporated in state-of-the-art facilities designed for 21st century learning.

Celebration of cultural difference and inclusive practices are paramount to the success of all programs. These support curriculum, teaching and learning, school organisation, ethos and environment, partnerships and services. As State Showcase Award winners for Inclusive Education and Excellence in the Early Years and Primary Years and a State finalist in Innovation and Leadership, School of Excellence in Indigenous Education, State Winner Primary School Multicultural Award and with an accredited International school program, Durack State School is delivering its mission of encouraging students to reach their potential within a safe, nurturing, learning environment built on respect.

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

2020 Improvement Agenda focus is Writing with key strategic priorities including

- Data evidenced practices driving improvement
- Consistent pedagogical practices across school
- Consistent curriculum alignment with National Curriculum

Other supporting priorities

- Continue to provide a whole school targeted intervention approach
- Maintain strong ties with early childhood providers
- Continue to build university and business partnerships
- Continue to provide learning environment where staff capacity building is the norm
- Enhance the image of the school within the local and wider community
- Continue to build the international student program

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Prep Year - Year 6

Characteristics of the student body

Our School community is enriched by cultural diversity, with Asian, Australian, Indigenous Australian, Polynesian, Indian, African and Middle Eastern cultures strongly represented amongst more than 20 different cultures.

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	593	643	659
Girls	281	300	293
Boys	312	343	366
Indigenous	64	73	70
Enrolment continuity (Feb. – Nov.)	95%	95%	94%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3	23	25	22
Year 4 – Year 6	27	27	27
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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Literacy and numeracy blocks are delivered by teams across the year levels which has been achieved by ensuring of consistent Teacher Aide alignment allowing for small-group differentiated focus

- High expectations, on-task behaviour and explicit teaching are the keys to our success
- Targeted English programs have been designed to connect students' backgrounds and their life experiences to units of study while building social and emotional learning
- High Performing students are identified and catered for school wide through differentiated class programs, and through e.g. extension programs including debating and online writing and reading Impact programs, coding and robotics
- Science, HASS, Health and Physical Education, Technology, the Arts and Music are embedded in the school curriculum
- Special Education Program supports students with disabilities through an inclusive approach with Special Education and case managers. Teachers work with students both in the classroom and in dedicated learning spaces including the senior and junior literacy and numeracy classrooms
- EAL/D teachers provide additional support for students from non-English speaking backgrounds
- Our accredited International program welcomes overseas students to study in an Australian school setting

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

At Durack State School, some of our programs include:

Academic Extension Programs

- Robotics and Coding Club and regional competitions
- Online Impact program, writing, reading and coding
- Solid Pathways online learning
- Year 6 Calculator program
- Engineers Program provided by AUSENCO
- STEM with Australian Catholic University
- Science Club – lunch program Year 2 – 6
- ICAS Competitions Years 2-6
- Cluster Spelling Competition
- Inala District Maths Teams Challenge 2018 Annual Report 5 Durack State School
- Library Lunch Program

Music, Dance and Performance

- Cultural dance draws 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.
- Choir
- Instrumental music is offered to students from Year 3 for strings and Year 4 for brass, woodwind and percussion
- Keyboarding

Sports & Recreation

- Students are encouraged throughout the school to participate in student and school directed sporting opportunities.
- Cluster sports gala days
- Canberra trip: Year 6
- Swimming: Year 4
- PE Program: Prep – Year 6
- Chess Club
- Problem Solving Club – board games and challenges
- Gardening Club

Multicultural Activities

- NAIDOC Day and Multicultural Week – Celebrates the diverse nature of our multicultural school
- Cultural Dance program

Religious Instruction available:

- Christian: Years 1 - 5
- Buddhist Religious Instruction: Year 2 - 6
- Islamic Prayer group

Social and emotional programs

- Chaplaincy program
- Friendship Club
- Yoga & mindfulness program
- Celebration days – attendance, behaviour, academic effort

Transition Programs

- Secondary Transition program with Glenala State High School
- Partnerships with local Early Years Centres - including the onsite C&K Kindergarten

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Interactive white boards/screens are installed in all classrooms, the computer pod, resource centre, staff room, music room, intervention centre and Special Education classroom (total of 30).

All classrooms have wireless internet access. Classrooms have a range of access to digital devices including pods of computers, laptops and tablets. A separate computer laboratory is attached to the library along with a video media room. The computer pods and laptops throughout the school allows for flexible and equitable use of computer technology.

A number of classrooms are trialling an integrated computer program as part of an action research project. Students are encouraged to use word processing, graphics, presentation, research and publishing software to create reports, spreadsheets and other documents, which demonstrate their learning outcomes across learning areas, developing the necessary computer skills as needed for the particular task.

iPads are accessible in all classes and through the EAL/D and Special Education Programs. Students have shifted from being consumers of technology to creators. iPads are being used extensively in the embedding of STEM across the school and to support an extension program for senior students.

Digital presentations are regularly developed by students and classes – many of which highlight our excursions, curriculum events or promotional activities.

FM audio systems are installed in all classrooms to ensure every students can hear verbal instructions with ease. This measure supports the health and well-being of school staff as well.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

School Wide Positive Behaviour Support underpins the whole school ethos that 'Durack Dragons are safe, respectful, learners' 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. Social and emotional learning are being embedded into the school program. Additional resilience, health and wellbeing programs include

- Play is the Way

- Targeted resilience, health and wellbeing programs
- Chaplaincy provides targeted programs offered to students to support resilience
- 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 6
- Leadership Program – Is a very successful program where all students in Year 6 take on roles that contribute to the successful running of the school. Opportunities for students to represent the school e.g., ANZAC service etc.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	96%	98%	97%
• this is a good school (S2035)	99%	100%	98%
• their child likes being at this school* (S2001)	96%	100%	97%
• their child feels safe at this school* (S2002)	98%	98%	96%
• their child's learning needs are being met at this school* (S2003)	96%	98%	97%
• their child is making good progress at this school* (S2004)	95%	98%	92%
• teachers at this school expect their child to do his or her best* (S2005)	99%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	95%	95%
• teachers at this school motivate their child to learn* (S2007)	98%	97%	92%
• teachers at this school treat students fairly* (S2008)	98%	98%	90%
• they can talk to their child's teachers about their concerns* (S2009)	96%	97%	95%
• this school works with them to support their child's learning* (S2010)	94%	100%	94%
• this school takes parents' opinions seriously* (S2011)	97%	94%	94%
• student behaviour is well managed at this school* (S2012)	93%	92%	91%
• this school looks for ways to improve* (S2013)	99%	97%	92%
• this school is well maintained* (S2014)	98%	100%	94%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	98%	99%	100%
• they like being at their school* (S2036)	99%	98%	100%
• they feel safe at their school* (S2037)	98%	98%	99%
• their teachers motivate them to learn* (S2038)	100%	99%	98%
• their teachers expect them to do their best* (S2039)	99%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	99%	98%	97%

Percentage of students who agree# that:	2017	2018	2019
• teachers treat students fairly at their school* (S2041)	90%	95%	96%
• they can talk to their teachers about their concerns* (S2042)	88%	89%	88%
• their school takes students' opinions seriously* (S2043)	95%	97%	98%
• student behaviour is well managed at their school* (S2044)	91%	98%	96%
• their school looks for ways to improve* (S2045)	99%	99%	100%
• their school is well maintained* (S2046)	100%	98%	97%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	99%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	98%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	95%	97%
• they receive useful feedback about their work at their school (S2071)	96%	97%	95%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	95%	93%
• students are encouraged to do their best at their school (S2072)	100%	98%	98%
• students are treated fairly at their school (S2073)	100%	97%	95%
• student behaviour is well managed at their school (S2074)	94%	93%	91%
• staff are well supported at their school (S2075)	96%	90%	94%
• their school takes staff opinions seriously (S2076)	96%	90%	97%
• their school looks for ways to improve (S2077)	100%	98%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	98%	97%	98%

* 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

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Parents are welcome to join the school community in a number of ways. These range from the Parents and Citizens Association (P&C) to our Wednesday playgroup program, volunteer program 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, D Factor, sports days, dance, graduation and captains' induction program.

We communicate with our families in a number of ways including: school newsletter school website, signage, transition programs, class meetings, communication book, and student reports. The school endeavours to provide as much information as possible in a number of languages including.

Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

The continued long term implementation of SWPBS at Durack SS has led to the development of a safe supportive school environment. This process has seen the development of school wide universal systems, supported by Classroom Problem Solving Teams and the specific introduction of a dedicated social skills program. The program chosen by Durack, Play is the Way, supports ACARA in the development of self and social awareness and management along with resilience. Its main focus is on the development of self-mastery.

The school participates in safety awareness programs such as the Daniel Morcombe Foundation, including walking in the annual "Day for Daniel" walk with other local primary and secondary schools. The Life Education program is offered every year, including the provision by the school of Life Education's "Let's Talk About It" program for Years 5 and 6.

The school Inclusion Committee prioritises targeted intervention for students who may need additional support around interpersonal understandings. The Friendship Club and Gardening Club are both examples of proactive support programs that build student engagement while working alongside one another. Where necessary, appropriate external agencies are engaged to support students.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	23	43	90
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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	168,480	173,466	184,880
Water (kL)	1,212	976	1,934

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	54	42	<5
Full-time equivalents	48	27	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	93%	92%	92%
Attendance rate for Indigenous** students at this school	84%	86%	84%

* 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

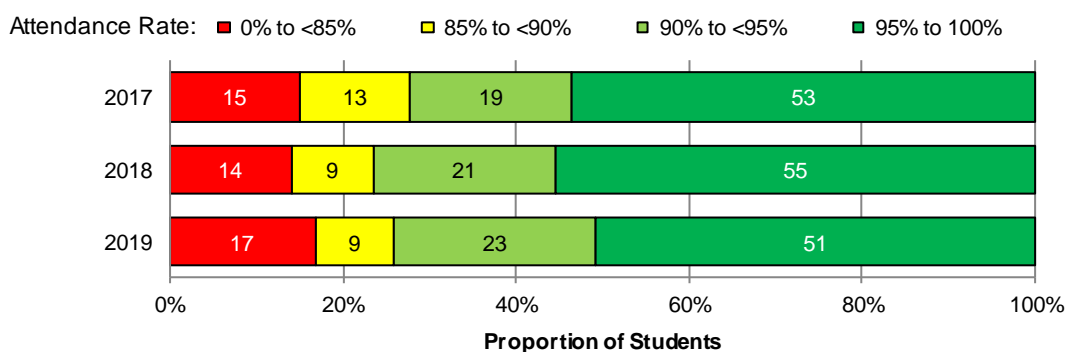
Year level	2017	2018	2019
Prep	91%	92%	91%
Year 1	91%	91%	93%
Year 2	93%	92%	90%
Year 3	94%	93%	93%
Year 4	92%	93%	94%
Year 5	93%	92%	93%
Year 6	94%	94%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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.

A dark red search bar with a white background. It contains a text input field with the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned at the far right end of the bar.

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.