

Yarrilee State School

Queensland State School Reporting

2013 School Annual Report



| | |
|----------------|---|
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| Webpages | Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website. |
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Principal's foreword

Introduction

This report outlines our success in 2013 as we progressed towards our goals. At all times our focus was on improving student learning outcomes through our curriculum and pedagogical reforms focusing on enhanced student engagement.

School progress towards its goals in 2013

Achievements

- Whole school curriculum plan implemented with full implementation of the C2C (Curriculum to Classroom) units of work in English, Maths and Science
- Improvement in Literacy outcomes for all students evidenced through improved NAPLAN & school data.
- Improvement in Numeracy outcomes for all students evidenced through improved NAPLAN & school data.
- The 'You Can Do It' program fully implemented with a Social Emotional Wellbeing embedded.
- Refined processes for assessment, moderation and data driven decision making within the school.

Future outlook

- Implement the Australian Curriculum
- Implement key literacy and numeracy improvement strategies
- Refine and enhance Differentiation strategies
- Implement performance reviews for all staff
- Develop and enact a pedagogical framework based on ASOT
- Get Ready For Secondary School
- Implement T&L Audit; Discipline; Internal Audit and School Opinion Survey priorities

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2011 | 671 | 322 | 349 | 86% |
| 2012 | 670 | 317 | 353 | 87% |
| 2013 | 717 | 335 | 382 | 89% |

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

Our student population is drawn from areas across Hervey Bay from Urangan Point to Point Vernon and as far north as Toogoom and to the west, the areas of Sunshine Acres and Nikenbah. One third of our students travel each day to school by bus. Our students come from mid - low socio-economic status and we average a transience rate of 12% (students in and students out) consistent with other schools across Hervey Bay. This transience is a direct reflection of the economic trends in Hervey Bay where permanent work is sometimes difficult to secure. We are seeing an increasing number of families where one parent works out of Hervey Bay in the mining and building sectors, 5% of our students are Indigenous, less than 1% are students who have English as a second language and 5% are students with disabilities.

Average Class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Prep – Year 3 | 23 | 22 | 23 |
| Year 4 – Year 7 Primary | 26 | 26 | 27 |
| Year 7 Secondary – Year 10 | | | |
| Year 11 – Year 12 | | | |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2011 | 2012 | 2013 |
| Short Suspensions - 1 to 5 days | 96 | 68 | 50 |
| Long Suspensions - 6 to 20 days | 9 | 1 | 2 |
| Exclusions | 0 | 1 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Curriculum offerings

Our distinctive curriculum offerings:

In 2013, we continued the implementation of our National Curriculum introducing History. All units of work embed ICTs. Consistent and planned assessment criteria are integral to all of our units of work and form the basis for year level moderation.

Extra curricula activities:

We continue to implement a range of extra-curricula activities aimed at full participation of students in areas of interest and talent. These include:-

Author visits;
Maths Challenge;
Robotics;
Guitar Group;
Extension guitar group through our 2 Rock Bands;
Yarrilee Voices – auditioned competition choir;
Instrumental Music – Strings, Brass, Woodwind, Percussion;
Interschool Sport;
Reward Days;
Enrichment Days;
Walk to School (Monthly);
Student Leadership – Peer Playground Support;

How Information and Communication Technologies are used to assist learning

2013 saw an increase in the number of staff fully integrating technology into daily routines. All year levels from Prep to Year 6 have Interactive Whiteboards and staff shared their learning at staff meetings as they moved towards the integration of these into daily curriculum offerings. Every classroom had at least five computers for student use and digital microscopes, Bee Bots and digital cameras also supported the learning.

Social climate

The school continues with the implementation of the “You Can Do It” program based on Social and Emotional learning. The keys to success – Resilience, Confidence, Getting Along, Persistence and Being Organised - were incorporated into the curriculum fully and embedded into daily practices and routines.

The Code of School Behaviour was reviewed with few changes reflecting the robust plan implemented and accepted by all members of the school community. Each term student behaviour levels were reviewed and celebrated with our community.

There is a positive climate in the school and all community members - staff, students, parents and visitors comment on the welcoming atmosphere and the warm and helpful reception. This is carried through to settled classrooms with students actively engaged in the learning process.

Parent, student and staff satisfaction with the school

Parent satisfaction with our school has increased this year with 100% of our parents are satisfied that their child is getting a good education at this school. Nine items from the parent school opinion survey increased to 100% in 2013.

Our student satisfaction remained constant with overall satisfaction across most areas at 92% or above.

Our staff satisfaction increased in the 2013 School Opinion survey with eleven areas increasing to 100% satisfaction.

Our school at a glance

Performance measure (Nationally agreed items shown*)

| Performance measure (Nationally agreed items shown*) | 2012 | 2010 |
|--|------|------|
| Percentage of parents/caregivers who agree that: | | |
| their child is getting a good education at school (S2016) | 94% | 10 |
| this is a good school (S2035) | 97% | 97 |
| their child likes being at this school* (S2001) | 97% | 94 |
| their child feels safe at this school* (S2002) | 91% | 97 |
| their child's learning needs are being met at this school* (S2003) | 94% | 97 |
| their child is making good progress at this school* (S2004) | 94% | 97 |
| teachers at this school expect their child to do his or her best* (S2005) | 97% | 10 |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 94% | 94 |
| teachers at this school motivate their child to learn* (S2007) | 94% | 10 |
| teachers at this school treat students fairly* (S2008) | 93% | 10 |
| they can talk to their child's teachers about their concerns* (S2009) | 100% | 10 |
| this school works with them to support their child's learning* (S2010) | 97% | 10 |
| this school takes parents' opinions seriously* (S2011) | 86% | 10 |
| student behaviour is well managed at this school* (S2012) | 84% | 97 |
| this school looks for ways to improve* (S2013) | 97% | 10 |
| this school is well maintained* (S2014) | 100% | 10 |

Performance measure (Nationally agreed items shown*)

| Performance measure (Nationally agreed items shown*) | 2012 | 2010 |
|---|------|------|
| Percentage of students who agree that: | | |
| they are getting a good education at school (S2048) | 95% | 93 |
| they like being at their school* (S2036) | 94% | 92 |
| they feel safe at their school* (S2037) | 92% | 93 |
| their teachers motivate them to learn* (S2038) | 99% | 97 |
| their teachers expect them to do their best* (S2039) | 100% | 98 |
| their teachers provide them with useful feedback about their school work* (S2040) | 96% | 98 |
| teachers treat students fairly at their school* (S2041) | 96% | 94 |
| they can talk to their teachers about their concerns* (S2042) | 92% | 93 |
| their school takes students' opinions seriously* (S2043) | 95% | 93 |
| student behaviour is well managed at their school* (S2044) | 89% | 89 |
| their school looks for ways to improve* (S2045) | 99% | 98 |
| their school is well maintained* (S2046) | 96% | 95 |
| their school gives them opportunities to do interesting things* (S2047) | 98% | 97 |

Our school at a glance

Performance measure

| | |
|--|---|
| Percentage of school staff who agree that: | 2 |
| they enjoy working at their school (S2069) | 0 |
| they feel that their school is a safe place in which to work (S2070) | 1 |
| they receive useful feedback about their work at their school (S2071) | 0 |
| students are encouraged to do their best at their school (S2072) | 1 |
| students are treated fairly at their school (S2073) | 0 |
| student behaviour is well managed at their school (S2074) | 9 |
| staff are well supported at their school (S2075) | 8 |
| their school takes staff opinions seriously (S2076) | 9 |
| their school looks for ways to improve (S2077) | 4 |
| their school is well maintained (S2078) | 1 |
| their school gives them opportunities to do interesting things (S2079) | 0 |
| | 9 |
| | 6 |
| | 8 |
| | 8 |

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents and community members are involved in our school in a number of ways. We have a small but active P&C who strive to raise funds to support the school's strategic direction, especially in the areas of literacy and numeracy resources and teacher materials to support our new curriculum.

Our parent body established a parent room in the new hall to be utilised as a centre for meeting others, supporting each other and learning about our school. The P&C dedicated some funds to establish a parent library that can be accessed by any parent from the school. Topics in this library have so far centred on social and emotional development of our 21st century learners.

Parents are encouraged into classrooms in formal and informal ways. Many parents support classroom learning programs on a regular basis, however we have seen a decrease in these numbers over the past few years. Parents attend Open Days, Reward Days, Culminating Activities, Sports Day, Music recitals and special assemblies to celebrate successes like academic awards, music awards, behaviour levels and sports awards. On many of these occasions parents share morning tea with their children and the Administration team. 80% of our parents attend the formal parent teacher interviews held in July each year.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The school continues to recycle, install water tanks and monitor water & electricity each term. This area will be developed further in 2014.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2010-2011 | 189,059 | 3,235 |
| 2011-2012 | 189,866 | 1,439 |
| 2012-2013 | 199,703 | 3,363 |

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint

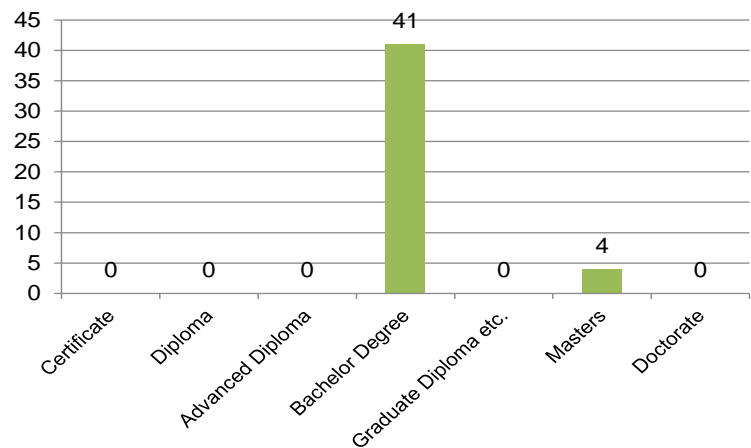
Our staff profile

Staff composition, including Indigenous staff

| 2013 Workforce Composition | Teaching Staff * | Non-teaching Staff | Indigenous Staff |
|----------------------------|------------------|--------------------|------------------|
| Headcounts | 46 | 25 | 0 |
| Full-time equivalents | 43 | 16 | 0 |

Qualifications of all teachers

| Highest level of attainment | Number of Teaching Staff * |
|-----------------------------|----------------------------|
| Certificate | 0 |
| Diploma | 0 |
| Advanced Diploma | 0 |
| Bachelor Degree | 41 |
| Graduate Diploma etc. | 0 |
| Masters | 4 |
| Doctorate | 0 |
| Total | 45 |



* 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 2013 were \$ 22 000.

The major professional development initiatives are as follows:

Art & Science of Teaching

Literacy Coaching & Spelling

Social Emotional Learning, and

Special Education and Disability support

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

| Average staff attendance | 2011 | 2012 | 2013 |
|--|------|------|------|
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 95% | 96% |

Our staff profile

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2013 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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 sour

Key student outcomes

| Student attendance | 2011 | 2012 | 2013 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 91% | 92% | 94% |
| The overall attendance rate in 2013 for all Queensland state Primary schools was 92%. | | | |

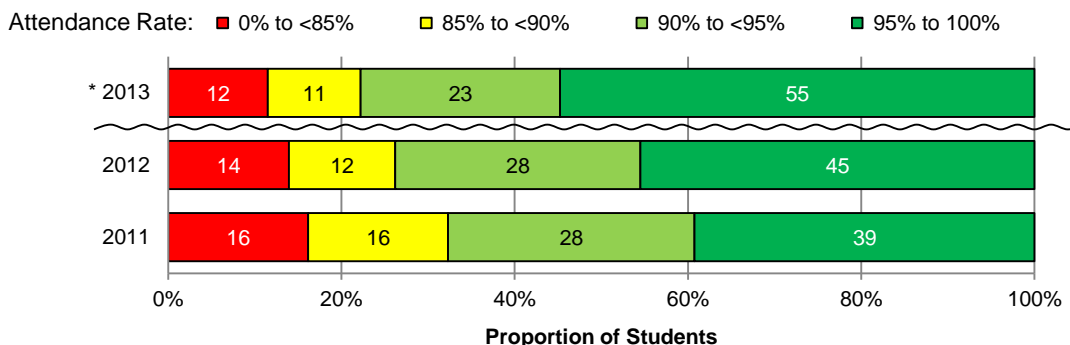
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2011 | 91% | 92% | 93% | 91% | 92% | 90% | 92% | | | | | |
| 2012 | 92% | 92% | 93% | 93% | 94% | 92% | 91% | | | | | |
| 2013 | 92% | 94% | 94% | 94% | 93% | 94% | 93% | | | | | |

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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.

Our school utilises the system ID Attend for recording, tracking and monitoring student absences. Twice each day rolls are recorded electronically. Text messages are sent to parents notifying of any unexplained absences. The administration staff follow these absences through and track student attendance. If these absences continue for significant periods follow up letters are sent to parents as per DET policies and guidelines. Where necessary, parent interviews are set up with the Principal or Deputy Principals, if absenteeism is becoming an issue for any student. Management plans are implemented to ensure that students are attending school on a regular basis. Newsletter articles and reminders about “Every Day Counts” are sent out on a regular basis. The school implemented “Attendance Blitz” months (1 per term) and rewards 100% and 95% -100% student attendance.

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/>.

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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

Attendance:-

In 2013 our Indigenous Attendance rate was 91.5% an increase from 89.1% in 2012.

Performance:-

Our Year 3 Indigenous mean for all 3 areas – Reading, Writing and Numeracy is on par with National & State School mean. Our Year 5 Indigenous mean for 2 areas – Writing and Numeracy is on par with National & State School mean. This has been a significant improvement since 2012.