

Yarrilee State School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

This report outlines our successes in 2014 as we progressed towards our goals – improved literacy and numeracy for all students. At all times our focus was on improving student learning outcomes and building teacher capability through our curriculum and pedagogical reforms focusing on our ASoT Pedagogical framework – engaging students and deepening their knowledge.

School progress towards its goals in 2014

- Newly developed English and Maths school based curriculum based on ACARA using C2C as a resource.
- 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.
- A planned and consistent approach to assessment and moderation implemented.
- Extensive differentiation practices implemented based on evidence based decisions.
- Instructional Leadership processes fully implemented with teachers learning from and with others.

Future outlook

- Further refinement of English and Maths school-based programs.
- Provision of quality differentiated support programs for all students.
- Implementation of new Australian Curriculum.
- Development of school protocols for the development of student learning goals and feedback.
- Implementation of reviewed Responsible Behaviour Plan to further embed YCDI goals.
- Continue to build teacher quality through school based learning.

Our school at a glance

School Profile: In 2014 Yarrilee was a Prep to Year 7coeducational school.

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	670	317	353	87%
2013	717	335	382	89%
2014	762	370	392	90%

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, 9% 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		
	2012	2013	2014
Prep – Year 3	22	23	23
Year 4 – Year 7 Primary	26	27	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	68	50	81
Long Suspensions - 6 to 20 days	1	2	6
Exclusions [#]	1	0	1
Cancellations of Enrolment	0	0	0

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings:

In 2014, we developed English and Maths School based programs as well as continuing the implementation of National Curriculum in all other KLAs. 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 changes aligning to our YCDI keys. Our Behaviour Level system now reflects the five YCDI keys. Student will work towards their Level 1 & 2 by demonstrating the keys consistently over a 10 or 20 week period. This plan is 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 well-managed classrooms with students actively engaged in the learning process.

Parent, student and staff satisfaction with the school

Student satisfaction increased in most areas which was a very pleasing result. There was a 100% rating on teacher expectation and a 99% rating for teacher motivation of students and feedback provided to them to improve their learning. Parent satisfaction with our school was varied and we noted a few areas of decreased satisfaction that will be addressed in 2015.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	100%	89%
this is a good school (S2035)	97%	97%	89%
their child likes being at this school* (S2001)	97%	94%	92%
their child feels safe at this school* (S2002)	91%	97%	92%
their child's learning needs are being met at this school* (S2003)	94%	97%	83%
their child is making good progress at this school* (S2004)	94%	97%	81%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	94%	86%
teachers at this school motivate their child to learn* (S2007)	94%	100%	89%
teachers at this school treat students fairly* (S2008)	93%	100%	85%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	94%
this school works with them to support their child's learning* (S2010)	97%	100%	89%
this school takes parents' opinions seriously* (S2011)	86%	100%	76%
student behaviour is well managed at this school* (S2012)	84%	97%	83%
this school looks for ways to improve* (S2013)	97%	100%	91%
this school is well maintained* (S2014)	100%	100%	97%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	93%	98%
they like being at their school* (S2036)	94%	92%	98%
they feel safe at their school* (S2037)	92%	93%	94%
their teachers motivate them to learn* (S2038)	99%	97%	99%
their teachers expect them to do their best* (S2039)	100%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	98%	99%
teachers treat students fairly at their school* (S2041)	96%	94%	96%
they can talk to their teachers about their concerns* (S2042)	92%	93%	96%
their school takes students' opinions seriously* (S2043)	95%	93%	96%
student behaviour is well managed at their school* (S2044)	89%	89%	92%
their school looks for ways to improve* (S2045)	99%	98%	99%
their school is well maintained* (S2046)	96%	95%	98%
their school gives them opportunities to do interesting things* (S2047)	98%	97%	98%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	95%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		92%	92%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		98%	100%
student behaviour is well managed at their school (S2074)		92%	98%
staff are well supported at their school (S2075)		90%	87%
their school takes staff opinions seriously (S2076)		94%	82%
their school looks for ways to improve (S2077)		100%	98%
their school is well maintained (S2078)		96%	97%
their school gives them opportunities to do interesting things (S2079)		88%	85%

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

'Agree' represents the 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. The school continues to look for ways to reduce our environmental footprint through the work of our Earth Smart Focus Group. We were successful in gaining some Landcare grants to replant areas and enhance our school environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	189,866	1,439
2012-2013	199,703	3,363
2013-2014	191,676	4,056

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

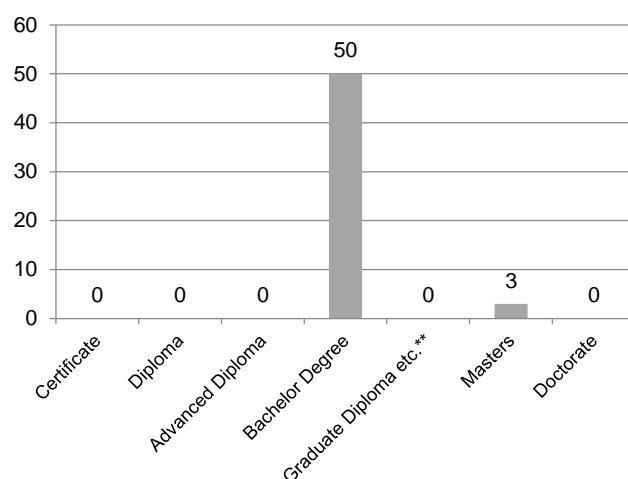
Staff composition, including Indigenous staff

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the 'less than 5' rule has been applied in schools whose Indigenous staff numbers are less than five.

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	53	25	0
Full-time equivalents	47	17	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	50
Graduate Diploma etc.**	0
Masters	3
Doctorate	0
Total	53



*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 2014 were \$107 853.

The major professional development initiatives are as follows:

- Numeracy Project
- Spelling program – Words their Way
- Instructional leadership

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	92%	94%	92%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

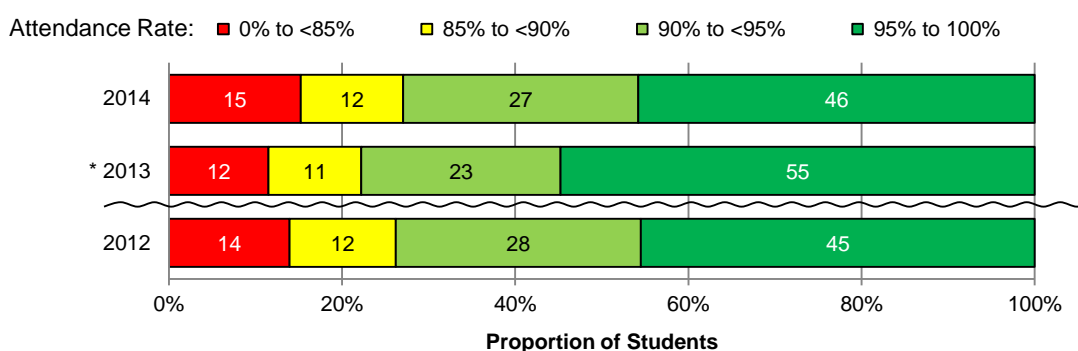
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	92%	92%	93%	93%	94%	92%	91%					
2013	92%	94%	94%	94%	93%	94%	93%					
2014	92%	93%	91%	91%	94%	91%	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 after 2012 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 DETE 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.

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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 DETE 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 implements “Attendance Blitz” months each term and rewards 100% and 95-100% student attendance.

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/>.

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**.

Find a school

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Sector Government
 Non-government

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

Attendance:-

In 2014 our Indigenous Attendance rate was 92% an increase from 91.5% in 2013.

Performance:-

Our Year 3, 5 & 7 Indigenous mean for all 3 areas – Reading, Writing and Numeracy is above the Queensland State School and North Coast Region's mean scale score. The Year 5 mean scale score for Indigenous students is above the non-indigenous mean in the areas of Reading and Writing.